

# Getting Practical Integrating Social Norms into Social and Behavior Change Programs

# How to Use this Slide Deck

This slide deck accompanies the Getting Practical: Integrating Social Norms into Social and Behavior Change Programs guide.

These slides have the instructions and templates needed to implement each activity. They do not include detailed speakers notes. Template instructions are in the notes section, not on slides.

Facilitators should fully read and understand the full guide before using this slide deck with participants. The deck is provided for convenience, so that facilitators don't need to recreate slides. Facilitators should edit slides and add their own speaking notes as needed.

# Format

Getting Practical is made up of four modules, each with a set of activities.

Each Module begins with three slides:

- Module Transition
- About the Module
- Key Terms

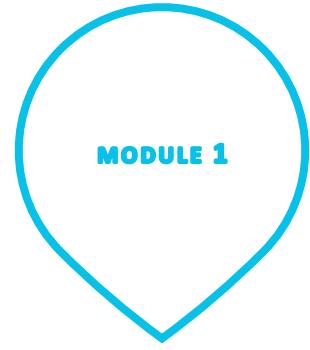
Most activities include these slides:

- Introduction
- Instructions
- Template
- Template Example
- Wrap up

# Getting Practical Feedback Form

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

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



## Understanding the Norms

# Module 1: Understanding the Norms

## GOAL

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

## ACTIVITIES

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

## OUTPUT

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

# Module 1: Understanding the Norms

## KEY TERMS

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

# Activity 1: Norm Behavior Mapping

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



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

# Activity 1: Norm Behavior Mapping

## INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Each group will fill in a Norm-Behavior Mapping Table

# Activity 1: Norm Behavior Mapping

## TEMPLATE

Norm  
Behavior  
Mapping  
Table

Annex 1

	Current Norm	Behavior 1	Behavior 2	Behavior 3	Behavior 4
Norm					
Behavior					
Mapping					
Table					
<u>Annex 1</u>					

# Activity 1: Norm Behavior Mapping

## EXAMPLE

### Norm Behavior Mapping Table

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

# Activity 1: Norm Behavior Mapping

## WRAP UP

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

## Activity 2: Understanding Priority Groups and Reference Groups

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

# Activity 2: Understanding Priority Groups and Reference Groups

## INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Assign each group one or more norms. The group will fill in a Norms, Priority Groups, and Reference Groups Table for **each norm** listed in the Norm-Behavior Mapping Table completed in Activity 1. (You will need to fill in one blank table per norm.)

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

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

## Activity 2: Understanding Priority Groups and Reference Groups

### INSTRUCTIONS (CONTINUED)

3. For each norm, record all the priority groups or reference groups related to the norm in the columns. The number of priority groups and reference groups in the table will change depending on the norm being addressed. You may need to add more columns if there are more than three priority and reference groups for each norm.
4. Consider the questions in the template for each priority group and reference group, and record your response in the appropriate column for either priority group or reference group. These questions help to provide a deeper understanding of how each reference group reacts to the norm, which will be important for programmatic decision-making later in this process.

# Activity 2: Understanding Priority Groups and Reference Groups

## TEMPLATE

Norms, Priority Groups, and Reference Groups Table

Annex 2

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

# Activity 2: Understanding Priority Groups and Reference Groups

## EXAMPLE

### Norms, Priority Groups, and Reference Groups Table

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

## Activity 2: Understanding Priority Groups and Reference Groups

### WRAP UP

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

## Activity 3: Write Norm Profiles

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

## Activity 3: Write Norm Profiles

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Gather the outputs from Activity 1 and Activity 2. The team will use them to construct the Norm Profiles.
3. Use your SNET/formative research findings to complete this activity rather than relying on assumptions.

# Activity 3: Write Norm Profiles

## TEMPLATE

### Norm Profile Table

#### Annex 3

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

# Activity 3: Write Norm Profiles

## EXAMPLE

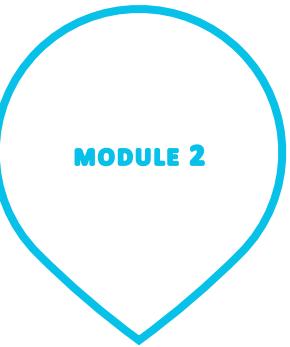
### Norm Profile Table

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

## Activity 3: Write Norm Profiles

### WRAP UP

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



# Community Consultation

# Module 2: Community Consultation

## GOAL

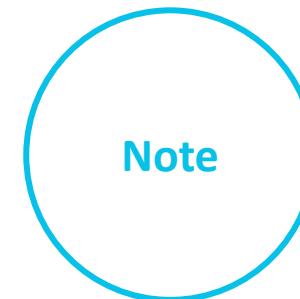
Engage purposefully with additional community members in order to share the norms assessment and seek guidance on whether and how norms should change.

