EVERYBODY WANTS TO BELONG

PRACTICAL GUIDE FOR SOCIAL NORMS PROGRAMMING

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This guide has been developed by the UNICEF Regional Office
for the Middle East and North Africa.

INTRODUCTION

Social expectations and norms play a significant role in perpetuating negative behaviours which hinder the realisation of women and children's rights, especially in areas such as parenting and gender equity. Despite this, social norms programming is often overlooked within the field of communication for development (C4D - the name given to social and behavioural change communication in UNICEF) with a preference, instead, to focus on changing individual knowledge, attitudes and beliefs. Research conducted by UNICEF Headquarters highlighted critical programming gaps citing specific examples related to violence against children: they largely derived through social influences, further reinforcing the need to improve social norms programming.

To realise a 2030 Agenda which aspires at being people-centred, the development community at large recognises that social and behavioural change requires greater support and attention. UNICEF, in particular, made C4D one of its main global Programme Excellence Change Strategies. However, there are a number of challenges that have impeded progress to date, especially on programming to change social norms. These include: hesitancy to engage in a field perceived as theoretically complex and hard to master; sensitivities related to the ethics of shifting norms which are inextricably tied to cultural and social identity; difficulty in planning and resourcing for such activities - social change can take time, beyond our working and funding cycles; lack of data that properly measure social norms and inform their main driving factors; lack of support to integrate social norms theories into practical application on the ground; and a general lack of knowledge around the importance of social norms and how they help or hamper UNICEF's mission. Acknowledging the importance of the topic in creating lasting positive change, and with these challenges in mind, UNICEF sought to develop a number of concrete guides that will assist managers and technical staff across sectors and within varying country contexts to better integrate social norms programming within a results-driven framework.

PURPOSE

The purpose of the Practical Guide for Social Norms Programming is to provide UNICEF country offices (COs) and their partners with accessible and engaging information on social norms, the role they play in changing harmful behaviours, and the most recognised and evidence-based approaches to programming.

OBJECTIVES
UTILISING THIS GUIDE WILL SUPPORT COs TO:
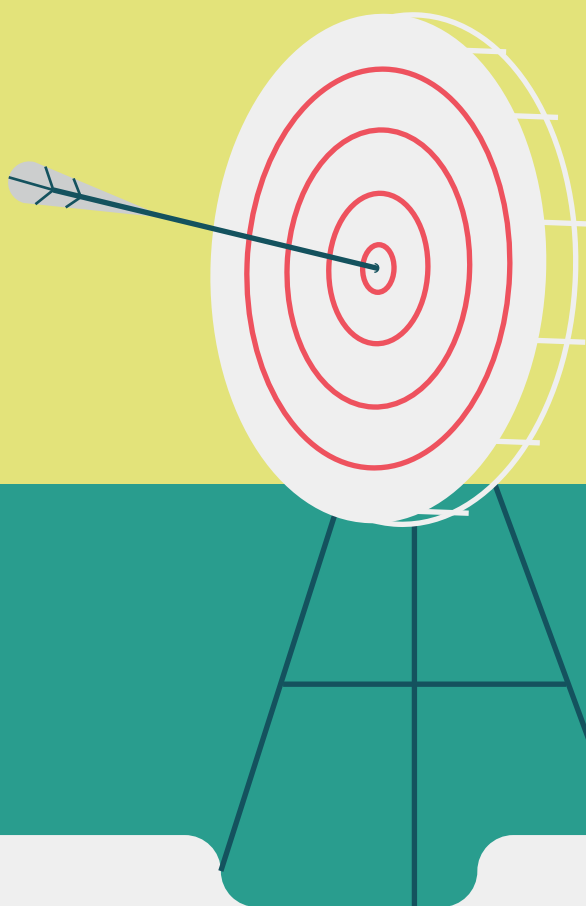
Improve understanding of how social norms impact what people do and why they do it

Identify social norms and the drivers behind them

Follow a holistic pathway for changing social norms

Design and implement programmes utilising a multi-pronged approach focused on community deliberation and mobilisation and relevant communications and advocacy tools

Ensure proper M&E is conducted throughout the life of the program, using strong evidence for its design, and assessing short and mid-term results to ensure improvements and evolution

TO BE OR NOT TO BE

Social norms are informal rules of behaviour in a group. They are expectations that guide how we think people should behave in our families, communities and society. They define what is acceptable or not. What is "normal".

Harmful behaviours related to child protection and violence against women and children are often solidified because they are accepted and regarded as normal. This is why social norms programming is increasingly gaining the attention of development and humanitarian practitioners.

Social norms have a powerful influence on what individuals do because humans desire to belong to their group, and care about the way they are perceived and treated. The group made up of people whose opinion matter to us and who influence how we make decisions is known as our **reference network.**

This group will play a central role in social norms programming, from formative research through to implementation.

Our desire to be accepted leads us to do what our reference network considers right, or rather what we BELIEVE they consider right. This is called a **normative expectation.**

Unpacking these beliefs at a community level will be one of the first steps towards social norms change.

We, as individuals, also hold beliefs of what others in the group do. These are called **empirical expectations.** But, we may mistakenly think behaviours are more typical than they really are. This can lead to behaviours being widespread in a group even if the majority of people privately disapprove of them and would prefer to do otherwise. These misconceptions are called **pluralistic ignorance.**

Through research, community debate and deliberation, we can help communities overcome pluralistic ignorance and ensure harmful behaviours are not enacted simply because others wrongly believe their peers approve of them.

Social norms are maintained based on approval and disapproval of the reference group. When we follow the rules we are socially rewarded (e.g. accepted, praised, honoured), if we break them, we are punished or **sanctioned**. This social pressure to comply can take many forms, such as public mockery, stigma, exclusion, violence, etc.
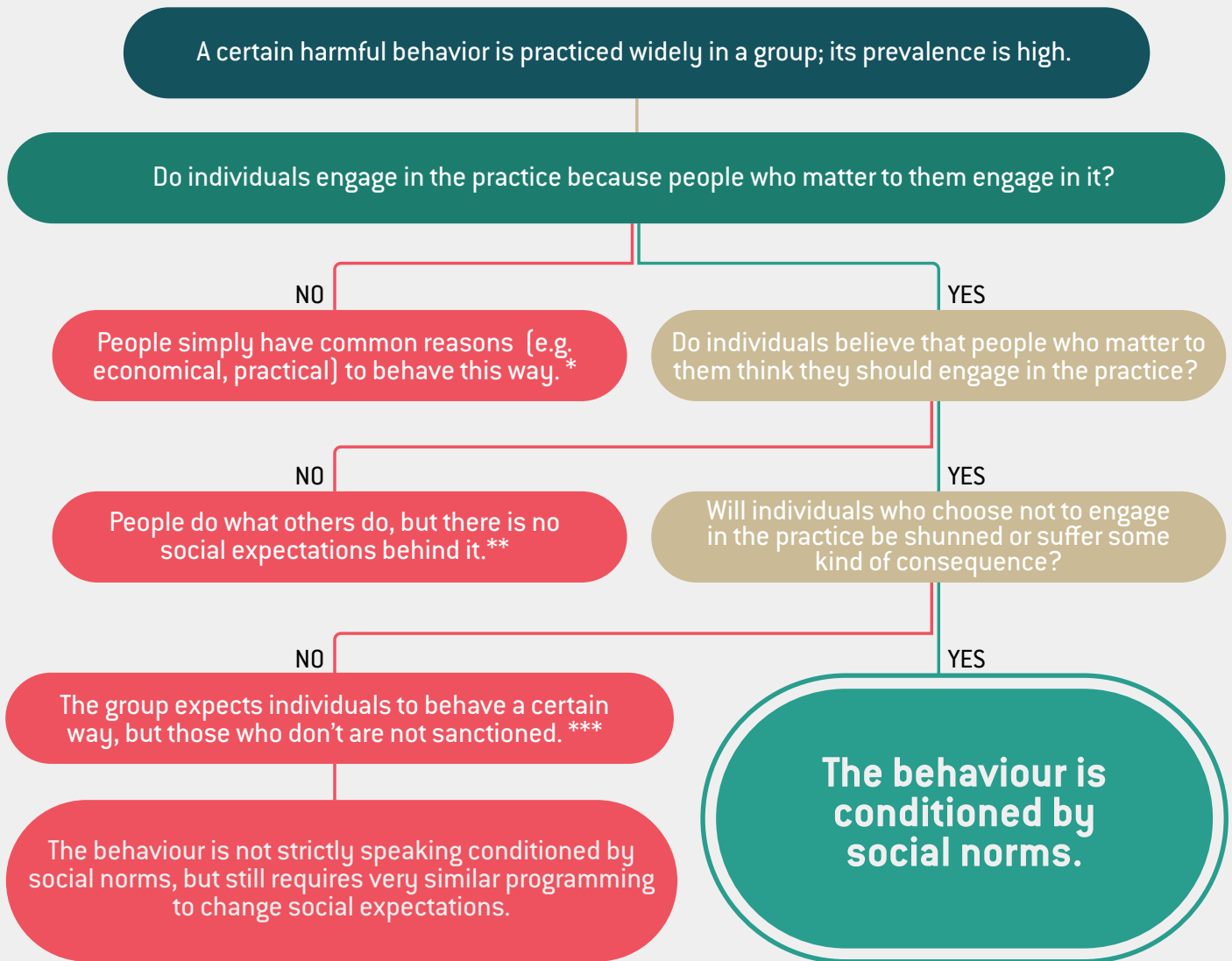
Programming around social norms requires broaching sensitive topics that are often inextricably tied to social identity, which can be perceived as an attack on cultural and religious practices. Understanding these dynamics is imperative when developing programmes around social norms.

IDENTIFYING SOCIAL NORMS

By conducting preliminary interviews and focus groups, you should be able to quickly and easily determine if you are dealing with social norms or not.

To get started, ask people the questions laid out below:

A certain harmful behavior is practiced widely in a group; its prevalence is high.

Do individuals engage in the practice because people who matter to them engage in it?

NO
People simply have common reasons (e.g. economical, practical) to behave this way. *

YES
Do individuals believe that people who matter to them think they should engage in the practice?

NO
People do what others do, but there is no social expectations behind it.**

YES
Will individuals who choose not to engage in the practice be shunned or suffer some kind of consequence?

NO
The group expects individuals to behave a certain way, but those who don't are not sanctioned. ***

The behaviour is not strictly speaking conditioned by social norms, but still requires very similar programming to change social expectations.

YES
The behaviour is conditioned by social norms.

EXAMPLES OF SOCIAL PRACTICE VS. SOCIAL NORM

* An increasing number of parents may individually decide to marry their children at a younger age in emergency situations, such as the conflicts occurring in Syria and Yemen or the associated displacements to neighbouring countries, in order to provide physical or economic safety.

** Adolescents can dress as their friends to conform, even if these friends don't necessarily expect to be copied.

*** A teacher might avoid physically punishing students because her/his colleagues define this as being a good teacher, but not being reported or criticized when she/he hits a kid who misbehaves.

WHY DOES PROGRAMMING FOR SOCIAL NORMS MATTER?

What drives a person's decisions is complex, and depends on a number of individual, social and structural factors.

Behaviour Change programming often prioritises individual factors despite the important and direct effects of social influences – particularly social norms.

When social norms are at play, interventions relying solely on changing individual knowledge, beliefs and attitudes are likely to fall short of results.

The success of Behaviour Change programming requires multi-faceted strategies addressing a range of factors (including social ones, but also looking at services, structural barriers, laws and regulations, etc.) in a holistic manner.

It often makes more sense to integrate social norms programming into existing sectoral and intersectoral approaches rather than develop a stand alone programme that solely focuses on behavioural change. Such integration is hugely advantageous as the programme will benefit from additional technical expertise and provide better value for money from a donor perspective.

In the same way individual attitudes are not purely rational, but also largely emotional, perception can be as important as reality when tackling social norms. Norms are based on beliefs, and these beliefs can be wrong. Dispelling misconceptions may be an important step to sustainable change.

Social expectations regarding a particular behaviour are often driven by other socio-cultural elements, which are deeply entrenched within the groups identity, and represent underlying factors to many behaviours, cutting across sectors ("meta norms" on gender, family roles, manhood, etc.). Addressing these root causes and not only their symptoms is key.

Harmful social norms persist because large groups of people follow them. In order to shift or create new norms, programming must work within the reference group as well as with other influential people and platforms to change the beliefs and opinions of enough people to catalyse change.

WHAT
DRIVES US?

Designing an effective programme to address social norms is not possible without understanding how these norms fit within the larger set of factors that influence a person's decision. The purpose of this guidance tool is to provide a framework to help unpack behaviour change, and map out its main driving factors which we will later try to understand (research), influence (programme) and track (M&E).

Often times, behaviour change interventions consider overly simplistic decision making models. They are based on the assumption that if people know what is good for them, they will adapt their practices accordingly; or that if the availability of a service is communicated, it will generate demand for it. These interventions usually revolve around messages, are often called campaigns, and can be mapped like this:

