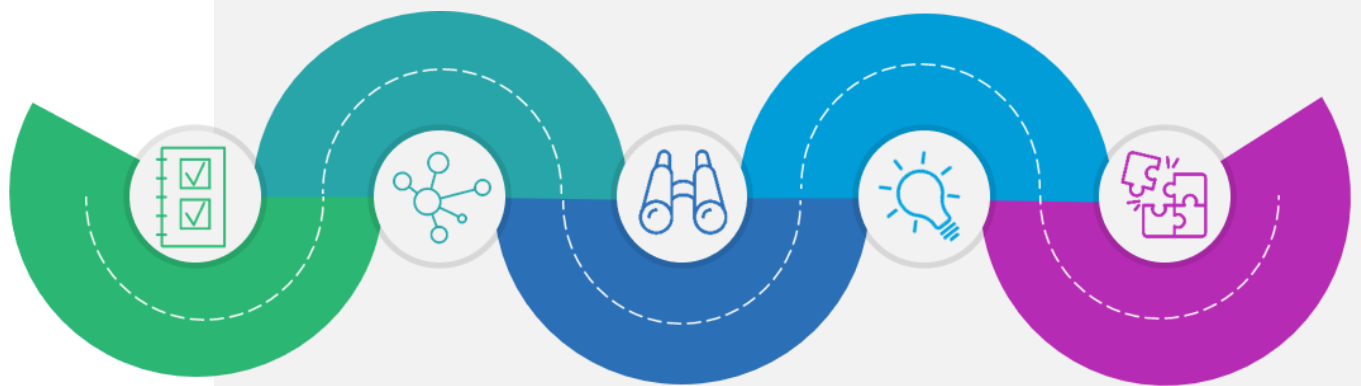


# SOCIAL NORMS EXPLORATION TOOL



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Institute for Reproductive Health | Georgetown University

3300 Whitehaven St. NW, Suite 1200

Washington, DC 20007 USA

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# HOW TO USE THE SNET

The Social Norms Exploration Tool or “SNET” includes information and steps to conduct a **social norms exploration** in your program. It is divided into five phases: [Plan & Prepare](#), [Identify Reference Groups](#), [Explore Social Norms](#), [Analyze Findings](#) and [Apply Findings](#). Within each phase you will find a set of activities to achieve the specific phase of a social norms exploration. You will also find tools and templates to use in your social norms exploration, as relevant.

Sprinkled throughout the guide are labeled boxes (different colors per section) to illustrate how steps are done and to remind you of important points:

- **‘CASE STUDY’** boxes share examples from programs that may give you additional insight to implementing a social norms exploration.
- **‘TIP’** boxes provide reminders of important information to keep in mind during a social norms exploration.

To get started, read the [Introduction](#), which includes an overview of the basic concepts of social norms and how they relate to behavior as well as an overview of participatory methods and rapid analysis approaches that underpin a social norms exploration. These will allow your team to gain a common understanding of the concepts and approaches found in the SNET. Additional readings on social norms and other relevant topics to the SNET are found at the end of this document.

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# INTRODUCTION

## What is the Social Norms Exploration Tool or SNET?

The **Social Norms Exploration Tool (SNET)** is a participatory learning and action tool that guides a **social norms exploration**. The SNET is designed to be a rapid assessment tool. It is a team-based, qualitative process to gather information at community level and quickly develop a preliminary understanding of the social norms operating in program communities that are influencing how people act or behave from a program perspective.

## What is involved in a Social Norms Exploration?

Through five phases, the SNET will provide you and your staff with the guidance and exercises you need to conduct a social norms exploration in your community to incorporate actions to address norms in your program. **Key terms are bolded** in the SNET process summary below.

**PHASE 1: PLAN & PREPARE:** In the first phase, the **Core Team** reflects on social norms that they believe may be influencing **behaviors of interest**, then defines the social norms exploration aim, objectives, and **Main Population Groups** and chooses and prepares exercises to use in fieldwork.

**PHASE 2: IDENTIFY REFERENCE GROUPS:** In this phase, the **Core and Field Teams** ask program participants (or potential participants) to identify whom they seek advice from and who influences their behaviors (**Reference Groups**).

**PHASE 3: EXPLORE SOCIAL NORMS:** In this phase, the **Field Team** meets and asks program participants (or potential participants) and Reference Group members about the range of factors influencing specific behaviors, identifying more precisely social norms and their relative influence on behavior.