## ACTIVITIES IN THIS MODULE

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

## OUTPUT

Completed Norm Profiles



All but Activity 5 to be conducted with community members in a community meeting. Examine the slides closely. Some are meant to be used with the team to explain what you will do, and some are to be used with the community during community meetings.

Slides to be used in community meetings have a \* in the upper right corner.

# Module 2: Community Consultation

## KEY TERMS

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

## Module 2: Community Consultation

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

# Activity 1: Validate the Norms

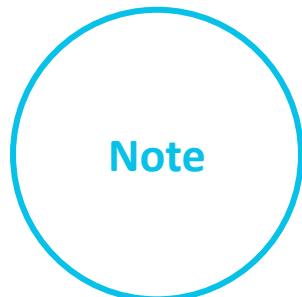
## INSTRUCTIONS

1. Convene the community meeting
2. Provide an introduction to the program and its goals
3. Define social norms and ask for input on the program's list of relevant social norms

# Activity 1: Validate the Norms

FOR THIS ACTIVITY YOU WILL NEED:

- Speakers notes on the program and its goals
- A list of social norms research has identified
- Flip chart paper or other method to show the norms to the group



There is no template for this activity

## Activity 1: Validate the Norms

### WRAP UP

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

## Activity 2: Decision Tree

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

The purpose of this activity is to understand the desires and priorities present in the communities where the program is implemented. The purpose is not to lead the community members to align themselves with program priorities, or to convince them that the program will be useful.

# Activity 2: Decision Tree

## INSTRUCTIONS

1. Break into small groups
2. Use the Decision Tree to discuss your group's assigned social norm/s
3. Present your group's decisions to the full group
4. During the presentations to the group, one person will write down the decision for each social norm

Definitions to help conduct the activity

### **"Fortify" the norm**

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

### **"Shift" the norm**

The community would like to change the norm in order to improve wellbeing.