| EXISTING BEHAVIOUR | PROMOTED BEHAVIOUR | → | AWARENESS RAISING | → | NEW BEHAVIOUR |

But human decision making is much more complex. 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 by those they live and interact with. What is happening around them matters as much as what they think themselves.
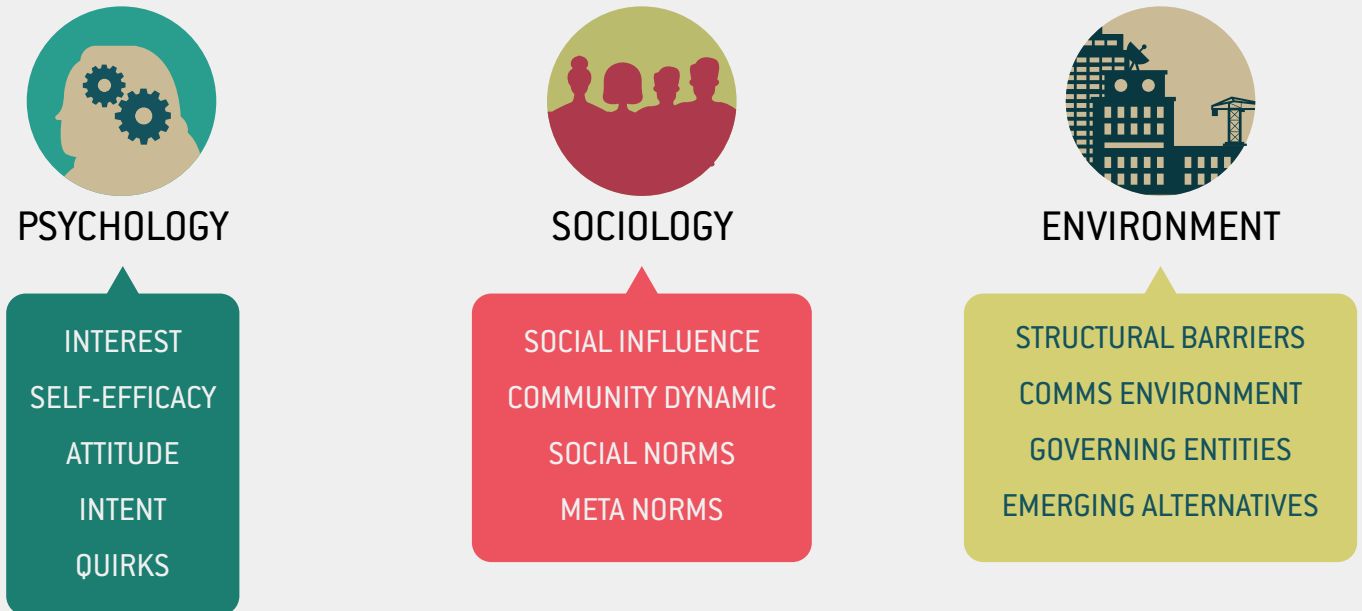
WHAT DRIVES A DECISION?
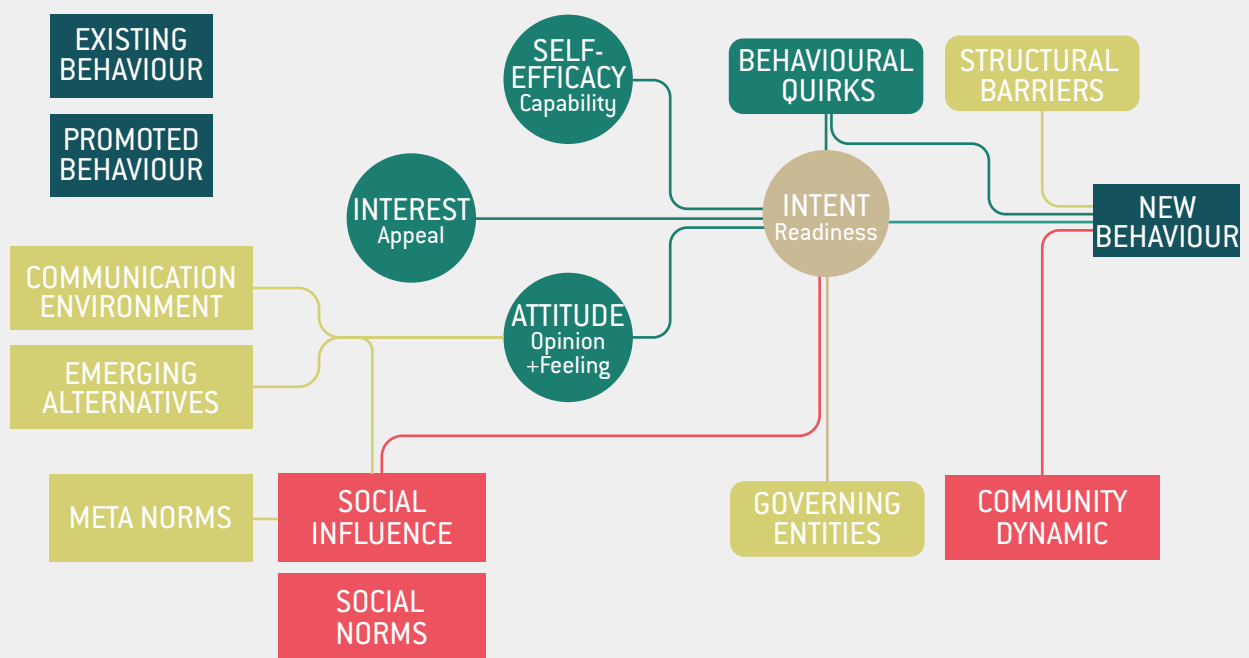
PSYCHOLOGY

SOCIOLOGY

ENVIRONMENT

Within this Framework, we call **FACTORS** the high level drivers of decisions and behaviours. Under the three categories of psychology, sociology and environment, the main driving factors to consider are the following ones:

PSYCHOLOGY

INTEREST
SELF-EFFICACY
ATTITUDE
INTENT
QUIRKS

SOCIOLOGY

SOCIAL INFLUENCE
COMMUNITY DYNAMIC
SOCIAL NORMS
META NORMS

ENVIRONMENT

STRUCTURAL BARRIERS
COMMS ENVIRONMENT
GOVERNING ENTITIES
EMERGING ALTERNATIVES

A definition of these different concepts is available in G17; one should make herself/himself familiar with these important terms.

When organised along an individual decision-making pathway, the factors provide the basic Conceptual Framework, simplistic by nature, which we will consider throughout this guidance.

EXISTING BEHAVIOUR

PROMOTED BEHAVIOUR

SELF-EFFICACY
Capability

BEHAVIOURAL QUIRKS

STRUCTURAL BARRIERS

INTEREST
Appeal

INTENT
Readiness

NEW BEHAVIOUR

COMMUNICATION ENVIRONMENT

EMERGING ALTERNATIVES

ATTITUDE
Opinion
+Feeling

META NORMS

SOCIAL INFLUENCE

GOVERNING ENTITIES

COMMUNITY DYNAMIC

SOCIAL NORMS

SOME KEY TAKEAWAYS OF USING SUCH A FRAMEWORK ARE:

There are multiple elements influencing behaviour, including social ones. This illustrates how humans think (mixing cognitive and emotional aspects) and how context shapes this thinking. None of these factors operate in a bubble.

Nonetheless, not all factors will be important every single time. Oftentimes, a few of them will create critical bottlenecks or drivers. When promoting positive discipline for children for example, it 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. In other cases, social influence and norms can perpetuate a collective behaviour (e.g. FGM/c)

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

- Rigorous research / in-depth analysis of the drivers of behaviours.
- Keeping an open mind to discoveries outside of intellectual models (people make most judgements and choices automatically, not deliberately).
- Multi-faceted strategies at different levels, addressing a combination of factors.
- Piloting and early testing of interventions to continuously improve their design.

When conducting the formative research to understand why people do what they do, one will need to go deeper than the factors, and analyse the various **DIMENSIONS** which compose each of these factors. 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.

Dimensions which should be paid attention to are listed in the table below. Their definition is provided in G17.

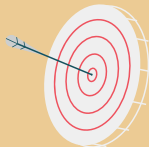| FACTORS	DIMENSIONS
INTEREST	Attention; Doability; Enjoyment; Potential gains; Perceived risks; Efforts needed; Affordability
ATTITUDE	Awareness and Knowledge; Beliefs; Aspirations; Values; Moral norms; Intuitions; Past experience; Enjoyment
SELF-EFFICACY	Skills; Confidence; Self-image; Stress level; Fatigue; Support; Mobility

COMMUNICATION ENVIRONMENT	Factual & scientific information; Media agenda and narrative; Social media; Marketing, brands messaging; Public discourse and figures; Entertainment industry; Exposure; Biases
EMERGING ALTERNATIVES	Opinion trends; Social movements; Innovations and opportunities; Publicised change and stories; Positive deviants
SOCIAL INFLUENCE & SOCIAL NORMS	Reference network's attitudes and practices; Approved behaviours – normative expectations; Believed typical practices – empirical expectations; Social pressure: rewards, sanctions, exceptions; Stigma and discrimination / societal views on minorities; Sensitivity to Social Influence
META NORMS	Socialisation; Gender inequity; Power relationships; Decision making patterns; Family roles and communication; Conflict resolution; Perception of the Child
COMMUNITY DYNAMIC	Collective self-efficacy; Sense of ownership; Social Cohesion; Equity of participation; Quality of leadership
GOVERNING ENTITIES	Recognition of the issue; Policies and regulations; Enforcement & Security apparatus; Fiscal measures; Grievances against authorities
INTENT	Contemplation; Experiment; Relapse; Celebration, praising, ritualisation, public commitment; Advocating
STRUCTURAL BARRIERS	Living conditions; Availability, access to and quality of services & technology; Trust in service providers; Traditional services; Infrastructure; Other external factors
BEHAVIOURAL QUIRKS	Nudges / context disruption
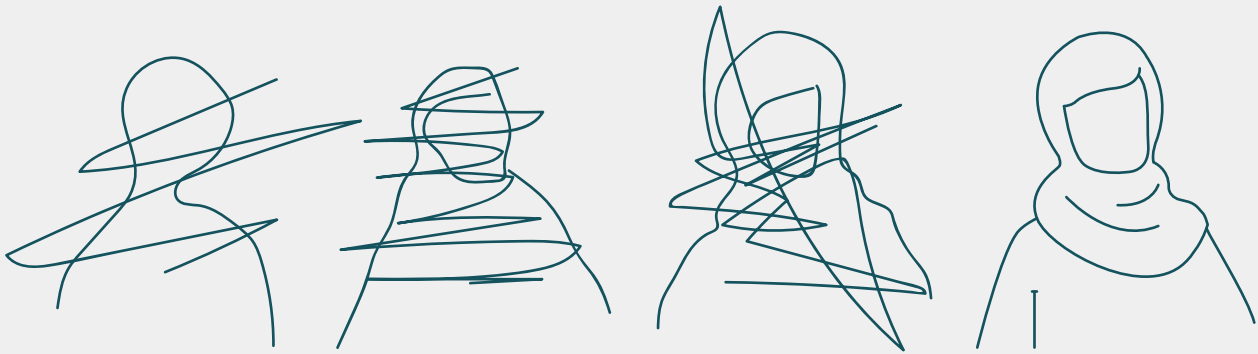
PRACTICE MAKES PERFECT

Due to the complex nature of Social Norms programming, it is advised to utilise a phased approach that focuses on implementation in a limited number of geographies before launching to scale. This approach will provide the programme team and their on-ground partners with the opportunity to "try out" a fully integrated intervention and test its technical feasibility before deciding whether and how to roll it out on a larger scale. The decision on IF and HOW to evolve the programme needs to be supported by a rigorous evaluation of the phase I results, which will help fine-tune the programme design, and provide insights on the conditions for success at scale.

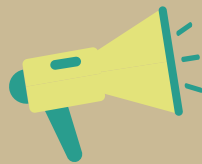A phased approach to programming in limited geographic areas is supported by the following rationale:

COST		There are usually limited funds available for state-of-the-art Social and Behaviour Change programming, which is resource-intensive.
EXPLORATION		Change is locally specific. In absence of pre-determined and universal solutions, incremental approaches are the only way to proceed.
INTENSITY		More substantial investments can be made locally, using multiple engagement tactics. This holistic approach will maximise chances 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		The pathway to change Social Norms starts with a full-fledged community approach in core groups. This is followed by a spill over exposing peers and similar groups to the change and building 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 social norms approaches prior to scaling-up. This is imperative when engaging in community driven approaches.
MEASUREMENT		Small scale interventions offer an opportunity to conduct statistically representative assessments, whereas comparative KAP and social norms studies at a large scale cannot easily attribute any changes to programme interventions because of sampling constraints.
ADVOCACY		Phasing will help demonstrate the efficiency of the social norms approach in a tangible and experiential manner, which can help convert sceptics and convince donors and partners of the value to further develop the programme. "Trying before buying" is also a way of managing risks.
PACE		Sustainable behavioural change can take many years to achieve, often because of the larger social change it might require. Though a programme may be successful in changing a social norm within a singular social group or community in a relatively short time frame (approximately three years based on DFID research), changing the same social norm at scale will take more time and will require an adaptive programme approach which allows for continuous testing, iteration and optimisation.

SELECT THE GEOGRAPHIC FOCUS FOR THE PILOT PROGRAMME

Since the pathway for changing social norms requires a critical mass of people to agree before the adoption of a new norm can take place, consider engaging communities which are more open or likely to revising their group behaviours, rather than those where the norm is deeply ingrained into their social structure.

These may be communities that are already recognising, discussing or trying to tackle the issue on their own, or perhaps that have recently seen shifts in external factors which can trigger the dynamic.

When selecting phase I locations, consider also covering a diversity of contexts so that the learnings from this phase can inform phase II and beyond.

STEP BY STEP

G2 *Refer to the guide*

Identify whether the issue at hand is **really driven by social norms or is simply a social practice.** (1-2 weeks)

G4

Select a **number of limited geographic areas** where your programme will start for Phase I. (2-3 weeks)

G6

Conduct formative research on the social norm(s) in question. (2-4 months)

G7

Reference Network analysis: determine what group(s) of people most influence individual choices, including compliance with social expectations. (part of formative research)

G8

Conduct a quantitative **baseline assessment of the key factors** identified during the formative research. (3-5 months)

G9

Establish **programme objectives** (including indicators and milestones), **participants and timeline.** (2 weeks)

5

G9
Based on the formative research and reference network analysis, **develop a theory of change** to link the identified social norms (and their drivers) to the specific programme approach, implementation and impact. (1 week)

G10
Develop a programme strategy document that follows the following approach:

A) **Change social expectations**

B) **Publicise Change**

C) **Build an environment that supports positive change**

D) **Evaluate, improve and evolve**

(1-2 months)

G11
Create a budget that accurately reflects the programme's scope, objectives, activities, timeline and geographic constraints. (1 week)
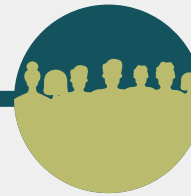
G12
Following steps A + C above, ensure **community deliberation and mobilisation** takes place from day one of implementation. (9-12 months)
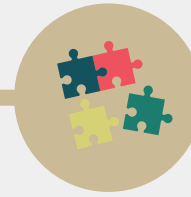
G13
Step B + C, also above, will be carried out through the **design of communication interventions** to spread local change. (9-12 months)

Monitor the results throughout to make certain the programme activities are having the intended effects. (duration of programme)

G14
Upon completion of Phase 1, **evaluate the results** against the baseline in order to assess next steps regarding programme improvements and evolution. (2-3 months)

If a decision is taken to expand the programme, **return to step one of the process for phase II**

**"I HAVE NO SPECIAL TALENT.
I AM ONLY PASSIONATELY CURIOUS".**

Once you have identified that the harmful practice at play is conditioned by social norms, and selected the specific geographical areas you will focus on for the first phase of the programme, it is important to understand what the driving factors of the behaviour are and who within the community and beyond contributes to perpetuating it. This formative research must be conducted before any programming takes place.

Given the distinct nature of social norms, their characterisation and measurement will require different metrics and questions compared to those utilised when exploring individual attitudes and behaviours. **<u>Key to this research will be to uncover beliefs about others - regardless of whether those beliefs are correct.</u>**

The following are a number of questions that can guide the programme team to engage with the community and characterise the social norms at play. These questions should be contextualised in order to ensure they are fully understood and culturally appropriate.

1 Who carries out the practice? Who is most affected by it?

2 Whose opinion matters most to the people engaging in the practice? This group(s) of people will make up the reference network.

3 Which practices are perceived as typical and widespread among the group?

4 Which practices are perceived to be appropriate among the group?

5 Who makes the decision of carrying out the practices? Who has a say in this decision?

6 What are the consequences of not carrying out the practices? How would people be perceived if they acted differently?

7 Who carries out the related sanctions? Formal or informal bodies?

8 Are there exceptions and conditions which allow people to behave differently?

9 Why are these practices carried out? What drives their continuation?

10 Would individuals carry out this practice if there was no risk of social sanctions? What is their opinion when asked privately?