**PHASE 4: ANALYZE FINDINGS:** In this next-to-final phase, the **Analysis Team** rapidly analyzes the information gathered in community discussions, identifying the norms that influence behaviors of interest, their relative influence and the consequences of conforming to or violating norms (**Rewards or Sanctions**).

**PHASE 5: APPLY FINDINGS:** In this final phase, the **Core Team** uses the findings of the social norms exploration to adjust components of the program to be more norms-aware.

On the next page, you'll find the phases represented visually.

## 1 PLAN & PREPARE

1. Develop an understanding of your program using a social norms lens.
2. Decide whether and how to segment the program's Main Population Group.
3. Set the objectives of the social norms exploration.
4. Choose exercises for the social norms exploration.
5. Determine the number of communities and participants to engage.
6. Plan and prepare for fieldwork.

## 3 EXPLORE SOCIAL NORMS

1. Adapt your selected exercise to your behaviors, Main Population Group(s) and their Reference Groups.
2. Create group discussion guides.
3. Plan and prepare for fieldwork.
4. Conduct group discussions with your Main Population Group(s) and their Reference Groups.

## 5 APPLY FINDINGS

1. Reexamine your program components from a social norms perspective.
2. Use the social norms exploration findings to propose adjustments to your program.

## 2 IDENTIFY REFERENCE GROUPS

1. Adapt the 'My Social Networks' exercise to the Main Population Group(s) and behaviors of interest.
2. Create an interview guide.
3. Plan and prepare for fieldwork.
4. Conduct speed interviews with the Main Population Group(s).
5. Rapidly analyze information to determine Reference Groups.
6. Invite additional participants for the next phase.

## 4 ANALYZE RESULTS

1. Conduct Participatory Rapid Analysis for each behavior of interest.
2. Put the key findings together to create a results brief.



While the social norms exploration map on the previous page provides a visualization of the phases and steps within phases, **Table 1** below provides a real-time snapshot of that roadmap in action.

<b>TABLE 1. OVERVIEW OF THE SOCIAL NORMS EXPLORATION PHASES</b>				
Phase	Team involved	Activity Location	Estimated Time*	Inputs Needed
<b>PLAN &amp; PREPARE</b>	Core Team	Office	1 ½ days	Staff time
<b>IDENTIFY REFERENCE GROUPS</b>	Core and Field Team	Communities, then office	2 days	Staff time / Transportation / Materials / Participant logistics
<b>EXPLORE SOCIAL NORMS</b>	Field Team	Communities	2 days	Staff time / Transportation / Materials / Participant logistics
<b>ANALYZE FINDINGS</b>	Analysis Team	Office	4 days	Staff time
<b>APPLY FINDINGS</b>	Core Team	Office	1 day	Staff time / Stakeholders (optional)
<i>*The estimated time is based on conducting a social norms exploration in two sites, exploring three behaviors with six Main Population Groups and Reference Groups.</i>				

## Why was the SNET developed?

In the past, formative assessments have not focused much on the influence of social norms within programs. As such, few formative assessment tools are explicit in terms and methods to explore social norms at depth to inform program design, implementation strategies and evaluation. Currently, many social and behavior change (SBC) programs are looking to address social norms and other factors upholding harmful behaviors and limiting sustained program impact. Now, social norms are gaining increased attention and many programs are considering how to shift norms to achieve their goals. As interest in social norms has grown, so has the need for practical exercises to identify key influencers and the right social norms driving behaviors of interest with critical inputs from communities. The SNET was developed to fill that gap; **Table 2** provides more detail.

<b>TABLE 2. THE SNET HELPS YOU ANSWER THESE FOUR CRITICAL QUESTIONS...</b>	
Critical questions to ask	Why do you want to know this from a program perspective?
1. Which groups are <b>most influential to the Main Population Group</b> regarding the behavior of interest?	Identifying reference groups that do or do not support a behavior help programs include the right people in programs and evaluations.
2. What are the <b>social norms</b> that influence this behavior?	Identifying the root causes of an issue—including social norms—ensures your program articulates and addresses the range of determinants of behaviors.
3. <b>Why do people comply with social norms?</b> Why not?	Identifying reasons why people comply will help unpack the ‘black box’ of how norms operate. Maybe people comply because norms are hidden, or because they have a strong desire to conform, or because they gain benefits or fear sanctions for behaving against a norm.
4. What are <b>the social norms that influence this behavior the most?</b>	Discussing, analyzing and prioritizing normative factors (and taking into account other factors) allows more effective and efficient use of resources.