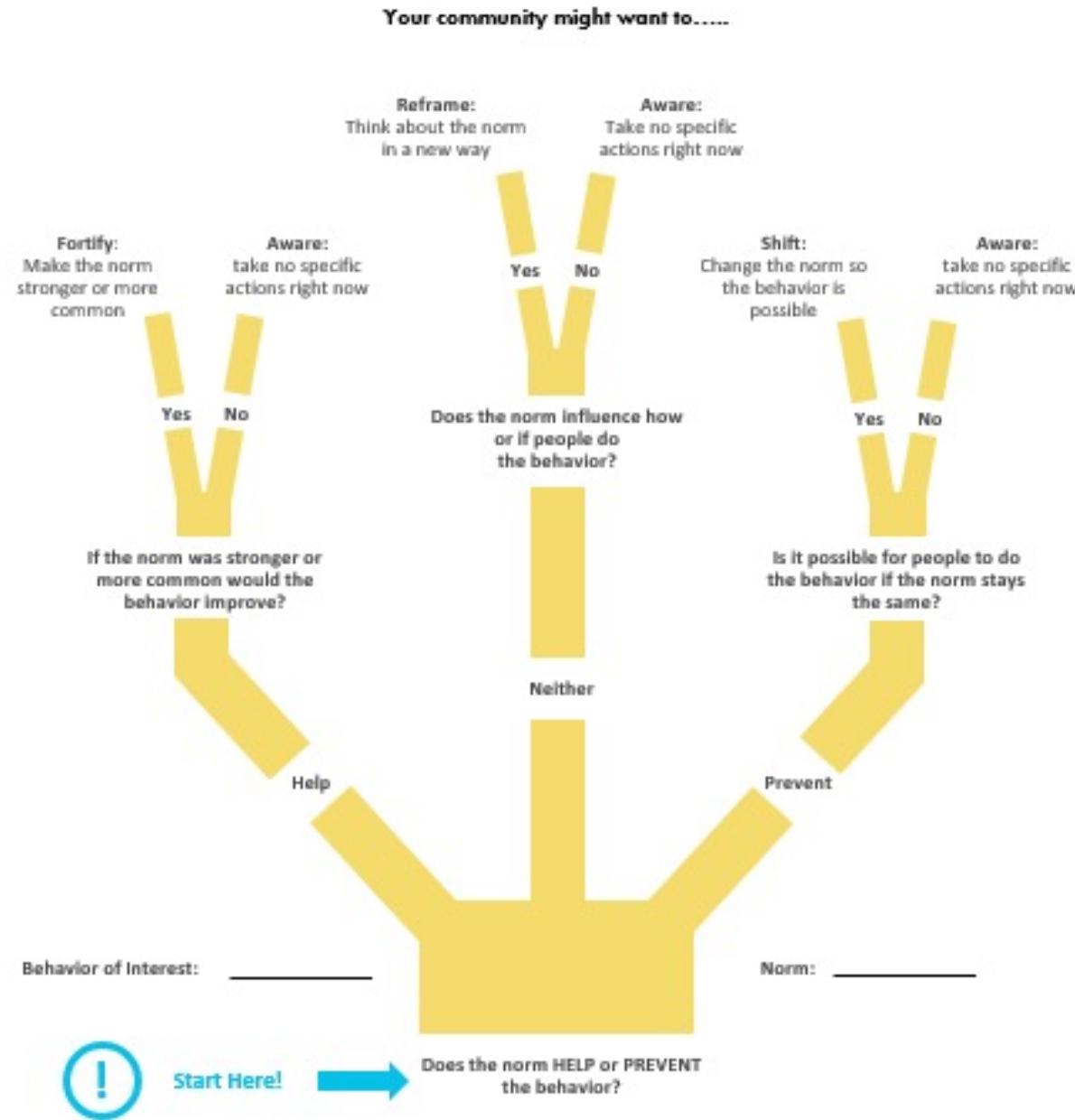
### **"Reframe" the norm**

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

### **"Aware" of the norm**

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

## Activity 2: Decision Tree



# Activity 2: Decision Tree

# TEMPLATE

## Fortify, Reframe, Shift, Aware Table

## Annex 4

Norm

Decision

Fortify, Reframe, Shift, Aware

## Activity 2: Decision Tree

### EXAMPLE

Fortify, Reframe,  
Shift, Aware Table

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

## Activity 2: Decision Tree

### WRAP UP

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

## Activity 3: Identify Future State (Now & Later)

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

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

## Activity 3: Identify Future State (Now & Later)

### INSTRUCTIONS

1. Get in small groups
2. Each group will discuss what the norm is now, and how they want it to be later.
3. Each group will make a drawing, skit, or vignette showing *now* and *later*.
4. Each group presents their now/later product to the large group.

## Activity 3: Identify Future State (Now & Later)

### WRAP UP

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

## Activity 4: Assess the Difficulty of Change

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

# Activity 4: Assess the Difficulty of Change

## INSTRUCTIONS

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

# Activity 4: Assess the Difficulty of Change

## TEMPLATE

### How Difficult to Achieve Norm?

#### Annex 5

#### How Difficult to Achieve Norm?

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

Add up number of “Yes” and No” answers

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

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

Would the group like the program to help the community achieve the new norm? Document “Yes” or “No”

# Activity 4: Assess the Difficulty of Change

## WRAP UP

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

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

## Activity 5: Document the Decisions

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

# Activity 5: Document the Decisions

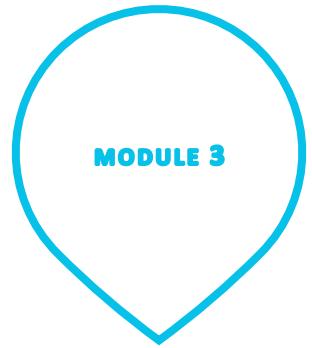
## INSTRUCTIONS

1. After the community consultation is complete, fill in the cells of the Norm Profile (annex 3) that were left blank in the previous activity (cells for Proposed Action and Norm Strength).
2. For each norm that will be shifted or reframed, also add a “Desired Future Norm” heading under the “Current Norm” at the top of the Norm Profile (annex 3); then add in the “Desired Future Norm,” as defined by the community consultation.