— What are the benefits? Why do people believe they have to do it?
— What factors (including individual and structural) prevent people to act differently?
— Do the practices depend on other larger issues such as: gender inequality, power relationships, family dynamics?
— Does religion, legal frameworks and/or socio-economic background impact the practice and its continuation within the group?

11 Do people perceive a change of opinion in their group, over time, among generations? Is the practice perceived as a problem by some in the community?

12 Are there people within the group who refuse to carry out or deviate from the practices?

— If so, why?
— Are they successful?
— How are they perceived by the group?

13 Outside of the reference network, who influences the population? (public figures, TV, radio, social media, etc.)

These questions can be explored in a number of ways. The setting and facilitator will play a significant role in ensuring participants answer the questions truthfully. Remember, social norms are based on what people believe about others and often touch on topics that are extremely sensitive within the community, thus many participants may not provide honest answers fearing the reaction of the group. Creative methods for facilitating the discussions such as vignettes or hypothetical scenarios (a short skit that portrays a common situation with relatable characters to an audience, and invites them to comment on people's decisions and options) will allow to elicit more truthful responses.

## POSSIBLE MEANS FOR OBTAINING ALL THE ABOVE INFORMATION INCLUDE:

FOCUS GROUP DISCUSSIONS — COMMUNITY ROUNDTABLES — ONE-ON-ONE INTERVIEWS — VOX POPS OR STREET INTERVIEWS

When conducting group sessions, consider the attendees and whether they will feel safe speaking openly about the subject at hand. It is often necessary to break up the groups by age and gender.

THE FRIEND

OF MY FRIEND

IS MY FRIEND
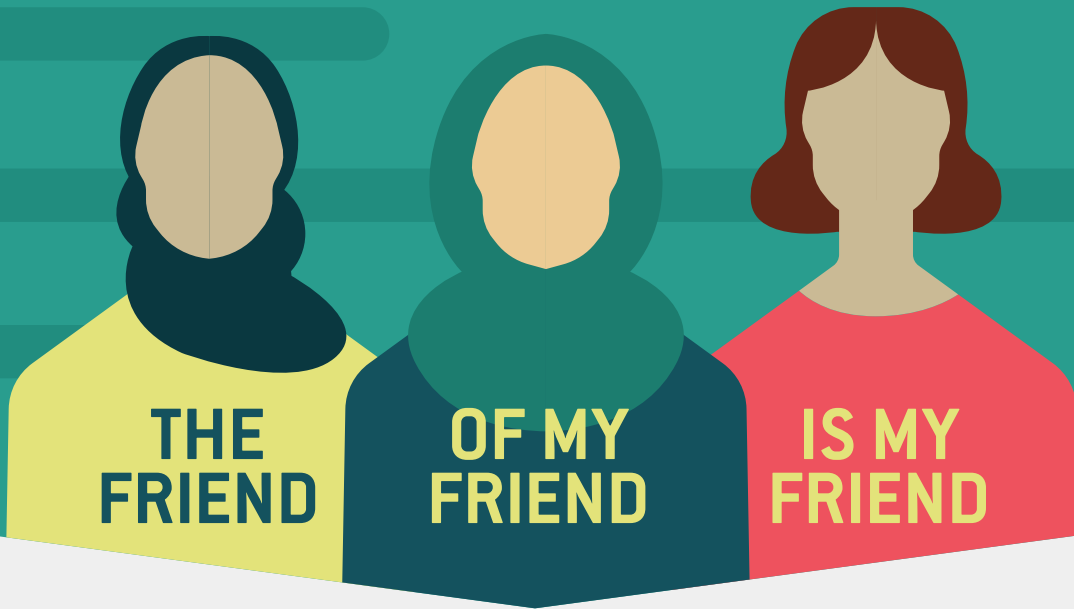
Reference networks play the central role in whether a harmful social norm continues within a community or whether it is broken and a new and safer social norm takes root.

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 understanding of what is appropriate and doable.
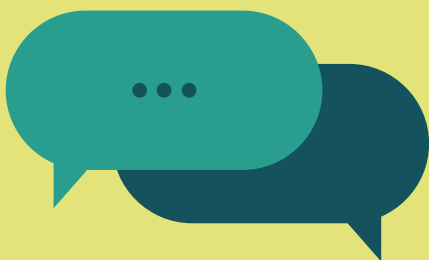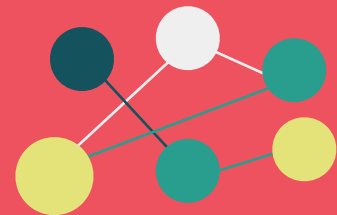
Key to this, is a deep understanding of the individuals and groups that form the reference network and **how they communicate, exchange information and influence each other.**

The best way to establish who belongs in a given reference network and what role they may play is to **consider the various types of relationships that exist within the family and community.**

EXPLORE THESE IMPORTANT RELATIONSHIPS BY ASKING THE FOLLOWING QUESTIONS:

Which group do people feel they belong to (community, village, ethnic group, tribe, etc.)? Look for a sense of common identity.

Who do people see frequently or interact with on a daily or weekly basis?

Who trusts whom?

Who do people look up to? Who is perceived as a role model?

Whose advice is being sought on different issues? Whose advice is taken seriously?

Who spreads information, 'gossip' or rumours?

Who interacts the most with others within the group?

Who is friends with whom? Who do people share interests with?

Who dislikes whom? Which people are stigmatised?

Who is married to whom? Who are neighbours with whom?

TO FURTHER IDENTIFY IMPORTANT RELATIONSHIPS, KEEP IN MIND THAT INTERDEPENDENCE TAKES SHAPE IN MANY FORMS:

SOCIAL ROLES

friend of, teacher of, leader of, etc.

AFFECT

likes, loves, idolises, hates, etc.

TRANSFERS

pays, buys from, lends money to, marries, etc.

ACTS

eats with, works with, plays with, studies with, etc.

CO-OCCURRENCE

TAXI

uses same… water as, taxi as, barber as, etc.

Understanding these relationships also helps us discern whether or not two different groups are comparable and whether there are enough similarities to allow for the intervention to be replicated or scaled up in other communities, regions, or countries.

Mapping out the reference networks of individuals engaging in and directly impacted by the harmful practices will ensure the programme is targeting the right participants. If possible, work together with these individuals to carry out the following exercise:

Draw a circle in the middle of a sheet of paper and put the name of an individual who displays a harmful behaviour you seek to change.

Think of family members, friends, leaders and other important people in this individual's life. Select 5-10 of the most important people and write their names around the circle. Draw lines connecting the circle to the names. This primary group should consist of close-knit, enduring relationships, and strong influence.

Are any of these people connected to each other without a connection through the central individual? If yes, draw a line connecting them.

Think of 5-10 other people who are not as important (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 they may have ties to.

Back to the first group. Are there any people important to them who the individual in the circle 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.

With a coloured pen, draw a circle around the names on the paper that people within the community consider important or influential (cross-reference multiple individual exercises and/or ask a group) as well as those who constitute 'nods and hubs' (with many connecting lines).

After conducting this exercise, consider WHO from the reference network will become a stakeholder and/or participant of the programme.

The following questions can be asked to the participants to the drawing exercise to deepen the analysis and help select appropriate individuals and groups from the research:

Who has more influence/power? Why?

Who has less influence/power? Why?

Who has more capacity to support you? Why?

Who has less capacity to support? Why?

How similar are those individuals to you?

Do you trust the information that you receive from these individuals?

How often do you share information? When was the last time this happened?

What specifically do you talk about with each person?

Who do you turn to for help?

Who do you turn to for advice?

Do you think that person supports or disapproves of behaviour X?

Once the stakeholders are established consider HOW they may be able to support:

- Who may be interested in the project and willing to support it?

- Who may be negatively affected by the project and may oppose it?

- What is culturally possible amongst this group of people?

- How does the social norm influence relationships within the group? For good and for bad?

- Based on the above, what actions/approaches should be developed for each individual/group identified as participants and stakeholders?

EXAMPLE OF A
NETWORK MAPPING

LOCAL RELIGIOUS TV

NADER (COMMUNITY LEADER)

QURAN STUDY GROUP

BARBER

NASSAR (FATHER)

AZAM (FIANCE'S FATHER)

OMAR (IMAM)

ALI (IMAM)

MOHAMED (BROTHER)

DINA (GRAND-MOTHER)

MOTHER

LINA (TEACHER)

TAREK (IMAM FROM OTHER COMMUNITY)

TURKISH SOAP OPERA

ZEINA (BESTFRIEND)

RUBA (MOTHER)

MOUSTAFA (FIANCE)

AYESHA

SAMIRA (FRIEND)

RANIA (MOTHER)

FACEBOOK

MAHMOUD (COUSIN)

FOOTBALL TEAM

AUNTIES

HOW BAD COULD IT BE?

Monitoring and Evaluation (M&E) is a key component within all UNICEF programmes. The research and data gaps that exist around social norms programming creates even further incentive to establish rigorous M&E frameworks to not only ensure programme milestones and objectives are met, but to also provide evidence and lessons learnt on what methods are effective in creating lasting social change.

The formative research (G6 & G7), with qualitative assessment methods and open-ended questions, helped you explore what matters when trying to understand the behaviours and norms at play, identifying all the drivers and barriers which, together, explain why people do what they do.

It is now time to quantify these elements. You will **conduct a survey to set a baseline,** by developing questionnaires and sampling populations in your areas of focus. An endline will be compared against the baseline at the close of phase I. The purpose of this survey is to have **statistically representative measures of the behaviours themselves, the factors behind them - including social norms - and the various dimensions which compose these factors** (see G3).

Each behaviour, factor, and dimension that matter according to the formative research phase, should be translated into at least one indicator with associated survey question(s) to measure them.

BEHAVIOURS

FACTORS → INDICATORS ▶ SURVEY QUESTION(S)

DIMENSIONS

EXAMPLE ON CHILD MARRIAGE

BEHAVIOUR
Parents marrying their children early.

INDICATOR
% of respondents who heard or witnessed a marriage among children in their neighborhood in the last year

QUESTION
"please think about the people in your neighborhood and community. Have you ever heard or witnessed: a girl below 18 from your neighborhood getting married in the last year? a boy below 18 from your neighborhood getting married? Yes / No / Unsure - don't know / Refuse to answer"

FACTOR DRIVING THE BEHAVIOUR
Individual attitude towards child marriage.

INDICATOR

% of respondents who think that child marriage should be discontinued in their community.

QUESTION

"Do you agree or disagree with the following statement: We should stop marrying children under 18 in my community. Strongly agree/ Somewhat Agree/ Neither agree nor disagree /Somewhat Disagree / Strongly disagree/ Unsure- Don't know / Refuse to answer".

DIMENSION DRIVING THE ATTITUDE
Beliefs on child marriage.

INDICATOR

% of respondents who believe that a girl is ready for marriage based on physical appearance and/or development.

QUESTION

"Do you agree or disagree with the following statement: Physical morphology is a sign that a girl is ready for marriage. Strongly agree/ Somewhat Agree/ Neither agree nor disagree /Somewhat Disagree / Strongly disagree/ Unsure- Don't know / Refuse to answer ",

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 M&E 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 or has significant understanding of the local context.

The baseline assessment exercise, from its design to getting the results analysed by a statistician and through to conduction of field work, will take 3 to 5 months. While activities shouldn't start before conclusions are available, most of the programme can be designed in parallel, based on the findings of the formative research and network analysis.

For further help on setting your baseline, please refer to the resource developed by UNICEF MENARO, "Measuring Social and Behavioural Drivers of Child Protection Issues - Guidance Tool". It contains banks of indicators, associated questions, and pre-tested questionnaires on Female Genital Mutilation, Child Marriage and Child Discipline, together with sampling guidance.

RESULTS, RESULTS, RESULTS

Now that your baseline assessment has been conducted, you have concrete measures of the magnitude and importance of the drivers identified during formative research. Discarding those that prove to be anecdotal among the surveyed populations, you now know which factors and dimensions you need to influence to bring about change. The data collected during the baseline assessment will serve as your reference point in order to understand whether the programme manages to shift the needle.

DEFINING THE OBJECTIVES

The first step in designing your programme will be to set your communication objectives. These objectives can be structured as follows:
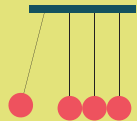
PROGRAMME IMPACT
Long term consequences on mortality, depravations, well-being, etc.

COMMUNICATION GOAL
Changing behaviours. E.g.: reduction of the practice of FGM.

COMMUNICATION OUTCOMES
Influencing the FACTORS driving the behaviour. E.g.: changes you seek to achieve in terms of building supportive social norms, social influences, overall community dynamic, but also participants attitudes, interest (appeal of new behaviour), self-efficacy and intent (readiness to make the change).

COMMUNICATION OUTPUTS
(Small level results, "milestones"): Influencing the DIMENSIONS which compose the factors. E.g. for community dynamic, improve the collective recognition of the problem, the sense of ownership of the community process, the equity of participation in deliberations, the quality and supportiveness of community leadership, the frequency of public commitment to change, etc.

When developing your objectives at each level, make sure they are **SMART** (specific, measurable, achievable, realistic and timely). How realistic they are will also depend on the targeted community, budget and timeline available. Be ambitious but remember to set yourself up for success, not failure.

DEFINING THE ACTIVITIES

Once you have defined what you want to achieve, you need to decide on the necessary interventions to make it happen. To do this, consider the findings of the formative research, as well as The **Social Ecological Model** (SEM) to make sure all drivers and bottlenecks are addressed at each level:

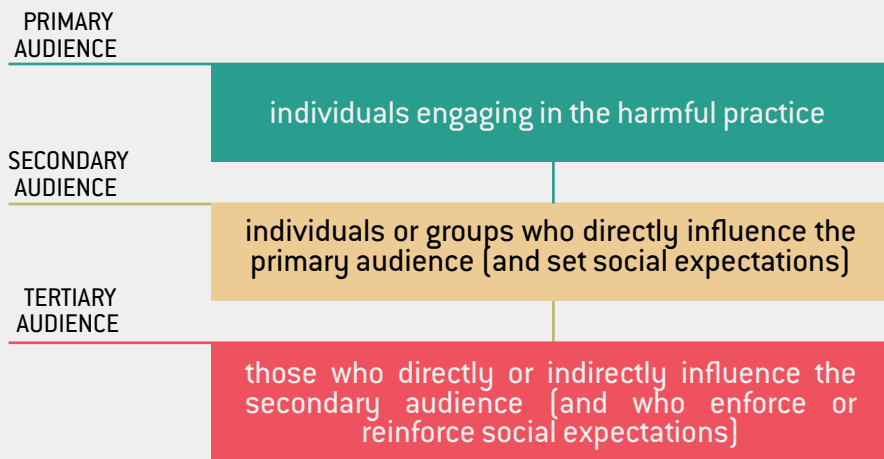|		
POLICY	laws	← ADVOCACY
ORGANIZATIONAL	Institutions	← SOCIAL MOBILIZATION
COMMUNITY	Social group	← COMMUNITY APPROACHES
INTERPERSONAL	Families, friends, social networks	←
INDIVIDUAL	Characteristics, knowledge, attitudes	← BEHAVIOUR CHANGE COMMUNICATION

SOCIO-ECOLOGICAL MODEL

To define your activities, also consider the **pathway to social norms change** described in the following guide (G10).