# Who should use this guide and when?

The SNET is primarily written for program planners and implementers with experience in community-based development programming. It is not necessary that you have technical expertise in social norms or participatory approaches. The SNET provides the basic information you will need. It also provides additional resources for your reference, should you wish to supplement your understanding of a social norms exploration.

If you are researcher or an evaluator, you may also find a social norms exploration a useful starting point, as the SNET can complement or be incorporated in existing research and evaluation. In these contexts, the SNET can help you develop a keen understanding of the normative context, whether and how programs are working to shift norms, and the influence of social norms on behaviors.

A social norms exploration is ideally implemented before a program, to inform norm-shifting strategies to reach program objectives. A social norms exploration can also be applied mid-program to make course corrections or bring in more norms-aware programming. The SNET is flexible and adaptive tool and your program should be able to integrate the findings into your new or existing programs. See the **tip box** for a range of applications of a social norms exploration throughout the program cycle.

## TIP!

### Where are you in the program cycle?

If you are beginning to design a program, a social norms exploration can help you identify social norms and other factors that influence behaviors, and the relative weight of each on behaviors.

If you are already implementing a program, a social norms exploration can help you confirm assumptions about the underlying causes of behavior. You may identify new Reference Groups to integrate into your program, or the need to revise materials to reflect normative realities.

Findings can also help guide development of social norm indicators for monitoring or evaluating your program.

Whenever it is used, a deeper understanding of social norms will add dimension to your understanding of current conditions and may suggest new avenues for action.

# What are social norms?

**Social norms are unwritten rules of behavior shared by members of a given group or society.** They are informal, often implicit rules that most people accept and abide by. Examples of behaviors driven by social norms could be forming a line at a store counter or holding the door to someone entering a building right after you. People might do those things to be considered polite by others, even when they personally think they are unnecessary because they want to play by the unwritten societal rules. As such, social norms can dictate what people in a group believe is **typical** (normal) and **appropriate** (approved) behavior.

**Social norms matter because they influence behavior.** Social norms can play a powerful role in shaping individual and group behavior and can have a significant impact on well-being. Norms may perpetuate harmful practices and reinforce gender and other inequalities. With a solid understanding of existing

social norms in a specific community, who maintains (or is perceived to maintain) these norms and how they relate to behaviors, practitioners can design more relevant and effective programs and improve monitoring and evaluation efforts, contributing to best practices.

We do know what conditions keep a social norm in place (Mackie et. al, 2015) including:

- **Social Expectations or Beliefs** about what others do and about what others think one should do.
- **Influential People or Reference Groups** who hold expectations about the behaviors and beliefs of peers. A reference group is ‘everyone who matters to an individual,’ when it comes to practicing or not practicing a specific behavior.
- **Sanctions for not Acting Within a Normative Boundary.** Social norms are maintained by positive reinforcement for adhering to or by negative sanctions of members of the Reference Group.

Social norms, of course, are not the only influencers of behavior. As **Figure 1** shows, many influences can exist at individual, social and macro-environmental levels. Some influences are internal to the individual but many other factors influence people’s behavior. Consequently, the influence of social norms on behavior must be viewed in the context of other influential factors.

## TIP!

### Social Norms vs. Attitudes

As you create questions for your social norms exploration, bear in mind that social norms **are different than personal attitudes.**

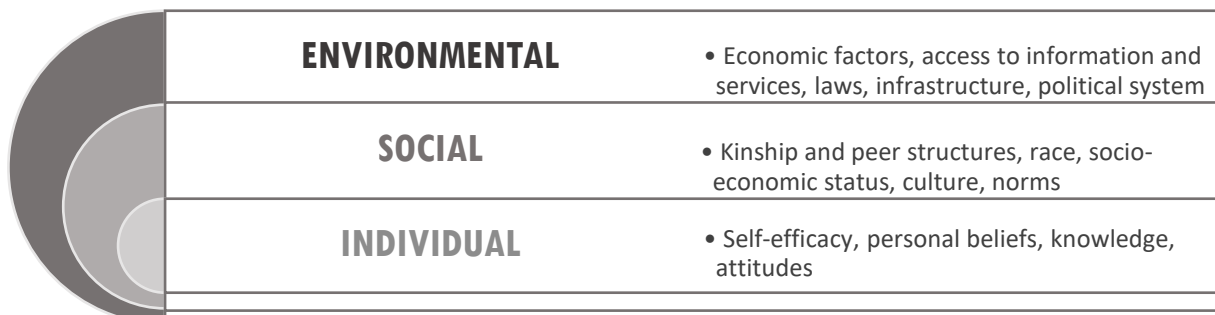
**Personal attitudes are what individuals think** about a behavior, outside of a social context. For example, ‘I think married women who use family planning without their husband’s consent should be beaten,’ or ‘I think women should do all the household chores.’