## Activity 5: Document the Decisions

### WRAP UP:

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



## Program Design or Adaptation

# Module 3: Program Design or Adaptation

## GOAL:

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

## ACTIVITIES IN THIS MODULE

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

## OUTPUT

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

# Module 3: Program Design or Adaptation

## KEY TERMS

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

## Module 3: Program Design or Adaptation

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

# Activity 1: Review Your Logic Model

## INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Review the program's existing logic model, then answer the questions in the table below.
3. If you answer "no" to any question, review the considerations to identify possible areas of change. You will come back to your logic model at the end of this module to make changes.

# Activity 1: Review Your Logic Model

## TEMPLATE

### Review Your Logic Model

#### Annex 6

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

# Activity 1: Review Your Logic Model

## WRAP UP:

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

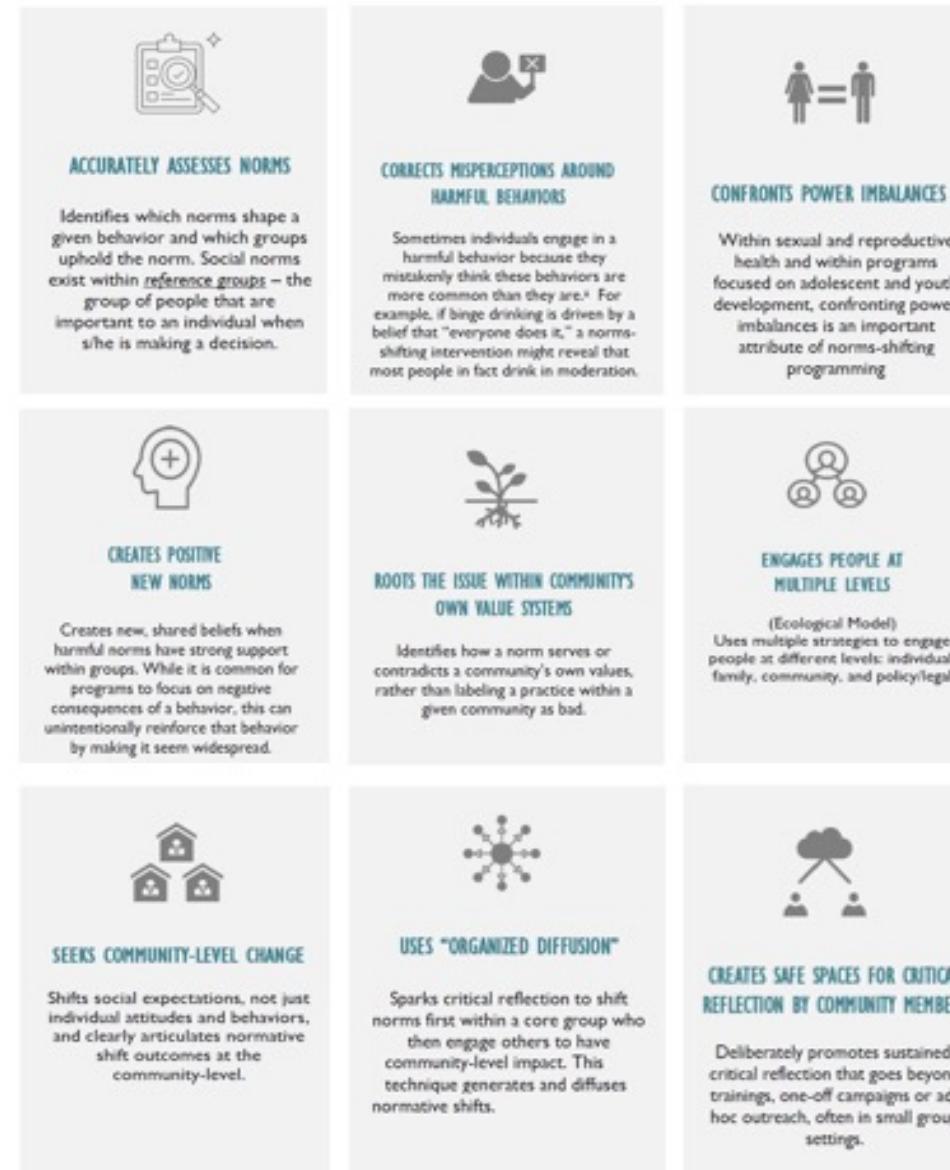
## Activity 2: Review Your Activities

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

# Activity 2: Review Your Activities

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

Good, effective community-based social norms shifting programming has certain common elements. This does not mean that effective activities must include all nine attributes.



## Activity 2: Review Your Activities

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Complete the Review Your Activities Table.
3. Complete Gap Analysis.