To clarify who will engage and participate in the programme, you need to refer to the social network mapping exercise described in G7. Engagement will take place at multiple levels and may target different individuals and groups.

DEFINING YOUR TARGET AUDIENCE

Community Engagement and Mobilisation: consider all possible relevant stakeholders, local leaders + influencers, particular family members, medical and social service providers, women/children's rights groups, youth groups, etc. Emphasis should be placed on how women, adolescents and children can be engaged throughout the programme, including people living with disabilities. Their participation will be a powerful tool in gaining the support of different social networks within the community, which will be imperative to creating sustainable positive change.

Wider Communications Intervention (including media):
what is the target audience you are seeking to influence?

PRIMARY
AUDIENCE

individuals engaging in the harmful practice

SECONDARY
AUDIENCE

individuals or groups who directly influence the
primary audience (and set social expectations)

TERTIARY
AUDIENCE

those who directly or indirectly influence the
secondary audience (and who enforce or
reinforce social expectations)

PUTTING IT ALL TOGETHER

LOGFRAME

The activities you decide upon will represent **Communication Inputs**, which will help you achieve the outputs defined above through the implementation process. By linking these inputs to the outputs, all the way to changing harmful practices, you will develop a **Logical Framework**, which articulates how the programme is planning on achieving its results.
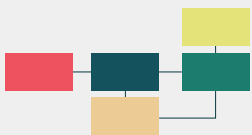
THEORY OF CHANGE

Now, enrich your logical Framework diagram with narrative text: list all the assumptions you have made, issues related to the environment or context that you can't control, describe how and why you think change will happen using "if… then…" sentences, and you will have developed your Theory of Change. The exercise of developing the **Theory of Change** and sharing it with partners for feedback is critical to make sure your programme design is sound.
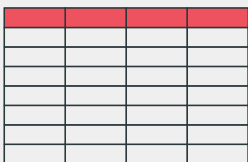
M&E FRAMEWORK

Your **M&E framework** will be further enriched by adding to the output and outcome indicators a few indicators related to the communication inputs. These indicators help monitor activities and in turn will help you track if the programme is being implemented effectively, and help you make adjustments should any issues arise. It is important to keep an eye on what is happening but remember that your results, and what you should report against, is at a higher level. **Success is not about the number of meetings, posters and radio shows, but about the change that these generate.**
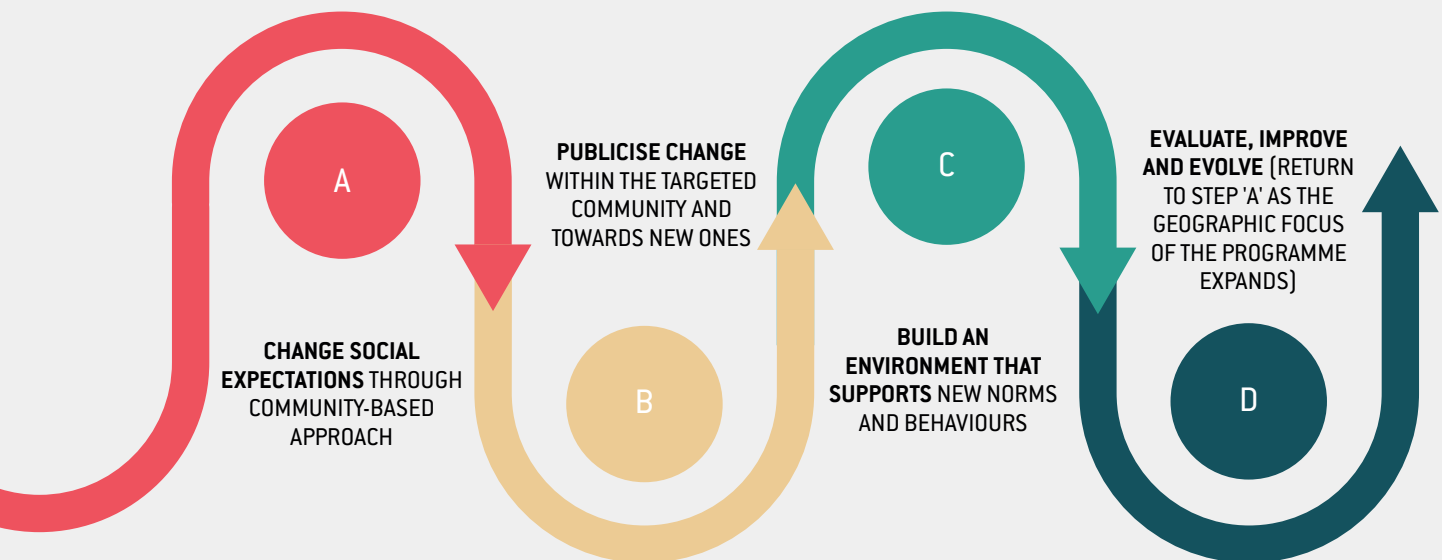
Once the above is established you will have successfully built the foundations for your social norms programming and the pathway for change.

IT TAKES CHANGE TO MAKE CHANGE

Science shows that knowing that others are already practicing a behaviour is a key condition to accepting it for the large majority of people - except few innovators and early adopters. This is the cornerstone of the pathway to change: a critical mass of people doing things differently, and public knowledge of their choice.

Compared to the wealth of research and publications on Social Norms, the field of social norms programming is still relatively new and under observed. The following approach is drawn from established theoretical frameworks and successful documented cases of shifting harmful social norms in the field (see G18).

FOUR-STAGE APPROACH TO CHANGING SOCIAL NORMS

A

CHANGE SOCIAL EXPECTATIONS THROUGH COMMUNITY-BASED APPROACH

PUBLICISE CHANGE WITHIN THE TARGETED COMMUNITY AND TOWARDS NEW ONES

B

C

BUILD AN ENVIRONMENT THAT SUPPORTS NEW NORMS AND BEHAVIOURS

EVALUATE, IMPROVE AND EVOLVE (RETURN TO STEP 'A' AS THE GEOGRAPHIC FOCUS OF THE PROGRAMME EXPANDS)

D

A CHANGE SOCIAL EXPECTATIONS

1- TRIGGERING PHASE

- Initiate community dialogue.
- Recognise the problem.
- Dispel misconceptions or inaccurate beliefs related to the harmful behaviour.
- Weaken the existing norm at an individual level (shift attitudes).
- Promote a positive alternative developed with clear benefits.
- Throughout, avoid reinforcing the negative behaviour by insisting on its high prevalence as it might further normalise it.

2- COMMUNITY-BASED APPROACH

- Identify influencers and agents of change from within the community to lead the programme.

- Enable reflection, deliberation and debate among key individuals and groups.

- Explore positive shared beliefs and practices so that the group can decide on a better alternative to the practice.

- Support collective commitment to take action and make change.

- Spur community mobilization to bring more people into the core group.

- Coordinate the shift among people ready to change in a visible manner.

B PUBLICISE CHANGE

- Communicate new social expectations within the community through public commitment ceremonies or other public displays of success.

- Publicise role models and the benefits of new behaviours.

- Develop a diffusion strategy to build knowledge of the change in similar and neighbouring communities.

C BUILD A SUPPORTIVE ENVIRONMENT

- Provide opportunities for the new behaviour to be carried out by people beyond the original reference network.

- Help create new rewards and sanctions and ensure they are monitored and carried out by relevant members of the community.

D EVALUATE, IMPROVE AND EVOLVE

- Evaluate programme success and how it may be replicated beyond the original geographic focus - this may involve shifting specific components of the programme based on lessons learnt as well as socio-cultural differences in the new areas.

- Scale up and out.

SOMETIMES ALL YOU NEED IS A MILLION DOLLARS!

Accurate budgeting is a key factor to success for any programme. Developing a comprehensive budget that takes into account the entire programme cycle - from formative research to evaluation - is imperative in order to ensure results. The process of budgeting should be driven from the ground upwards with a strong understanding of costing for each targeted geography. Reaching out to your implementing partners and stakeholders on the ground in order to set realistic expectations of what is and is not feasible is important. It is better safe than sorry. The budget template provided at the end of this guide can be used as reference point for those unfamiliar with budgeting for multiplatform programmes.

- Know what is and is not feasible given your budget!

- Within what is feasible, what will be most effective given how people are influenced & how they communicate in the area?

- Consider using a mix of platforms and channels to create resonance.

- Quality matters! Don't underestimate the power of quality scripting and professional visual design. Work with vendors who know the local context.

$1,000

Radio roundtables
Focus groups
Small scale community events

$10,000

Simple print materials (posters, brochures, games)
Radio mini-series
Community sports events
Community theater
PSA(S)

$100,000

Journalist/activist trainings
Comic books
Radio drama
TV mini series
Community engagement activities (sports team football tournament, boxing match, etc.)
Social media (PSA series with well known influencers - sport stars/actors/musicians, etc.)

$1,000,000

Full print national campaign (Posters, brochures, comic books, games, activities, etc.)
Community trainings for local CBOs + Community campaigns
TV drama series + Radio mini-series
Traveling community theater + debates
Social media campaign with online engagement + videos
Full fledged PSA campaign with associated on-ground events

RESOURCE	COST TYPE	UNIT COST	# OF UNITS	TOTAL COST
Technical Assistance / personnel : It may be neccesary to beef up your team given the resource heavy nature of social norms programming				
Community engagement staff				
Social and Behaviour Change staff				
Research + M&E staff				
Technical area specialist				
etc.				
Travel Related Costs: Consider all travel required to ensure the programme operates (research, activities, technical experts etc.) in terms of airfare, ground transport, etc. Do participants require accomodations, per diem, a mahram (or someone to accompany them)?				
Focus group participants travel				
Community engagement participants travel				
Stakeholders (government/activitists/influencers) travel				
Production crew travel				
Trainers/Facilitators travel				
Consultants/technical support				
Research: What resources or specific activities are needed to carry out the formative research phase of the programme?				
Venues (for focus groups, townhalls, round tables etc.)				
Food + Beverage (for focus groups, townhalls, round tables etc.)				
Surveys (baseline, midline, endline) costings				
Training (facilitators, surveyors, community mobilizers, etc.)				
Tools/Supplies: Are there any specific tools that the office doesn't have that may be required to implement the programme?				
Computer(s)				
Production equipment (camera, mics, recording devices, etc.)				
Smart phone(s) (for recording, video, photos)				
Software				
Programme Activities: On-ground and media related activities that will take place throughout the life of the programme				
Community activities (rountables, townhalls, workshops, celebrations, parades, etc.)				

Community events (sports games, puppet shows, theater, concerts, mentorship programmes, mobile cinema etc.)				
Media engagement (Interviews w. journalists, press tours, etc.)				
Print communications (posters, brochures, games, comic books etc.)				
Social media/Online (set-up, banners, photos, memes, video clips, interviews, mini-series, mini-documentaries, advertising costs etc.)				
Mass media (radio PSAs, radio series/ edutainment, call-in shows, PSAs, TV series/ edutainment, documentary series, current affairs programming)				
Trainings (community mobilization, engagement, communications, etc.)				
Contractuals/Technical Support:				
Social media expertise				
Strategic communications expertise				
Research/M&E organization				
Creative/Production company				
Trainors/Facilitators				
Community approach facilitation teams				
Others				

BE A VOICE, NOT AN ECHO

A participatory and whole-of-community approach lies at the core of UNICEF's C4D model and is fundamental in precipitating social change. Consider the following while developing your community engagement interventions:
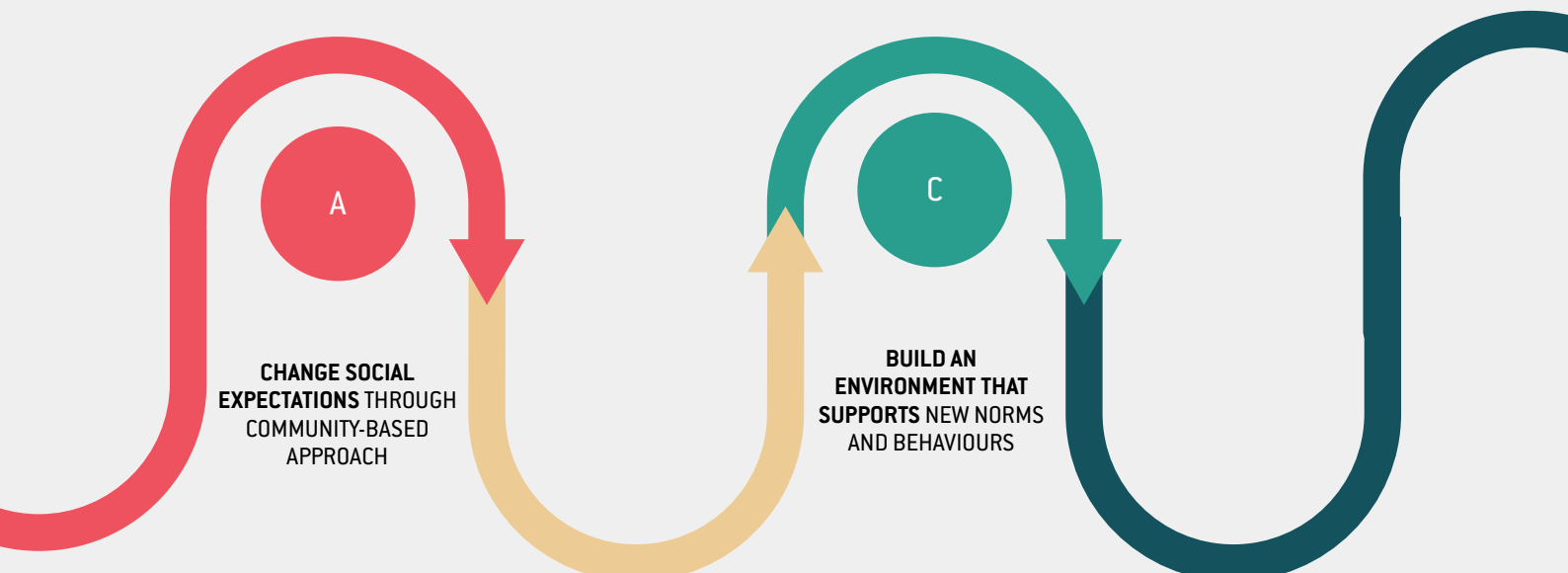
Individuals and groups within targeted communities must own the process including the activities, communications content and ultimately the success! Participants should be the agents of their own change.