A personal attitude can exist independently of what other people think about a behavior, and it may or may not align with a social norm. Asking ‘What do you think about...’ and ‘What’s your opinion of....’ will elicit information about personal attitudes and what respondent believes about the topic at hand.

**Social norms are what individuals believe others in their reference group think and do.** ‘I do X behavior because other people do it, or because others expect me to do it.’ Asking ‘What do others in this community believe?’ and ‘What do others in this community think people should do?’ will elicit normative perceptions of what is normal and acceptable.

**Figure 1. Ecological Framework to Consider in your Social Norms Exploration**

Heise & Manji, 2015



# Understanding different types of social norms

While people define and name social norms in different ways depending on their theoretical grounding, here we focus on two types of social norms that represent: 1) what people in a group believe is typical, that is, their perceptions of typical behavior or expectations about what people do, called **descriptive norms**; and 2) what people in a group believe is appropriate, that is, their perceptions of what others consider appropriate, or expectations about what people should do, called **injunctive norms**. Some examples:

- **Because other people do it | Descriptive social norm.** Adam strikes his wife Ava because he perceives that many other men in his community/group also beat their wives. He perceives that the behavior is common (regardless of whether it is approved or disapproved of, and regardless of whether Adam thinks the behavior is right or wrong).
- **Because other people expect me to do it | Injunctive social norm.** Adam and Ava hurry to get pregnant because they believe that others in their community expect them to have children soon after marriage (regardless of whether Adam and Ava would prefer to wait).

Research suggests that both types of norms, descriptive and injunctive, can influence behavior, either alone or in combination with each other. Both types may work together to have a stronger influence on a behavior than a single type, or they may be in conflict. It is important to explore both kinds of social norms, and to determine if these perceptions are accurate, as this precision will help you think through norms-shifting strategies within your program's overall behavior change approach. An important first step in a social norms exploration is to develop a common understanding of social norms and how norms influence the behaviors that your program is seeking to change. At the end of this document, we provide [Suggested Further Reading](#) to support this.

## Why social norms matter

Social norms matter because they influence people's behaviors and can perpetuate harmful practices and reinforce gender and other inequities, for example, violence against women. Once a particular way of doing things becomes established in a social group, it continues because people prefer to conform (Mackie et al., 2015) or because they will suffer social consequences if they dare not to conform.

When behavior change is a program goal, practitioners need to understand more precisely how, when, and under what conditions the behavior is influenced by social norms. To what extent is a person rewarded or sanctioned for engaging in a certain behavior? How do those in a person's Reference Group believe people should behave? Are some social norms more important to behavior change than others? What other factors influence a groups' performance (or non-performance) of a behavior?

With a clearer understanding of the social norms that exist in a community, of who maintains (or is perceived to maintain) the norms and of how they relate to behaviors, practitioners can design more effective programs. Understanding social norms can help practitioners to:

- identify the most relevant social norms that influence specific behaviors,
- design programs to transform harmful social norms and promote positive norms, and