# Activity 2: Review Your Activities

## TEMPLATE

### Review Your Activities Table

#### Annex 7

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

# Activity 2: Review Your Activities

## EXAMPLE

### Review Your Activities Table

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

# Activity 2: Review Your Activities

## GAP ANALYSIS

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

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

2. Which attributes are not addressed in your activities? Consider whether inclusion of other attributes would strengthen your program.

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

## Activity 2: Review Your Activities

### WRAP UP

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

## Activity 3: Refine Your Activities

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

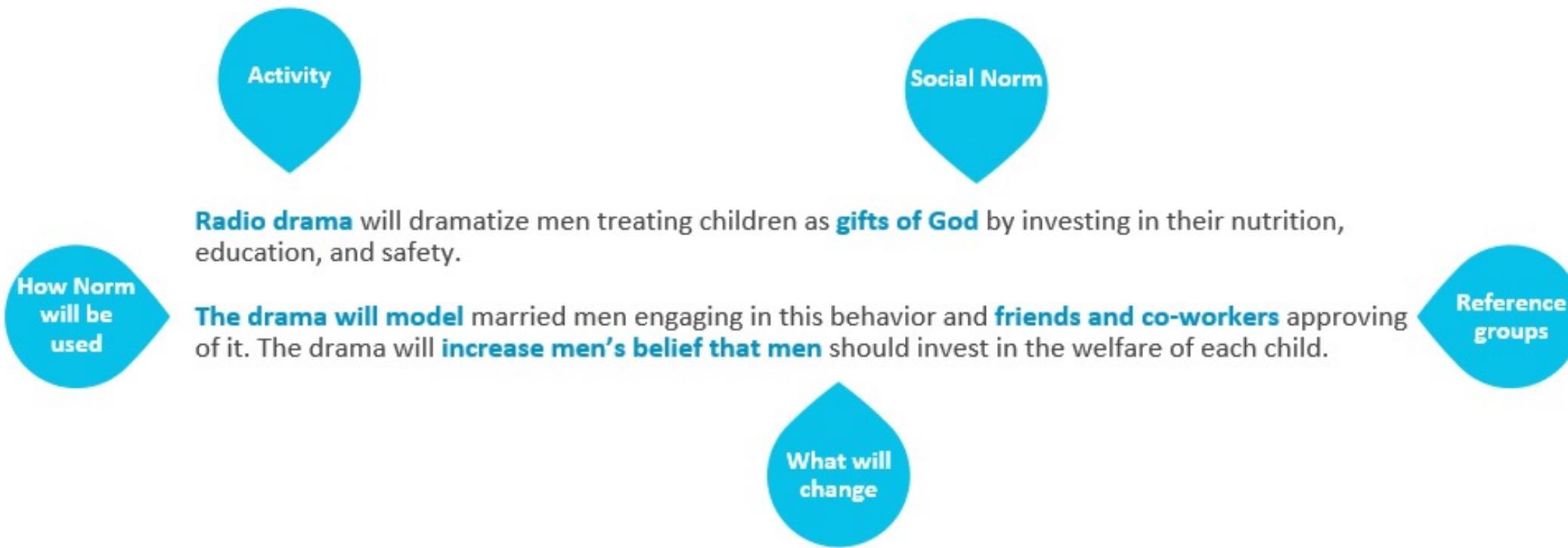
## Activity 3: Refine Your Activities

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. For each existing or new activity in your program, write at least one logic-chain sentence (or paragraph) that
  - a) Describes the **activity**
  - b) How the **norm** will be used
  - c) How **reference groups** will be reached
  - d) What will **change** as a result
3. Collect all logic chain sentences into one document.