Empower individuals whose voices are often dismissed or unheard - particularly women, children and those with disabilities whose contributions are often marginalised or merely a 'tick box' rather than a central component to the programme approach. Power dynamics play a significant role in changing social norms and must be taken into account throughout.

Balance transmission of information and learnings from outside with dialogue, debate and deliberation stemming from the community itself.

Identify 'game changers' from within the community to boost or lead the process: individuals who are more receptive to accepting new information and behaviours, positive deviants, role models.

Following the above criteria creates a situation where trust, credibility and debate can lead to the emergence of new ways of thinking and permit previously reluctant participants to reinterpret situations leading to new expectations.

A

CHANGE SOCIAL
EXPECTATIONS THROUGH
COMMUNITY-BASED
APPROACH

C

BUILD AN
ENVIRONMENT THAT
SUPPORTS NEW NORMS
AND BEHAVIOURS

TRIGGERING PHASE

The process needs to start with a small group of people. **In order to mobilise the initial core group into collective action, a triggering effect must take place,** which can occur through a number of avenues, and at times may require more than one in order spark the dynamic.

Internal stimulus or some sort of environmental condition that leads some community members to instigate the initial conversation (e.g. the death of a child due to the harmful social norm, a member of the community publicly refusing to comply with the norm, etc.).
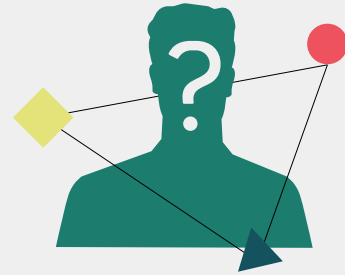
An **agent of change** who may be brought in on the behest of the community, an NGO or external technical support to disrupt the status quo and initiate change.

The introduction of an **innovation or technology** related to the harmful behaviour which may stimulate community discussions (e.g. a new app that allows women to safely and securely report domestic abuse incidents, a new contraceptive, etc.).
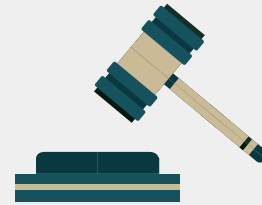
New policies, including new laws, which may relate directly or indirectly to the harmful norm - prompting community discussion.
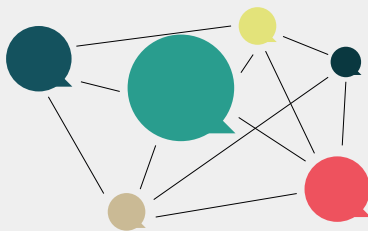
Communications (e.g. media campaigns) that include information challenging existing practices or supporting alternative ones.

Horizontal and peer exchange. When the programme focuses on spreading the change from communities where it has already been successful into new ones, the exchange of experience becomes the catalyst.

The above catalysts may differ but the result is the same - to trigger reflection and dialogue around the harmful behaviours at play, and increase the size of the group of those willing to change.

It should be noted that given the nature of social norms programming, the trigger phase may occur more than once in the programme cycle. At the beginning, in order to spur dialogue, once again after a positive alternative is agreed upon in order to increase support beyond the core group of participants, and lastly when considering evolution or scaling up and out to new communities.

COMMUNITY BASED APPROACH

Often times, social norms feed off of the inaccurate belief that the harmful behaviour is supported and carried out by the vast majority of people in the community. In order to change the norm, these misconceptions must be revealed and a more accurate picture of the situation portrayed. This requires raising awareness around the true extent of support for the behaviour.

Consider the following approaches to tackling attitudes towards the harmful behaviour:

○ Addressing incorrect factual beliefs by highlighting what is actually happening within the reference network (e.g. 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 the baseline survey.

○ Raising awareness of how the harmful practices and norms may contradict other religious or moral norms.

○ Providing examples of the harm or negative effect the social norm causes participants - formative research will help you identify what is most important to those involved.

○ Reframing an issue so that it can be understood by the participants (e.g. utilise examples that are community specific).

○ Highlighting already existing positive changes within the reference network.

Once individual attitudes have been addressed, it is time to bring the core group of individuals together (bringing in influential members of their reference network at some stage) in order for them to collectively **discuss, deliberate and debate the reflections around the norms.**

At this stage, interpersonal activities such as community workshops, roundtables, group discussions and even engaging media activity including call-in shows, debate programmes, etc. should be utilised to:

> Explore shared beliefs and practices.

> Deliberate around alternative practices that can replace the existing harmful social norm.

> Create space for a commitment to collective change in support of the new practice. In some cases, and depending on the facilitation method, a community action plan can be developed.

> Spur mobilisation to bring more people into the core group.

> Coordinate shift amongst people who are ready for change in a visible manner.

Most of the time, the overall facilitation process and methods will be discussed and agreed with the implementing partner conducting the community engagement on the field. Below are a few examples of techniques to help you understand how the sessions may look like.

Fostering a sense of participation and belonging is an integral component to engaging the community in a meaningful way around the objectives stated above. Doing so with a diverse group of participants can be difficult and may require some creativity in aiding people to view the issue from alternative perspectives. Below is a technique that can be used to help community participants to observe difficult and sensitive issues from a new angle. This is by no means the only way of encouraging such processes, but has been used in diverse contexts with much success.

SIX THINKING HATS
30 MINUTES – 1 HOUR
5 – 20 PEOPLE PER GROUP

Each 'hat' represents a different way of looking at something. There are a number of ways to carry out this exercise. The first is, for individuals within the group to wear different hats while the group discusses the issue at hand. Another is, that everyone in the group tries on one of the 'thinking hats' for a short period of time, then everyone can put on another one and so on until everyone has tried on a number of 'thinking hats' - thus is able to view the issues from a number of alternative perspectives. The facilitator will want to think about the order in which the group wear the different 'thinking hats'. The roles the 'hats' bring give you a chance to thoroughly examine every option and to prioritise or choose the best one(s).

WHITE HAT

White hatted people concentrate on the facts – what information and knowledge do you know about the situation? What can you learn about the situation from this information? What info is missing? Is there a way to provide information that may be missing? If not can you take it into account when discussing the situation?

GREEN HAT

Green hat people think creatively in a no criticism, freeform thinking kind of way.

RED HAT

Red hats are the emotional input of the discussion. They allow themselves to be intuitive and act as much on hunches as fact. They are sensitive to the emotional responses of others in the group.

BLACK HAT

Black hats see things in a negative light! They often think pessimistically. Look for the flaws in the plan, find the obstacles!

YELLOW HAT

Yellow hats bask in sunlight – they often think positively looking for the value in every possibility. What benefits can be obtained by solving the issue or improving a particular situation?

BLUE HAT

The blue hat is worn by the facilitator(s). They concentrate on process, calling on the other hats to provide inputs as and when it's appropriate and making sure that the issue or situation is considered from all perspectives. They are neutral, helping the group achieve its task without trying to shape the decision.

This technique actively seeks out alternative analysis and perspectives so that every idea is thoroughly tested and thought through. As a result, when the decision is made, it's made on the basis of a creative and thorough process.

Other examples of facilitation exercises can be found at:

www.seedsforchange.org.uk/resources

Some additional participatory techniques to encourage discussion, deliberation and debate are provided below. Note, this is just an indicative list, however, creativity has no limits and with a little research, additional activities can be found to suit your specific context.

BRAINSTORMING

Is a good way to obtain first thoughts and reactions to an idea. It is useful at the beginning of a session to gather thoughts that will later be worked out more fully by group participants.

SMALL GROUP DISCUSSION

Involves examining an issue in an intimate environment within a set amount of time. Due to the limited number of participants, these discussions are useful for deeper analysis and exploration or practical decision-making which can be difficult with a larger group of people.

GO-ROUND

Is a technique used where everyone is provided an opportunity to speak on a subject without interruption or comment from others in the group. This method is useful for equalising participation and providing a space for everyone to express their opinions. To keep the go-round focused set time limits and clearly state its purpose at the onset.

LARGE GROUP DISCUSSIONS

Are useful for general discussion, airing views, giving/providing information, seeking ideas, generating energy and excitement, building trust and exploring expectations and hopes. Large group discussions can hinder participation if the facilitator is not able to manage the dynamics of the group. Make sure everyone has an opportunity to contribute - particularly those who are quieter or feel shy.

SIMULATIONS

Are exercises where people complete a staged task and then discuss how they did it, what went well and what requires improvement. An observer may be used to provide an objective perspective. The purpose of simulation is to create a shared group experience which is then analysed according to needs of the group and the particular issue/situation at hand.

CASE STUDIES

Involve the facilitator providing details of a real situation - similar to the shared issue or experience of the group - and asking participants to discuss specific aspects. This method is helpful in drawing out participant's true feelings about difficult topics.

ROLE REVERSAL

Is an exercise where the main actor takes on the role of another person in a scenario. For example, the participant may play the part of her husband and express anger for her returning late from work or from spending time with friends. Role reversal helps the actor experience an event or issue from another perspective.

SKILLS PRACTICE

Gives individuals the opportunity to practice a new skill and obtain feedback from a small group or from another individual on their performance. For example, the skill practiced might be saying 'no' to a request that makes them unsafe or uncomfortable in a particular situation.

DRAWINGS, PHOTOGRAPHS AND OTHER IMAGES

Provide information or record participants activities and achievements. They can be used to tell personal and/or group histories, express a difficult topic or situation or be part of an evaluation.
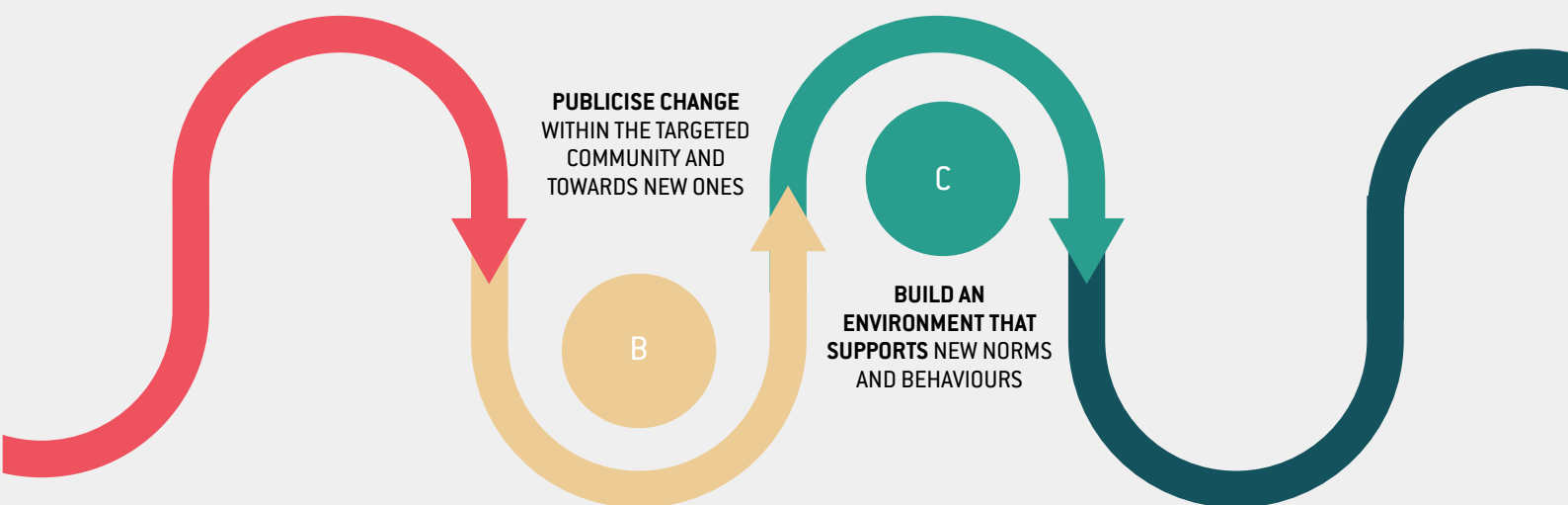
ART

Is fun and spurs creativity which allows people to express themselves without words. Ask people to describe their own drawings or perhaps how they interpret other participant's drawings to the group. Creating art can help participants explore hopes, expectations, fears, the present situation or their dreams for the future amongst other emotions and feelings that may arise through the process.

POEMS, SONGS AND STORIES

Are another creative means to express sensitive subjects within a group. They are often seen as a popular medium to express important subjects across societies and may be helpful in illustrating difficult experiences amongst participants.

FROM A SPARK

TO A FIRE

PUBLICISE CHANGE WITHIN THE TARGETED COMMUNITY AND TOWARDS NEW ONES

C

B

BUILD AN ENVIRONMENT THAT SUPPORTS NEW NORMS AND BEHAVIOURS

Once collective commitment has been achieved "privately", within the core group, it is imperative that the results of the deliberation are shared more widely amongst people who did not participate in the initial debates and mobilisation process. Particular attention should be paid to women and adolescents and ensuring they have a central role to play.

Social norms will only change once you reach a critical mass of people ready to change, and these people know about each other's intentions. Communicating the shift of attitudes and expectations outside of the core group, and later outside of the community, is instrumental in reaching this tipping point at different scales.

Public commitment affirms and reinforces the new attitudes created within the core group, and encourages others in the community to adopt a similar position. **Through public commitment, the community is made aware that the harmful practice is no longer socially accepted or desired by part of their social network, which provides an opportunity for the wider community to collectively support the shift.** It is an integral step in the pathway to change.

The practice of public commitment can also serve as a catalyst for wider communications efforts that disseminate new beliefs and practices outside of the community. Its organised diffusion is a way of bringing local change to scale, conveying communities' choices.

Communicating change can be accomplished through a variety of platforms depending on the target audience, how they obtain their information, who they trust and what influences them. When considering your strategy for publicising change locally, look back at your network analysis in order to ensure key influencers are engaged and supportive of the communications. At a larger scale, rely on media with high penetration and the most influential public figures.

TARGET AUDIENCES TO CONSIDER

KNOWN INFLUENCERS OR AGENTS OF CHANGE

who have yet to commit to the change in behaviour - once onboard, these can serve as role models throughout the change process.
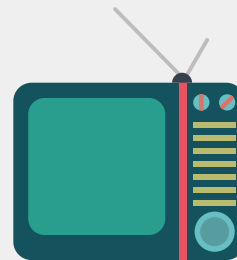
THOSE MOST AFFECTED

(positively and negatively) by said behaviour.

THE WIDER COMMUNITY

new expectations will require to be shared by a majority of people .
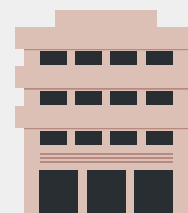
THE GENERAL PUBLIC

Mass media will be a key leverage to bring change to scale.

POLICY AND LAWMAKERS

Communicating to them will be instrumental in building a supportive environment in terms of complementary laws and policies.

LOCAL GOVERNMENT AND OTHER RELEVANT AUTHORITIES

Who can enforce laws enacted to protect communities from the harmful practice as well as strengthen related institutions and service providers.