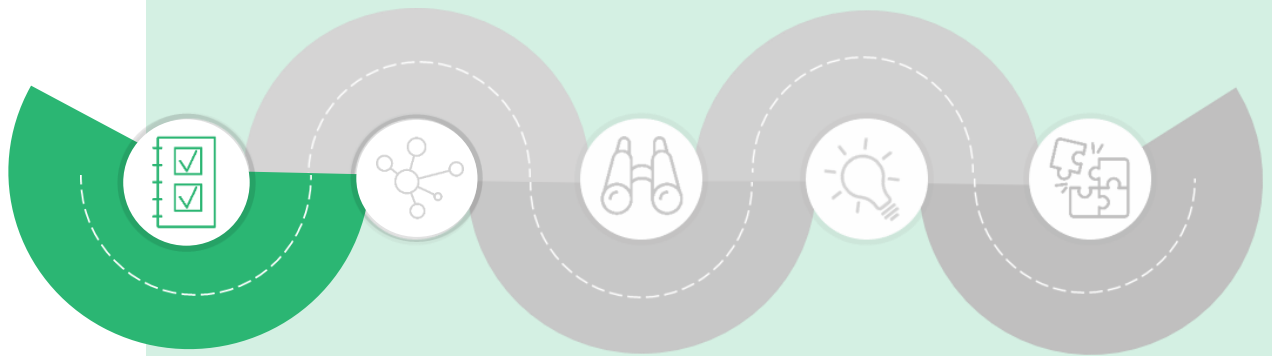
- develop measures and instruments that accurately evaluate change in social norms.

**Table 3** provides a description of terms relevant to a social norms exploration.

TABLE 3. KEY SOCIAL NORMS EXPLORATION TERMS, DEFINITIONS & EXAMPLES				
PRIMARILY INDIVIDUALLY OR SOCIALLY DRIVEN	TERM		DEFINITION	EXAMPLE
INDIVIDUALLY DRIVEN	Attitude		What I believe is good or bad, and what ought to be	<i>I value my education and want to stay in school.</i>
	Knowledge		What I believe is true	<i>According to the law, I cannot get married until age 18.</i>
SOCIALLY DRIVEN	Social Norms	Descriptive <i>(also known as empirical expectations)</i>	What I believe others do	<i>Most girls my age get married before finishing school.</i>
		Injunctive <i>(also known as normative expectations)</i>	What I believe others will approve/disapprove of me doing	<i>My family expects me to wait to marry until I graduate.</i>
	Reference Group		People whose opinions matter to me (for a particular behavior or context)  People who reward or punish me for my behavior	<i>My sisters all married before they finished secondary school and tell me I should also.</i>  <i>My mother would be disappointed in me if I leave school to marry.</i>
INDIVIDUALLY & SOCIALLY DRIVEN	Behavior		What I do	<i>I am in love and am planning marry now, although I am 15.</i>

# 1

## PHASE 1: PLAN & PREPARE



**Phase 1** activities set the stage for a social norms exploration. The team is oriented to social norms thinking and examines what they already know of social norms and their influence on behavior. The team also sets the objectives, selects exercises to facilitate community discussions and develops a fieldwork plan for the social norms exploration.

### ACTIVITIES IN PHASE 1

1. Develop an understanding of your program using a social norms lens.
2. Decide whether and how to segment the program's Main Population Group.
3. Set the objectives of the social norms exploration.
4. Choose exercises for the social norms exploration.
5. Determine the number of communities and participants to engage.
6. Prepare for fieldwork for the social norms exploration.



# PHASE 1: PLAN & PREPARE

## What you need to know for Phase 1

### What is involved?

During initial meetings, roles and responsibilities will be defined. Those who will be involved will need to become familiar with the concepts and tasks in the social norms exploration. The team will determine the boundaries of the exploration: objectives, behaviors of interest, Main Population Groups and which exercises to use in discussions with communities.

### Who is involved?

In this phase, the **Core Team**, who will lead the social norms exploration, joins with the **Field Team**, who will gather information and contribute to later phases. Others may be invited to planning meetings to create broader organizational support.

### How much time is needed?

The Plan & Prepare phase typically takes 1–2 days.

### What resources are needed?

Computers, block/sticky notes, flip charts and markers. If a slide deck is used, a projector and screen are needed.

## TIP!

### Continue to refer to the SNET!

Prior to beginning a social norms exploration, read through the SNET to become familiar with the process as well as the tools to support the social norms exploration.

Refer frequently to the SNET, especially at each new phase of the exploration.

# Activity 1: Develop an understanding of your program using a social norms lens

The initial orientation to all team members is the opportunity to internalize the essentials of social norms content presented in the [Introduction](#) section, and to begin relating the concepts to your program. This should include reflecting on root causes of the behaviors of interest and developing a collective working understanding on the norms at play in your context.