# Activity 3: Refine Your Activities

## EXAMPLE

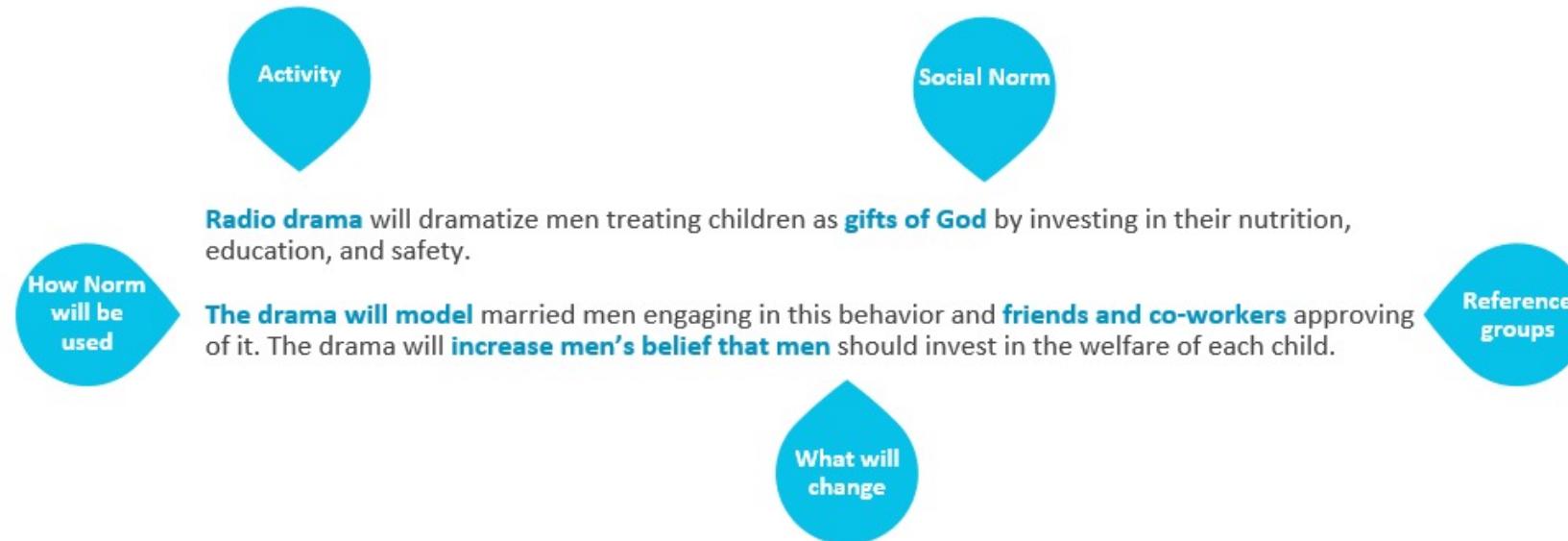


## Activity 3: Refine Your Activities

NEED SOME PRACTICE? Practice on examples then write your own.

Tag this example like the example diagramed on the previous slide and below:

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



## Activity 3: Refine Your Activities

### WRAP UP

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

## Activity 4: Consider Risks

When working on norms shifting programs, considering the ethical implications of the work is essential.

This may include stigma or other negative consequences for those who step outside of existing norms, especially those who do so early on, or those who continue to adhere to norms as they shift.

Shifting norms may also pose risks to community-based field workers or volunteers who are affiliated with the program. In this activity, you will consider what the negative consequences might be of shifting norms and how to avoid or reduce these consequences.

## Activity 4: Consider Risks

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Complete the Consider Risks Table.

Remember

You won't be able to predict and avoid all negative implications, so include attention to these in your monitoring plan. Programs should put in place monitoring systems that allow them to learn about resistance or backlash early in implementation.

# Activity 4: Consider Risks

## TEMPLATE

### Consider Risks Table

#### Annex 8

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

# Activity 4:

## Consider Risks

### EXAMPLE

#### Consider Risks Table

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

## Activity 4: Consider Risks

### WRAP UP

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

## Activity 5: Revise Program Documents

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

# Activity 5: Revise Program Documents

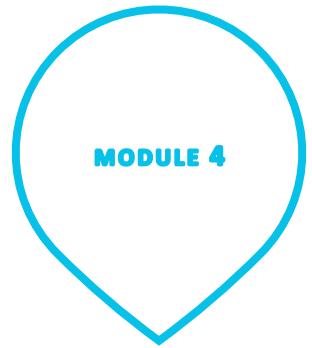
## INSTRUCTIONS

1. Review and revise the program logic model.
2. Incorporate activity descriptions (Activity 3) into program documents.
3. Plan for reporting back to the community.

# Activity 5: Revise Program Documents

## WRAP UP

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



# Monitoring Plan

# Module 4: Monitoring Plan

## GOAL

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

## ACTIVITIES IN THIS MODULE

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

## OUTPUT

Monitoring plan Table

# Module 4: Monitoring Plan

## KEY TERMS

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

## Module 4: Monitoring Plan

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

# Activity 1: Develop indicators for identified social norms

## INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Copy each of the future norms together with the revised/new objective you determined during Module 2 that you plan to reframe or shift into the table below.
3. For each norm, as appropriate/relevant, develop indicators for both descriptive and injunctive norms unless it is clear that only one is needed for your particular aim.