FACE-TO-FACE COMMUNICATION

ONE-TO-ONE

Empower participants to communicate change within their social networks. This could be teacher to student, colleague to colleague, parent to child (and vice versa), neighbour to neighbour, Imam to congregation and so forth. In formal and informal settings alike, this simple method has the ability to spread the news in a powerful localised manner.
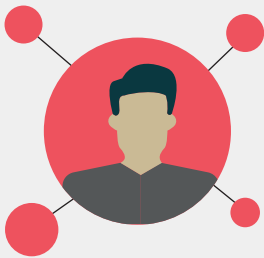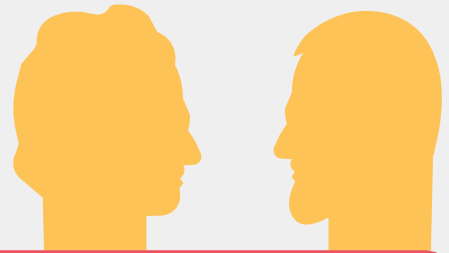
ROLE MODELING

Create or partner with a network of influencers who can leverage their trust, authority, respect and recognition to communicate the benefits of the new practices in a persuasive fashion: leaders (community, religious and political) activists, celebrities, artists, social workers, health professionals, community mobilizers and so on.

COMMUNITY ENGAGEMENT ACTIVITIES

Sports tournaments, concerts, fairs, puppet shows, community theatre, townhalls, small group trainings, workshops, etc. Engage local NGOs and community-based organisations supportive of the change (in particular youth and women groups) to help spread the message. The activities themselves increase the likelihood of garnering interest and engagement of the population.

POINT OF SERVICE DELIVERY

Utilise ongoing programmes with service delivery points within the community in order to engage their clients or beneficiaries on the change of practice, and foster integration between sectors. This will increase the reach of the programme and help with its institutionalisation. Relevant service providers may include doctors, nurses, teachers, social workers, case managers, counselors, government officials and more.

LOCAL COMMUNICATION CHANNELS

ENGAGE LOCAL MEDIA

Radio stations, television, newspapers, blogs, storytellers, etc. Work with influential local media to tell the story of change and how others can benefit from the new practices should they join the effort.
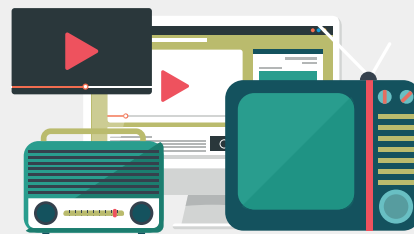
PRINT DISTRIBUTION AND OTHER CREATIVE VISUAL CONTENT

Posters, brochures, murals, comic books, etc. Depending on the literacy of your audience, consider creating engaging and complimentary print material that can be distributed during face-to-face communications activities and posted in areas where people convene regularly (schools, hospitals, government spaces, markets, community centres, etc.).

MASS MEDIA

NEWS PROGRAMMES

Consider how influencers and participants can engage with news personalities and programmes to further disseminate information about the change, locally, nationally and regionally through radio, television, newspapers (print and online). News Talk Shows can be particularly beneficial as they allow people to reflect and dialogue around the topic in front of a much larger audience than is possible at local level, allowing this audience to watch people as they debate their views and begin to change.

13

EDUTAINMENT (DRAMA/COMEDY SERIES) RADIO/TV/ONLINE

Edutainment allows for the target audience to view the entire process of change including exposing them to the future benefits of engaging in new practices through relatable characters who, in essence, are living through the same experience. It has the power to model and promote new positive norms in a visible, engaging and salient manner to millions of people, while at the same time feeling local and relevant.

DOCUMENTARIES AND PSAs

Creatively developed PSAs and documentaries are powerful tools when utilised correctly, and also allow to reach a mass audience, in formats for which broadcasting might be free and partnership-based.
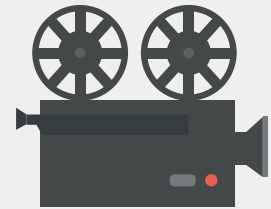
SOCIAL MEDIA (FACEBOOK, INSTAGRAM, TWITTER, STREAMING WEBSITES, ONLINE TV CHANNELS, ETC.) AND MOBILE PHONES

Social media has the ability to integrate many of the approaches above into one compelling and engaging platform. One can create powerful PSAs, web series, interviews, etc. while at the same time engage the target audience in real time by chatting directly with users as they view and absorb content. It also allows to reach people directly into their pocket through cell phones. Social media is best suited to support rather than take the place of other platforms and requires proper resourcing to ensure it remains up to date and relevant.

WHAT WORKS, WHAT DOESN'T?

- **Develop target audience specific core messages** before producing communication materials and content.

- **Your target audience should drive which platforms you engage.** Not all mediums are appropriate given your intended audience.

- Utilise communications to **diffuse information** beyond direct participants in order to expose large numbers of people to the pathway of change.

- **Engage local role models and influencers** across communications platforms.

- **Avoid reinforcing bad behaviours** through awareness raising activities that playoff of stereotypes and negative norms.

- Consider how **communications can play a role in building a sustainable environment for change.**

CONSIDER THE FOLLOWING WHEN DEVELOPING COMMUNICATIONS MATERIALS:

CONTENT

- ○ Do not tell people what to think about the harmful behaviour

- ○ Avoid reinforcing stereotypes that may be associated with said behaviour

- ○ Create characters that are relatable and seen in a positive light

- ○ Encourage the audience to consider other viewpoints

- ○ Avoid showing women as victims or powerless, regardless of the situation

- ○ Reinforce concepts of human and children rights (with a particular focus on marginalized populations)

- ○ Promote personal reflection and thinking for oneself

- ○ Use locally relevant situations so that audience can easily identify

LANGUAGE

- ○ Avoid blaming or accusing when developing dialogue on critical topics

- ○ Use language that is informal and familiar locally

- ○ Consider whether the design is accessible to the literacy level of the audience

- ○ Use language and images that are thought provoking but non-confrontational

- ○ Do not use technical language if possible

- ○ Capture your audience's attention through interesting captions, slogans, questions and imagery

ILLUSTRATION

- Portray scenes that are familiar to the audience

- Show characters being active and thoughtful

- Try to reinforce positive rather than negative behaviours

- Use visualisations such as diagrams and pictures in place of text as much as possible

- Consider literacy rates when designing visualisations to ensure they are easily understood

DESIGN

- Avoid overcrowding pages when developing print materials - instead ensure it is organised and coherent

- When developing posters, billboards or wall art, ensure the text is large enough to read from afar

- Create attention grabbing text and visualisations that capture the material's main idea

- Use attractive and easy to read fonts

- Consider color combinations and whether bright and vibrant colours are appropriate for the given material

- Be consistent with style across all materials developed

- Provide relevant contact details related to the programme or campaign - but only if safe for those involved

THERE

ALWAYS

IS

FOR

ROOM

IMPROVEMENT

EVALUATE, IMPROVE AND EVOLVE (RETURN TO STEP 'A' AS THE GEOGRAPHIC FOCUS OF THE PROGRAMME EXPANDS)

D
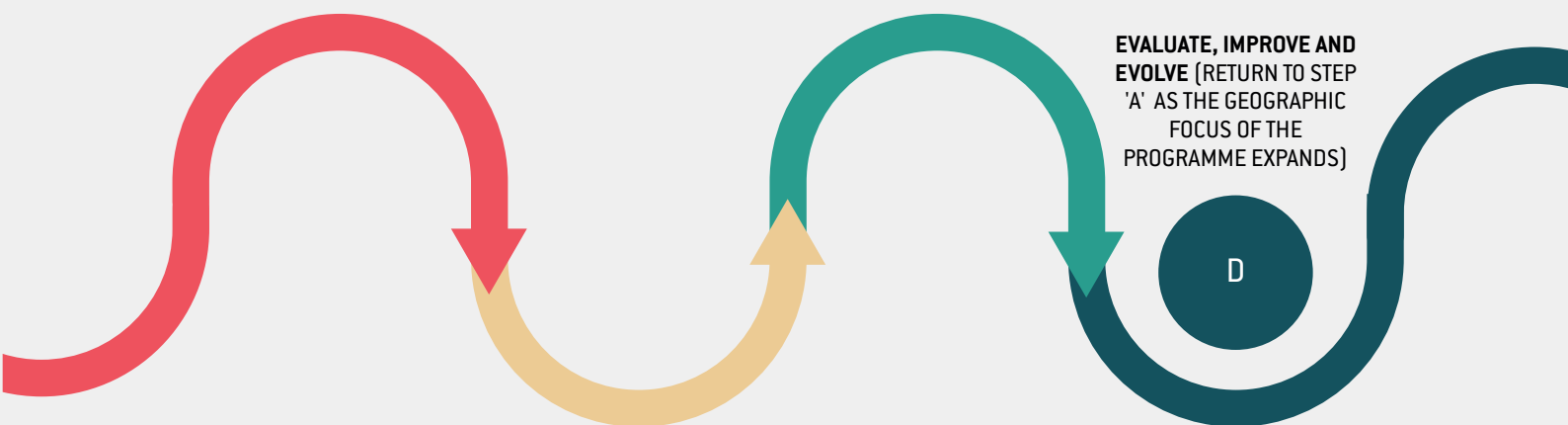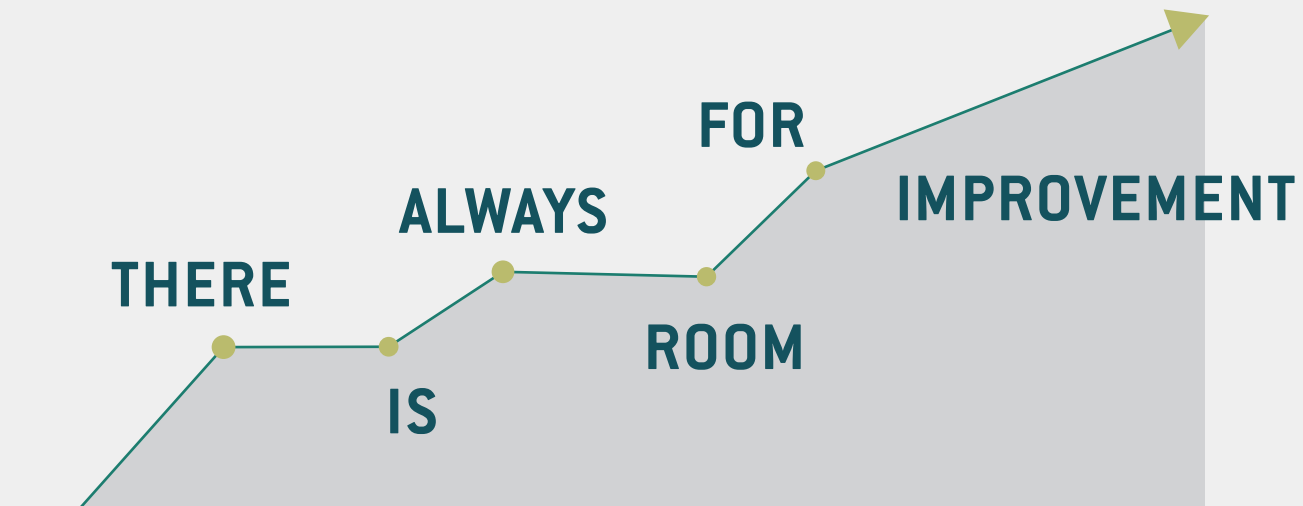
Shifting harmful behaviours from negative to positive is a journey. While some first results might be achieved locally, the process of reinforcing positive norms will take years and follow-up programming must be developed beyond the first phase in order to ensure sustainable change.

Additionally, capitalising on programme successes – with a particular focus on building upon the diffusion strategy – will create momentum for future iterations of the programme. Depending on resources this could take many shapes: from a small shift to surrounding communities to a larger scaling up of the programme aimed at altering regional and/or national behaviours.

Monitoring and evaluation will play the central role in determining the programme's future. Before discussing next steps with partners and making any decision, **you should conduct an endline assessment**. Using the same method as for the baseline, survey the population in your Phase I areas to measure the progresses made on outputs, outcomes and goals.

STEPS FOR PROGRAMME EVOLUTION:

Analyse the programme's evaluation materials including the endline quantitative assessment, activity monitoring, field reports, key informant interviews, FGD notes, final budget, etc., in order to identify areas of success, challenges and failures

Meet with programme participants and partners to present the findings, discuss their perspective and understand how they may be able to play a role in its growth and evolution. At this stage, it is essential to provide feedback to the communities already involved, where programming will continue.

Decide if a replication or scale up is in order, provided necessary adjustments are made.

Map out potential donors and partners for growth.

Speak to potential donors and other relevant organisations who didn't originally participate in the programme to gauge interest and support.

Identify programme participants, influencers, networks that can influence populations beyond their immediate communities.

Return to step one by engaging in formative research especially if the programme expands to different areas.

QUESTIONS TO CONSIDER FOR PROGRAMME EVOLUTION:

What connections and new relationships can be built off of the first programme to encourage discussions, deliberations and debates in new communities?

Consider other cultural, moral and religious norms that may be at play in the areas you wish to replicate the programme – how might they impact the programmes approach? What tweaking to the activities may be required?

External factors in new areas. Do they differ from the geographies of Phase I? If so, how might that alter programme implementation?

WATCH OUT !

HUMAN RIGHTS-BASED APPROACH

Reflect the principles of inclusion, self-determination, and the right to participate by ensuring that marginalised and vulnerable groups (including children, people with disabilities, refugees) are prioritised, given visibility and a meaningful space to voice their perspective and engage in the process.

GENDER TRANSFORMATIVE

Create opportunities for women and girls, men and boys to challenge gender inequalities and power dynamics that drive harmful behaviours. Pay particular attention to the quiet leaders who may not be perceived immediately as leaders but could cast a powerful influence within their social network.

DO NO HARM

DO
NO
HARM

Challenging social norms that are supported by powerful members of the community can result in backlash, including further discrimination. Create mechanisms to address these risks from day one.

BE POSITIVE

When framed as "elimination of harmful practices", the programmes tend to reflect this negativity into the way objectives and communications are shaped. Programming around such practices is sensitive by nature: telling people what they do is wrong is not always the best starting point, as some of these practices are inextricably tied to their social identity and ability to conform and fit into their reference network. Consider promoting new and positive norms rather than cultivating an eradication mindset.

BASED ON FORMATIVE RESEARCH

The reasons behind the existence of social norms can differ from one community to the next. Research is imperative in understanding the local context and how to programme with the community's needs in mind.

MESSAGES ARE NOT ENOUGH

15

Awareness-raising campaigns alone will not change social norms. Providing information is just a starting point. People's choices are neither rational nor individual, a collective process is required.

COMMUNITY DRIVEN, EXPERT SUPPORTED

The communities must be empowered to own the analysis and actions of the programme. The harmful behaviour at play is taught and enforced by the community and thus the collective change can only come from their dialogue, debate and decisions. The role of the programme is to listen, guide, and facilitate change from the inside out. This is the key to sustainability.