1. **Conduct a ‘Problem Tree Analysis’ to identify root causes of the behavior of interest.**
  - On flip chart paper or using a computer and projector, list your programs: 1) objectives and strategies, 2) behavior(s) of interest and 3) Main Population Groups.
  - For each behavior of interest, use a Problem Tree to analyze the root causes that underlie the behavior’s persistence (or its absence). *Additional details for conducting a ‘Problem Tree Analysis’ are outlined in [Phase 3](#).*
  - Once you’ve completed the problem tree(s), discuss:
    - Which of the root causes relate to social norms? **Circle them**. Reflect on why they’re normative.
    - Which root causes are linked to influences that are **not** social in nature? **Label each** as structural/institutional, economic, due to macro events such as conflict, or other.
2. **Return to the social norms-related root causes (now circled) and dive a bit deeper.**
  - A person’s behavior may be influenced by one or both types of social norms. Discuss the types of norms that may be at play for each circled cause and write them next to the circles.
    - This behavior is done because other people do it. (This is a descriptive social norm.)
    - This behavior is done because other people expect me to do it. (This is an injunctive social norm.)
    - What are the benefits to following the norm? What are the consequences of not following the norm? (This is a reward or sanction.)
    - Now, thinking generally, among all the causes you identified, ask yourselves:
      - Which seem to be the most important roadblocks to behavior change?
      - Which can the program address, given its aims and resources?
      - If social factors are important, then how might the program address them?
      - Do other programs exist to address causes that your program cannot address?
3. **Create a summary of the Problem Tree Analysis for the Core Team to reference throughout the social norms exploration.** A Problem Tree Analysis helps ensure that the Core Team views social factors as part of a larger set of factors that influence people’s behaviors and program outcomes. The summary represents your initial thinking as a team about the existence and weight of normative factors (and other factors) influencing the behavior(s) of interest.

## Activity 2: Decide whether and how to segment the program's Main Population Group

This activity will help the Core Team decide whether to further segment the Main Population Groups for the social norms exploration. People experience different social influences based on their age, sex, social status and many other factors. If your program's Main Population Group is broadly defined, such as "women of reproductive age" or "children under 18", you may want to separate these groups into smaller groups to better understand how different normative influences affect subgroups differently. If your program's Main Population Group is closely defined, such as "newly married first-time mothers", you may decide you do not need to separate into smaller categories.

### TIP!

**Be practical and limit the number of behaviors and Main Population Groups!**

If there are too many behaviors and/or too many Main Population Groups, the social norms exploration will become very long as each phase will require more time and the exercise will no longer be a rapid assessment. Limiting the social norms exploration to **maximum three behaviors**, and **maximum two Main Population Groups per behavior** will help keep focus.

#### 1. **Create a pathways chart for each behavior of interest.**

- On flipchart paper, write the behavior of interest in a box, then, in another box, the program's Main Population Group.
- If a program's outcome is broadly defined, for example 'more gender-equitable actions by unmarried adolescents', then the Core Team will define a set of illustrative behaviors that correspond with the program outcomes.

## CASE STUDY

### Creating illustrative behaviors

The Future Husbands Club program in Niger sought to reach young men before they married, to help them to develop more gender-equitable attitudes towards their eventual wives and to see the benefits of reproductive health services. Understanding the program context, the Core Team created illustrative behaviors, including 'young men do not exert power over their female family members' and 'young men seek services for a suspected sexually transmitted infection'. These were used in the social norms exploration to understand social influences on specific behaviors that related to the general program outcomes.

#### 2. **Decide as a team if the Main Population Group(s) should be further segmented. Ask:**

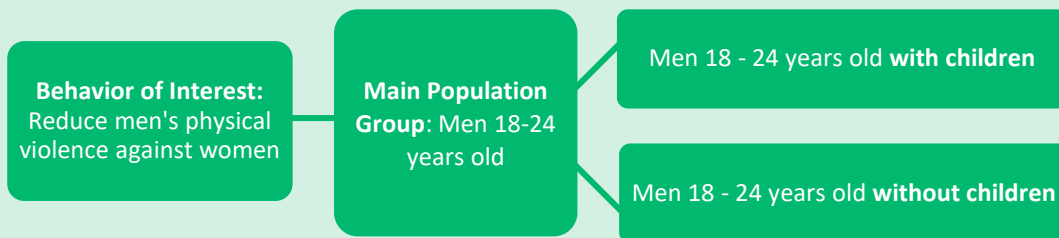
- Do subgroups of this Main Population Group experience different social pressures because of their age, sex, social position or other factors?
- If yes, which subgroups are most important/possible to reach?