# Activity 1: Develop indicators for identified social norms

## TEMPLATE

Review the Key Indicators in your Revised Logic Model

Annex 9

Current norm	Future norm	Revised/new objective	Descriptive norm indicator	Injunctive norm indicator
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Reframe:      New:

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Shift:      New:

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# Activity 1: Develop indicators for identified social norms

## EXAMPLE

Review the Key  
Indicators of your  
Logic Model

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

# Activity 1: Develop indicators for identified social norms

## WRAP UP

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

## Activity 2: Integrate Social Norms Indicators into M&E Plan

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

## Activity 2: Integrate Social Norms Indicators into M&E Plan

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Complete the Monitoring Plan Table with output indicators, coverage/reach, intermediate outcome, and behavioral outcome indicators. Leave the other cells of the table blank for now.
3. For each indicator, specify (1) the type of indicator, i.e., output, reach, coverage, intermediate outcome, and behavioral outcome; and (2) whether it is a descriptive or injunctive norm (for social norms indicators only).

## Activity 2: Integrate Social Norms Indicators into M&E Plan

# TEMPLATE

# Monitoring Plan Table

## Annex 10

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

# Activity 2: Integrate Social Norms Indicators into M&E Plan

## EXAMPLE

### Monitoring Plan Table

Indicator	Indicator type, norm type					
Number of radio drama episodes/TV spots newly developed that model desired social norms	Output					
Number of radio drama episodes/TV spots broadcasted that model desired social norms	Output					
Number of providers who participated in training addressing priority norms	Output					
Number of priority group members who participated in social mobilization activities that focused on social norms	Coverage					
% of priority group who recall radio drama/TV spots that model desired social norms	Reach					
% of men who intend to communicate with their wives about family planning	Intermediate					
% of intended audience who report that their religious community approves of family planning	Intermediate outcome, descriptive norm					
% of intended audience who agree that others like them in their communities use modern contraception	Intermediate outcome, descriptive norm					

## Activity 2: Integrate Social Norms Indicators into M&E Plan

### WRAP UP

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

## Activity 3: Include Qualitative Inquiry

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

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

## Activity 3: Include Qualitative Inquiry

### INSTRUCTIONS

1. Get into one or more groups, depending on the size of your team.
2. Review the Indicators from the previous activity in light of your logic model. Are there aspects of the program related to the implementation process that need to be measured but cannot be with the current list of indicators? Or is a deeper understanding of how the program has been received by the intended audience or reference groups needed?
3. If yes, identify questions that should be asked about the implementation process that require a qualitative approach. See example on next slide.
4. Add the qualitative indicators to the Monitoring Plan Table.

# Activity 3: Include Qualitative Inquiry

## EXAMPLE

### Identify Qualitative Indicators

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

# Activity 3: Include Qualitative Inquiry

## EXAMPLE

Add  
Qualitative  
Indicators to  
Monitoring  
Plan Table

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

## Activity 3: Include Qualitative Inquiry

### WRAP UP

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

## Activity 4: Finalize Monitoring Plan Table

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

# Activity 4: Finalize Monitoring Plan Table

## INSTRUCTIONS

- Decide how frequently the data should be collected, who will manage data collection for that indicator, and who will analyze the data and apply findings to program activities.
- Get into one or more groups, depending on the size of your team.
- For each indicator:
  - Think about the different data sources the program can employ and include only those that the program will realistically be able to use. If there are not enough resources to collect the data needed for a given indicator the team can decide to either (1) eliminate the indicator or (2) revise the indicator so that it can be answered using available data sources.
  - Carefully consider how to disaggregate the data. This will be based on programmatic and reporting needs.
  - Decide how frequently the data should be collected, who will manage data collection for that indicator, and who will analyze the data and apply findings to program activities.
- Complete Monitoring Plan Table

# Activity 4: Finalize Monitoring Plan Table



## EXAMPLE Complete Monitoring Plan Table

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

# Activity 4: Finalize Monitoring Plan Table



## EXAMPLE Complete Monitoring Plan Table (continued)

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

## Activity 4: Finalize Monitoring Plan Table

### WRAP UP

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



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