LOCAL PARTNERS MATTER

On the ground stakeholders (CSOs, NGOs, CBOs) are vital to the success of the programme. They must be empowered to support the community along its journey.

HOLISTIC + MULTI-SECTORAL APPROACH
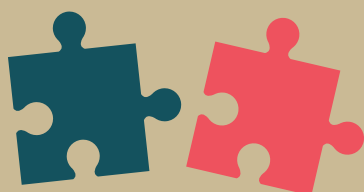
Once drivers and bottlenecks to new behaviours are identified, consider the various sectors that need to be engaged to help change occur. You will need to work and coordinate across a number of programmatic areas to create the enabling environment needed for change to happen. Break the silos.

PROGRAMME ACCORDING TO BUDGET

Your programme approach and resulting activities must reflect your available budget. If there are significant budget restrictions, include a small increment with each phase, so that further funding can be acquired progressively. Do not cut some steps of the process or spread yourself thin in order to save costs. Instead, start by funding the formative research and go from there!

START SMALL, THEN EXPAND

Social norms programming revolves around the premise that a critical mass must be established in order to catalyse change. For this reason, as well as practicalities such as budget and timeline, consider starting with a limited Phase I, adapting and scaling based on successes and lessons learnt. Ending harmful norms and creating new, positive ones, is NOT easy. Consider piloting the programme in communities that show promise for change.

CONSIDER APPROPRIATE MEANS FOR COMMUNICATION
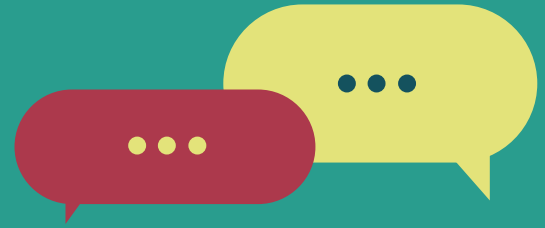
Communicating the changes that occur at each stage of the programme will be imperative to spreading the positive behaviour(s) as well as creating a larger mass of supporters. Use the most powerful platforms for your specific target audience to do this. These could include word of mouth, key influencers, radio, community theatre, or TV. Remember, not all mediums may suit your intended audience.

CELEBRATE THE SUCCESSES

Cultivating pride through public pledges and other community driven public displays of success is important because these help create trust amongst participants, and provide an opportunity to share their achievements.

REAL CHANGE TAKES TIME

Sustainable social and behavioural change can take a decade or more before properly taking shape. Ensure that you can show progress through the evaluation of Phase I: the shift of some of the bottlenecks identified during formative research constitute milestones towards the larger goal and will help keep partners on board. It is also recommended to develop case studies and/or success stories which provide donors and partners with illustrative programmatic highlights and updates throughout implementation.

JUST A SLICE OF THE PIE

Social and behaviour change communication is only a component of a larger framework that supports the shift from harmful to harmless social norms and practices.

While this series of tools is focused on social and behaviour change communication, it is important to be aware of the technical, structural, and policy related parallels that a programme must consider in order for sustainable change to occur.

With this in mind, it is important to integrate social norms programming into existing sectoral and inter-sectoral interventions. Piggybacking on and reinforcing child protection, health or education sector programmes will help ensure support across parallels and will likely lower costs and increase results.

EXAMPLE OF PROGRAMMING FOR VIOLENCE AGAINST CHILDREN (VAC):

INSPIRE: SEVEN STRATEGIES FOR ENDING VIOLENCE AGAINST CHILDREN

INSPIRE is a technical package. The seven strategies are based on the best available evidence.

- Implementation and enforcement of laws
- Norms and values
- Safe environments
- Parent and caregiver support
- Income and economic strengthening
- Response and support services
- Education and life skills

To learn more visit:
Website: www.who.int/violence_injury_prevention/violence/inspire
Facebook: www.facebook.com/whoviolenceprevention
Twitter: twitter.com/WHOviolencenews

World Health Organization CDC End Violence Against Children Pan American Health Organization / World Health Organization PEPFAR

Together for girls unicef UNODC USAID THE WORLD BANK

The example to the left shows how VAC requires a number of parallels beyond SBCC to be implemented synergistically in order to end the violent practices at play.

Each programme pillar displayed is interdependent and shouldn't be carried out in isolation.

Holistic and effective programming will require working across sectors and multiple platforms as well as coordination with external stakeholders who can help effect structural and policy related change.

Below is an example theory of change that shows how SBCC can be integrated into a wider programming framework. Each parallel touches on specific drivers leading to the abandonment of the harmful practice. You find that social and behavioural factors such as attitudes and norms sit alongside programming related to girls' empowerment, improved services and policy reform.

ATTITUDES AND NORMS

BEHAVIOURS
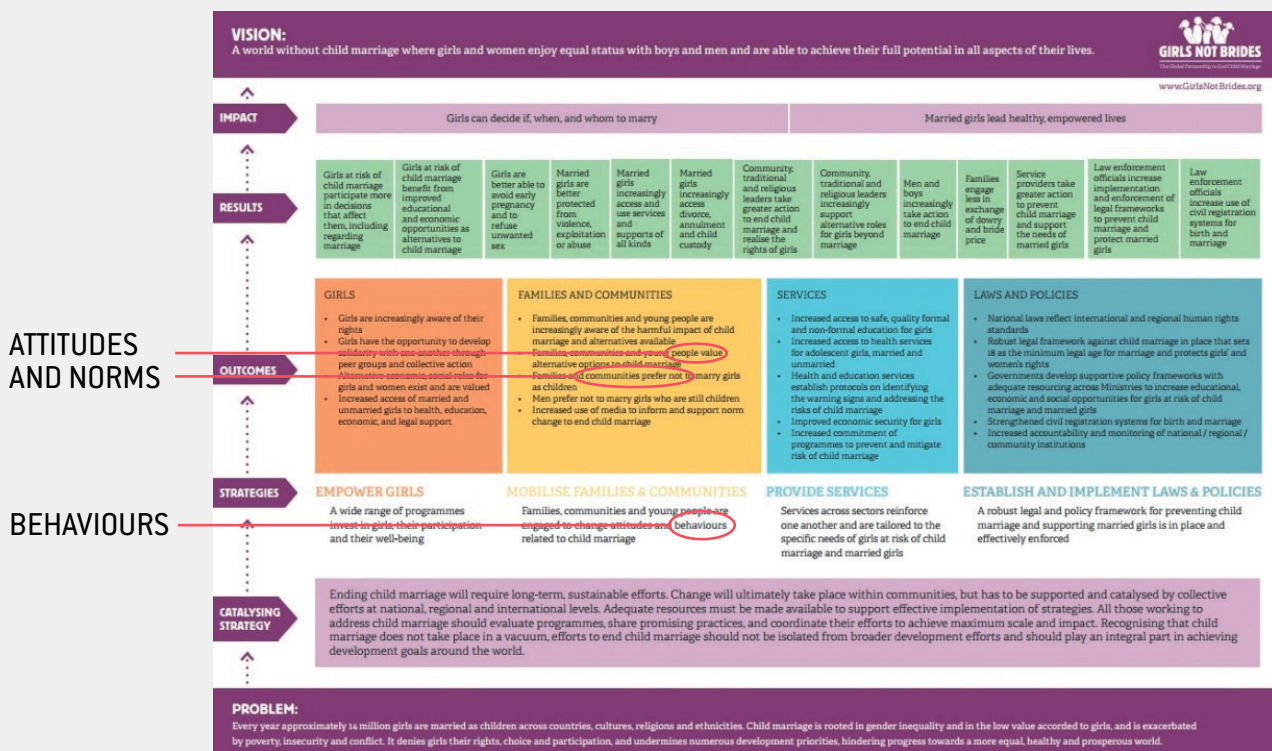
ALWAYS TAKE A LOOK AT THE PROGRAMME BEYOND THE SBCC COMPONENTS:

Have the political, environmental and economic drivers been identified and is complementary programming taking place within the relevant areas?

Have you engaged with partners, are they aware of your programme components and they of yours?

Are collaboration and harmonization maximised?

MASTERING THE LINGO

BEHAVIOUR

A behaviour defines the way a person acts. In the development world, it is often synonymous with "practice".

1 INTEREST

Interest characterises how sympathetic people are to an alternative practice, how much they want to know about it, be involved in activities around it, or try it out. This combines some cost / benefit thinking but also a dimension of appeal on a more emotional level. Some key drivers of interest include:

ATTENTION

One might not notice what is put in front of her/him. We often wrongly assume that people are properly informed about existing options because they have been communicated. But making sure that people are paying attention to what is suggested, or that promoters of behaviours manage to capture the attention of their audience, is a key step for a new behaviour to be considered. This is made harder by the fact that people tend to only listen to information that confirm their preconceptions (confirmation bias).

DOABILITY

The extent to which the adoption of the new behaviour is perceived as feasible or not by the person, in her/his actual situation (this is an individual self-assessment, non-objective).

ENJOYMENT

How much someone likes or might like doing something, the pleasure experienced from an activity. This covers basic amusement as well as other forms of gratification and thrill, such as the feeling of power. Being passionate about something is a powerful driver for action.

POTENTIAL GAINS

The benefits that the person think she/he might get from the change, especially in the short term (rapid gains tend to matter more in decision making). These gains are not only material, but can be in terms of relationships, image, etc. Gains should also be understood as "avoided losses", since a given loss is often seen much worse than its equivalent in gain is perceived positively (human "loss aversion").

PERCEIVED RISKS

The possibility that something bad might happen as a result of the change, including but not only in terms of safety. People desire certainty even when it is counterproductive. Being overly risk-averse is a natural human bias.

EFFORTS NEEDED

How practical and easy the change to the new behaviour would be. The difficulty is not proportional to the likelihood of adoption: minor inconveniences (also known as "hassle factors") might prevent us to act in accordance with our intentions.

AFFORDABILITY

The extent to which the person considers the change of practice to be within her financial means, combining costs and possible monetary incentives.

2 ATTITUDE

Attitude is what someone thinks or feels about something. Mixing cognitive and emotional elements, attitude defines people's predisposition to respond positively or negatively to an idea, a situation, or a suggested change. It is one of the key drivers of an individual's choice of action, and probably the most important factor in shaping behaviour change.

Socio-economic background, religion and other individual characteristics are important drivers of attitude; when measuring it, the "demographics" questions in surveys will help cross-reference respondents' characteristics and understand better their influence.

Key determinants of attitude include:

AWARENESS AND KNOWLEDGE

These concepts are interdependent but not interchangeable. Awareness is the consciousness of a fact (e.g. being conscious that violent discipline has negative consequences; being cognisant that there are alternatives to it), whereas knowledge is associated with a deeper understanding of this information (e.g. appreciate the reasons why violent discipline is hurtful; being able to explain alternatives to it). It is important to keep in mind that people tend to ignore "negative" information related to what they are doing, and can sometimes favour prior "evidence" that reaffirms their actions. Perception is very selective.

BELIEFS

There are multiple types of beliefs influencing attitudes, the main ones being:

- Effect beliefs: considering a causality chain to be true (X leads to Y); e.g. physically disciplining a child will make her/him a good adult.
- Holding personal convictions on what "needs" to be done in a given situation; e.g. if a woman is seen walking with another man she needs to be punished.
- Personal normative beliefs: beliefs about what should be, what should happen; e.g. men should be primarily responsible for the honor of the family; women should report intimate partner violence to the police; etc.

Beliefs are individual, but highly influenced by others. The probability of one person adopting a belief increases with the number of people already holding that belief.

ASPIRATIONS

Personal goals and dreams, vision for future-self, hopes and ambition for achieving things; e.g. aspiring to be the best parent possible; to be an independent woman; to be a successful student; etc. It reflects what someone truly desires in life.

VALUES

What we perceive as good, right or acceptable. Inner convictions of right and wrong, of what good conscience requires. These principles are strong drivers of standard behaviours. Individual values are directly influenced by moral norms.

MORAL NORMS

Moral norms are principles of morality that people are supposed to follow. They are learned socially. Human Rights for example, as a global doctrine, represent the moral norms that the UN is trying to enforce universally. The important question here is what individuals perceive as women's and children's rights, as this will condition the classification of certain practices as being inherently immoral or not (e.g., beating a woman).

INTUITIONS

Instinctive feelings regarding a situation or an idea, often formed from past experience. Intuitions involve emotionally charged, rapid, unconscious processes that contribute to immediate attitudes or decisions that don't stem from reasoning. In other words, our brain might have already decided what to do in a situation before analyzing options. Intuitions are one of the elements of automatic thinking (see *Communication environment*).

PAST EXPERIENCE

Researchers have shown that past experience helps form complex decisions. Memories of experiences, such as past failure and frustration with a behaviour, or negative experiences such as poor treatment by a service provider, will shape our attitude towards trying new things. At a deeper level, experiences as a child also drive behaviours of adults, including negative, violent or abusive behaviours. This replication concept is paramount in most psychological schools of thought.

ENJOYMENT

See *Interest*

3 SELF-EFFICACY

Self-efficacy combines a person's objective capability to perform the change proposed and her/his belief about this ability. Positive self-efficacy is a necessary precondition to taking steps towards the new practices. As with attitude, "demographics" are usually a key driver of a person's self-efficacy. Poverty, for example, has a significant cognitive burden which makes it difficult for the poorest to think deliberately, see themselves as capable, have faith in the possibility of change and seize opportunities. Interventions on self-perceptions can be powerful sources of change.

SKILLS

Particular abilities and capacities to do something. Most skills are acquired through experience and/or deliberate learning. Example of skills include parenting techniques, positive discipline, as well as life skills such as critical thinking or active citizenship.

CONFIDENCE

A person's belief that she/he can succeed in creating change; feeling of trust in one's own ability.

SELF-IMAGE

Many of our choices are impacted by the perception we have of ourselves and our role in our family, community and society. This perceived identity will often make us behave according to common stereotypes associated with our dominant identity. This might prevent people from doing things that they are completely capable of, because they underestimate their abilities in accordance to the stereotype of their group.

STRESS LEVEL

High levels of stress impair our ability to make choices, perceive ourselves positively and capable, can paralyze change and adoption of positive practices, and in some instances results in adoption of negative coping mechanisms. Anxiety and mental distress are particularly frequent in emergency contexts.

FATIGUE

Being tired (and hungry) depletes cognitive resources and significantly affects our decision making.

SUPPORT

The availability of trusted relatives or friends to encourage, provide assistance, and protect someone when needed.

MOBILITY

In social science mobility is understood as the movement of people in a population, from place to place (particularly relevant for individuals living in emergency contexts and/or remote areas), job to job, or from one social class or level to another. In many societies, mobility is an issue for women, who might not be free or able to leave the household, interact with certain people, get access to commodities and services, etc., for cultural or safety reasons.

4 COMMUNICATION ENVIRONMENT

FACTUAL / SCIENTIFIC INFORMATION

The availability, accessibility and dissemination of accurate and unbiased knowledge about the issue and practices at hand; understandable evidence convened without feelings or opinions about it.