## CASE STUDY

### Developing a Pathway Diagram

A gender-transformative program in the Democratic Republic of Congo called 'Transforming Masculinities' worked with young couples (men and women) to reduce intimate partner violence and increase family planning use. The Core Team segmented both the women and men as their Main Population Group(s) in their social norms exploration. The following Pathway Diagram below reflects the final men's groups:



#### Why two subgroups?

The team felt that having children exerted new social pressures and gender role expectations on men. Therefore, the Core Team decided to conduct the social norms exploration with both groups, separately.

## Activity 3: Set the objectives of the social norms exploration

This activity will help the Core Team provide focus and direction for the social norms exploration, by thinking precisely about what they want to learn and how they will use the findings.

- 1. Hold a team discussion to determine your objectives and how you will use the findings.**
  - Your social norms exploration objectives should be simple, action-oriented, and focused on the scope defined in previous activities. The objectives should be attainable. Use present tense and active voices/language to frame objectives that will lead you to meet your end goal.
  - In this activity the Core Team will answer questions such as: 1) What is our purpose for conducting a social norms exploration? 2) What do we want to do with what we'll find?
- 2. Hold a team discussion on ethical considerations of the social norms exploration.**
  - Because of the participatory nature of the SNET, including problem solving with communities and later participatory rapid analysis of shared community reflections, it is important for the Core and Field Teams to agree on how they will approach communities and participants, and how they will later analyze the information and share findings. During the preparation of the social norms exploration and the community visits, consider discussing the following:
    - **Community awareness of the social norms exploration.** Make sure the community understands objectives and scope of activity prior to beginning.

- **Location of interviews and discussions.** Ensure participant and group discussions are held in places where they feel physically and emotionally secure.
- **Informed consent:** Ensure participants understand their right to refuse to participate. If working with minors, make sure their caregivers approve participation.
- **Confidentiality of collected information.** Decide how the information and record-keeping be managed. Have an agreement on who owns the information. Ensure the teams do not share information that could put people at risk.
- **Mitigation planning.** Have a plan for 1) managing tension and conflict if it arises, and 2) supporting and referring distressed participants if needed.
- **Focus on positive action.** Don't leave people feeling deflated at the end of the team visit. Focus not just on problems and risks but also assets and strengths.
- **Focus on community learning.** Will the community collaboratively reflect and learn about issues and discuss ways to address them? Find ways to include closing reflections on positive and safe actions to take.

## CASE STUDY

### Social norms exploration objective setting

The 'Transforming Masculinities' program developed the following objectives for their social norms exploration:

1. Identify which, if any, social norms influence intimate partner violence and family planning use among newly married couple's and first-time parents;
2. Rank the relative importance of social norms on intimate partner violence and family planning use; and
3. Overall, use the above information to adjust the program design (activities and materials) and related research and evaluation instruments (program participant survey), as needed.

The main audience was the Transforming Masculinities team who would use the information to adjust the program. They also wanted to share findings with key program stakeholders, such as their partners on the ground, to deepen their understanding of normative influences on program behaviors and build support for proposed changes.

## Activity 4: Choose exercises for the social norms exploration

The social norms exploration involves completing two types of exercises in program communities. The first leads the Field Team to identify Reference Groups by using the ‘My Social Networks’ exercise, which involves rapid interviews found in [Phase 2](#). The second exercise allows the exploration of social norms; the Field Team uses participatory exercises as part of group discussions to invite community reflection on and analyze normative factors found in [Phase 3](#). *For Phase 3, there are three social norms exploration exercise options, described in **Table 4**; the team decides which one is best suited to their needs. The selection of exercises depends on available resources, complexity and capacity to conduct this kind of rapid participatory assessment.*