MEDIA AGENDA AND NARRATIVE

The way media outlets set what is newsworthy, and how the facts and stories will be framed to cover a given topic. Narratives are rarely neutral, and considerably influence the audience's attitude.

SOCIAL MEDIA

Social media is an unpredictable and unregulated space where the audience is not in a passive position, but is also a content creator, and users can interact and collaborate with each other. Contrary to the "mainstream media", authoritative voices, previously unknown and sometimes without proven expertise, can emerge organically and generate large opinion trends and groups. Opinions relayed on social media fall within an individual's own social network (group of individuals within the user's "bubble", which can distort the perception of what is the most prevalent opinion).

MARKETING, BRANDS MESSAGING

Companies promote messages and ideas in favour of their economic success, and campaign to create more appeal. The most popular and trusted brands, with large audiences and benefiting from a positive image, can drastically influence the way consumers perceive certain products, ideas and situations, changing their decisions and behaviours down the line.

PUBLIC DISCOURSE AND FIGURES

The messages most commonly spread in the communication environment; the ongoing public debates; the position of persons that have a significant effect on influencing opinion of the general public.

ENTERTAINMENT INDUSTRY

The role played by characters in movies, books, and radio shows as well as the overall narratives of these entertainment pieces affect the mental models of viewers. They carry messages and values (sometimes purposively in the case of entertainment education, or "edutainment") which will influence the decisions made by the audience. This process of transfer is based on how relatable the characters and situations are, and what are the consequences faced by these fictional models.

EXPOSURE

The availability of information is not synonymous with access to it. Depending on their means of communication, coverage by mass media, penetration of technology and occupation, people will have very different chances and levels of access to information. Campaigns are designed to proactively expose an audience to certain contents and narratives, but their success in reaching their target also varies.

BIASES

The use of mental shortcuts and models for filtering and interpreting information, often to make sense of the world around us.

Mental models are ways of thinking, often passed down across generations, and include stereotypes, categories, identities, ideologies, etc.

Shortcuts are part of Automatic Thinking (by opposition to Deliberative Thinking), when someone jumps to conclusion based on limited information. Most of the time, people consider what automatically comes to mind to fill in missing information, associate the situation with what they already know, make assumptions, and eventually decide through a narrow frame depicting a wrong picture of a situation. This brain process is widespread as it implies less efforts.

A number of specific biases have been described by psychologists, such as the "recency bias" (favoring the latest information), "confirmation bias" or "selective exposure" (filter information in a way that supports our preconceptions), "availability heuristic" (overestimating the importance of information available to us), etc.

5 EMERGING ALTERNATIVES

People's exposure to and awareness of those who have already chosen a different option, of voices carrying a different message and of influences which can trigger change is important, since dialogue in a community and personal action are rarely initiated spontaneously. The dynamic of change within a group usually has to start with a catalyst, a stimulus. Emerging alternatives can induce individual and collective actions.

OPINION TRENDS

How people's views on a topic are changing; new directions taken by general beliefs and judgments. Public opinion is evolving continuously, at different paces.

SOCIAL MOVEMENTS

Large scale collective actions and campaigns based on shared identity and grievances, people engaged in a fight to change the social or political order (e.g. the early stages of the Arab spring; black lives matter in the US; etc.).

INNOVATIONS AND OPPORTUNITIES

A new vaccine made available; an agent of change visiting the community and offering support; a new method of contraception stimulating community discussion on family planning; the renewal of political leadership; etc.

PUBLICISED CHANGE AND STORIES

People's achievements made public. Human interest stories of transformation told to inspire and promote similar changes, exposure to successes and failures.

POSITIVE DEVIANTS

The existence of individuals or small groups confronting similar challenges and constraints to their peers that, nevertheless, employ uncommon but successful behaviours or strategies which enable them to find better solutions. They can be important role models.

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. We act as members of groups. How supportive a social environment is of individual change will sometimes condition its very possibility, in particular (but not only) when social norms are at play.

Social norms are informal group rules influenced by the beliefs that members hold about what others in the group do and approve. Even in the absence of sanctions, which are central to social norms, such beliefs usually also exist and influence individual practices.

Norms as well as sanctions can be both positive and negative.

REFERENCE NETWORK'S ATTITUDES AND PRACTICES

The social influence is based on the attitudes and behaviours of those whose opinion we value, who we consult regarding certain issues, and those whose perception of us matters. Members of this "reference network" include peers we care about, as well as influencers and gatekeepers who exert some form of power over us. People tend to imitate the behaviours of their reference network frequently, and sometimes automatically.

APPROVED BEHAVIOUR — NORMATIVE EXPECTATIONS

The set of behaviours a person will receive social support for. In social norms language, a normative expectation is what an individual thinks others in her/his group approve (what she/he believes other think she/he should do).

BELIEVED TYPICAL PRACTICES — EMPIRICAL EXPECTATIONS

The set of behaviours which people perceive to be most common. In social norms language, an empirical expectation is what an individual thinks others in her reference group do. This is often ground for misconceptions. There might be a silent majority of people disapproving certain practices but still complying with it based on social misbeliefs (this discrepancy between the majority of individual attitudes and the practices is called "pluralistic ignorance").

SOCIAL PRESSURE: REWARDS, SANCTIONS, SENSITIVITY, EXCEPTIONS

Social norms exist because of the consequences of behaving in certain ways (anticipated opinion or reaction of others). What defines a norm is the social "obligation" behind it, the fact that people believe that compliance will condition their acceptance or rejection by the group. On the negative side, sanctions can take many forms, such as stigma, avoidance, insults, violence, exile, etc. The sensitivity to sanctions is also an important element to define how strong the norms are. Exceptions are a set of circumstances under which breaking the norm would be acceptable.

STIGMA AND DISCRIMINATION / SOCIETAL VIEWS ON MINORITIES

The negative and/or incorrect collective views and beliefs regarding certain groups of people strongly condition their practices and the majority's behaviour towards them, often for the worst, leading to rejection and deprivation; e.g. rearing practices for children with disabilities.

SENSITIVITY TO SOCIAL INFLUENCE

Reflects the level of autonomy of a person. In a similar social environment, individuals are affected differently by the pressure coming from the group.

7 META NORMS

Meta norms are overarching and unwritten rules, deeply entrenched in people's culture and identity, cutting across sectors and conditioning a large number of behaviours.

SOCIALISATION

The process of learning to behave in a way that is acceptable to the group based on societal beliefs, values, attitudes, and examples, through which norms are learned and internalised by individuals. An individual's acquisition of habits, whether positive or negative, is due to their exposure to models that display certain traits when solving problems and coping with the world. Early gender socialization starts at birth and it is a process of learning cultural roles according to one's sex. Right from the beginning, boys and girls are treated differently and learn the differences between boys and girls, women and men. Parents & families are the initial agents who affect the formation of behaviours during childhood (children are told how to dress, which activities are for them or not, what role they should play as a boy or a girl, etc.). Peers are an additional source of influence during adolescence and play a large role in solidifying socially accepted gender norms: boys usually enforce toughness, competition and heterosexual prowess, whereas girls are pressured around appearance, proper behaviour, and marriage with an emphasis on their reproductive roles. Socialisation may also occur more passively through role modelling: as a negative example, boys may adopt abusive behaviours after witnessing intimate partner violence, or lose respect for their mother (and women) after witnessing violence against her.

GENDER INEQUITY

Many protection issues are associated with the power and roles of men and women in society and in households, including male authority over women, and men's desire to control women's sexuality. Manhood or masculinity are used as justifications for different forms of violent behaviours. Girls and women are considered vulnerable and thus need to be protected, which often translates into lower access to education, restrictions in travelling, and higher unemployment. Gender discrimination is deeply rooted and perpetuated by leaders and communities, and can result in behaviours related to domestic violence, sexual harassment and abuse, early marriage, Female Genital Mutilations and trafficking.

POWER RELATIONSHIPS

Power is the ability to control and access resources, opportunities, privileges and decision-making processes. Who controls or retains power over "subordinate" family members dictates the practices of many in the household; in most cases, power is held by men in families and communities. For example, violence against women and violence against children often co-occur in families with a patriarchal family structure, featuring rigid hierarchies linked to gender and age. In other cases, positive relationships centered on listening, respect and empathy offer contexts in which dominance is not the governing factor.

DECISION MAKING PATTERNS

Linked to the previous point, how and by whom a course of action is selected in a family or a community will have a significant impact on people's options for alternative behaviours. These processes can be complex depending on who voices opinions, is consulted and valued, can oppose a decision, and who makes the final call. On certain issues, elder family members can play a significant role. In most of the Middle East and North Africa, the preservation of the family's reputation is seen as the responsibility of the man; but as the women's honor is directly tied to the family's honor, it is considered the men's right to make important decisions about women's lives, including control the access of their female kin to the outside world.

FAMILY ROLES AND COMMUNICATION

Social norms related to what it means to be a mother or a father, and to how spouses communicate between themselves and interact with their children, are key drivers of a number of behaviours, in particular parenting practices and the provision of care, household chores and financial responsibilities, among others. These also impact girls and boys differently.

CONFLICT RESOLUTION

Typical ways of solving family disagreements, from listening and trying to reach common understanding to practices of coercion.

PERCEPTION OF THE CHILD

Different societies will have different perceptions of when a human being starts and stops being considered a child, and what this means in terms of her/his rights. This drives a number of practices at different stages of the life cycle.

8 COMMUNITY DYNAMIC

Community dialogue and collective action are key processes to produce change within a community. Members of a community taking action collectively to deal with a common problem and improve their life will be a critical condition of success when issues at hand are social (in particular driven by social norms). The success of such processes also increases the community's collective capacity to solve future problems. The existence of such a dynamic (shared recognition of a problem with ongoing collective discussion or action), or in its absence the collective capacity to engage in it, are critical conditions for social change. Key elements include:

COLLECTIVE SELF-EFFICACY

The confidence of community members that together they can succeed. This includes the perceived capability of other community members.

SENSE OF OWNERSHIP

The degree to which community members think the problem is important, perceive themselves as contributors and responsible for the success of the collective change, and think they will benefit from the results.

SOCIAL COHESION

The sense of belonging, of feeling part of the group; the extent to which community members want to cooperate to solve collective issues; the level of interconnection between community members (density of the social network); the level of divide into factions; the level of trust of other members.

EQUITY OF PARTICIPATION

The degree to which marginalised members of the community (women, poor, ethnic groups, youth, elderly…) can access spaces were issues are discussed, speak up and be involved in decision making.

QUALITY OF LEADERSHIP

The existence of effective leadership is necessary to steer the group in the right direction and sustain the process. A "good" leader will be popular and trusted, supportive of dialogue and change, innovative, and foster inclusion.

9 GOVERNING ENTITIES

Institutions, ruling bodies, socio-political or armed groups try to structure and organize society through various form of peaceful or violent interactions with the population in attempt to control them. As a result, these governing entities play a paramount role in shaping individual behaviours, through a number of institutional features.

RECOGNITION OF THE ISSUE

The extent to which the authorities are acknowledging the existence of a problem and willing to act upon it.

POLICIES AND REGULATIONS

Set of principles and rules established by the authority to regulate how people behave in society, and prompt the community to act and change; e.g. law criminalising marital rape. The rule of law might or might not exist according to the context.

ENFORCEMENT / SECURITY APPARATUS

System enforcing the observance of law and order, and in conflict situations, elements of control and repression; e.g. administration by an occupying power. In some countries, policing of what people do (on water usage, on religious practices, etc.).

FISCAL MEASURES

The use of taxes, expenditures or direct incentives to influence people's actions and achieve social, economic and political objectives; e.g. conditional cash transfers in development and humanitarian situations.

GRIEVANCES AGAINST AUTHORITIES

Citizen who consider themselves in conflict with the government, who criticize the State capacity or willingness to deliver services, who criticize the authorities' motives or legitimacy, whose demand are unmet and consider that the social contract has collapsed, might all adapt their practices accordingly (e.g. refusal to get their children vaccinated).

10 INTENT

The readiness to change is the core factor of the framework. When an individual is no longer reluctant to the new practice, and more importantly willing to try it, the likelihood of change increases. But for this intent to be converted into action, external and social factors have to align in a supportive way.

CONTEMPLATION

Stage where the person is conscious of both the problem and option for change, and is considering switching to the new practice, but still has not taken action.

EXPERIMENT

When an individual is taking action and trying the new practice out; a change of behaviour in the short term, with a risk to abandon it.

RELAPSE

When the person returns to the previous practice.

CELEBRATION, PRAISING, RITUALIZATION, PUBLIC COMMITMENT

Events and actions to celebrate successes and cultivate pride (e.g. public pledges) are important because they help creating trust amongst participants, and provide opportunities for others to adopt the change. New positive behaviours need to be practiced to become usual or normative. These rewards are important to ensure the social context is supportive and reinforces individual choices.

ADVOCATING

When the new practice is fully adopted and the behaviour is usual, some individuals start to promote it and convince others to adopt it as well.

11 STRUCTURAL BARRIERS

Structural barriers are bottlenecks which are not related to people's willingness to change, or the legal and social environment, but often link to infrastructure and services and are commonly consequences of poverty and underdevelopment.

LIVING CONDITIONS

The circumstances of a person's life such as geographic isolation, living in an active conflict zone, in areas with high criminality rates or being incarcerated are, amongst other factors, often strong barriers to adopting new practices.

AVAILABILITY, ACCESS TO AND QUALITY OF SERVICES / TECHNOLOGY

The demand for services cannot always be met for a number of reasons regarding their provision, or impaired access such as financial difficulties, lack of transport, language barriers, low capacity of service providers, etc.

TRUST IN SERVICE PROVIDERS

A critical condition for people to use services is often trust in the person/entity providing it. Trust can be measured based on how respectful, competent and compassionate the provider is perceived, but also derives from her/his profile (right ethnicity, right gender, etc.).

TRADITIONAL SERVICES

Existence and accessibility of alternative/traditional services, where behaviour considered harmful are practiced and often encouraged. The more available, accessible and protected these are, the more likely the practice will be perpetuated.

INFRASTRUCTURE

Existence and usability of facilities, roads, water and sewage systems, electrical grids, phone, Internet, etc.

OTHER EXTERNAL FACTORS

As relevant to the problem at hand and local context (e.g. natural obstacles, age barriers, climate change, currency and market changes, etc.).

12 BEHAVIOURAL QUIRKS

The choices we make are not all conscious. People do not always make decisions that are in their best interest. Sometimes we are not aware of the alternative, while other times we may not trust our ability to act differently. But there are also instances where we just don't really know why we do things. It can be because it's always been like this. It might even look (and be) irrational. One can be paralysed by the amount of information provided to her/him, or just sticking to the status-quo based on her/his habit: feeling more comfortable in a set routine, finding inaction to be easier, feeling overly positive about a choice previously made ("choice-supportive bias"), etc.

NUDGES / CONTEXT DISRUPTION

When the environment or the structural context in which decisions are made or practices are reproduced is altered, it can often result in a change of behaviour.

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