1. **Determine the resources, exposure to and team capacity to conduct a social norms exploration**
  - **Time and budget:** How many days can be dedicated to the social norms exploration? What are logistical considerations, such as Core Team travel time to/from the program office and social norms exploration sites and how many Field Teams are available for gathering information? What can the budget support? Are there language barriers/will you need to translate materials?
  - **Exercise complexity:** The pros and cons of using different exercises are summarized in **Table 4**. Some exercises are more complex to set up, conduct and analyze than others, and some take more time to facilitate. The detailed instructions for each exercise found in [Phase 3](#) will help you decide which level of complexity will be right for your team.
  - **Team skills and experience:** What is the Core Team experience using participatory learning and action and/or other participatory methods? If teams are not very accustomed to thinking about information gathering as a co-learning effort with participants and/or communities or are not used to conducting group discussions that incorporate participatory exercises, then choose the simpler exercise options.
2. **Select one exercise** (from the three [Phase 3](#) options), based on your previously established social norms exploration objectives and considerations based on resources, complexity and team capacities.
  - The exercises included in the SNET are generic; they should be adapted to the behaviors you are exploring as well as the community context.
  - Suggestions are provided in [Phase 2](#) and [Phase 3](#) on how to adapt the selected exercises for use with your behaviors of interest and to prepare an accompanying guide for the interviews and discussions.

**TABLE 4. SUMMARY OF EXERCISE OPTIONS FOR THE SOCIAL NORMS EXPLORATION**

Exercise	Method type	Pros/Cons	Main purpose
<p><b>Identify Reference Groups</b> through rapid interviews with the program’s Main Population Groups, learn about the Reference Groups for a specific behavior.</p>			
‘My Social Networks’	Rapid interview	<ul style="list-style-type: none"> <li>• <b>Ease to adapt exercise:</b> Easy</li> <li>• <b>Time:</b> 5-10 minutes per individual interview</li> <li>• <b>Facilitator skill:</b> Basic</li> <li>• <b>Analysis:</b> Quickly done using Excel or Word</li> </ul>	Explore which people are influential (part of a person’s Reference Group) by providing guidance, information, advice or support on a specific issue.
<p><b>Explore Social Norms</b> using one of the exercises below, learn which norms are most influential regarding a behavior of interest with the program’s Main Population Groups and their Reference Groups.</p>			
The ‘Five Whys’	Participatory group analysis and diagramming of social causes of ‘why does X behavior exist’	<ul style="list-style-type: none"> <li>• <b>Ease to adapt exercise:</b> Easy</li> <li>• <b>Time:</b> 45-60 minutes per group discussion</li> <li>• <b>Facilitator skill:</b> Basic skills in group facilitation</li> <li>• <b>Analysis:</b> Fairly quickly done using Excel or Word to organize content analysis</li> </ul>	Explore the social norms that influence the behavior(s) of interest, learn which may be most influential, and understand the extent that social norms are influencing behaviors and reactions to following a norm.
‘Problem Tree Analysis’	Participatory group diagramming, discussion and analysis of root causes	<ul style="list-style-type: none"> <li>• <b>Ease to adapt exercise:</b> Easy</li> <li>• <b>Time:</b> 30-45 minutes per group discussion</li> <li>• <b>Facilitator skill:</b> Basic skills in group facilitation</li> <li>• <b>Analysis:</b> Quickly done using Excel or Word to organize content analysis</li> </ul>	Similar to the 5 ‘Whys,’ explore the social norms that influence the behavior(s) of interest, learn which may be most influential and understand the extent that social norms are influencing behaviors and reactions to following a norm. <b>PLUS:</b> This exercise identifies both social and non-social causes of behaviors.
‘Vignettes’	Participatory group discussions of semi-structured open-ended stories	<ul style="list-style-type: none"> <li>• <b>Ease to adapt exercise:</b> Moderately easy if the team knows the communities; more difficult and time-consuming if the team is unfamiliar with the context</li> <li>• <b>Time:</b> 45-60 minutes per group discussion</li> <li>• <b>Facilitator skill:</b> Basic skills in group facilitation</li> <li>• <b>Analysis:</b> Most complex to analyze of the 3 options, given more open-ended discussion script</li> </ul>	Similar to the 5 ‘Whys,’ explore the social norms that influence the behavior(s) of interest, learn which may be most influential and understand the extent that social norms are influencing behaviors and reactions to following a norm. <b>PLUS:</b> Vignettes can reveal more context and nuanced understanding with good probing.

# Activity 5: Determine the number of communities and participants to engage

Typically, the Core Team sets the parameters for the social norms exploration, in particular the number of sites to visit and the number of people to interview. The social norms exploration site(s) and participants to be interviewed should be similar to the Main Population Group that is engaged in your program. There are no rules about the number of sites to visit or how many participants are needed for discussions, but we provide suggestions to consider below.

## 1. Establish the number and types of sites to visit.

- Plan to visit **two sites at a minimum**. If there are significant social class, ethnic, services infrastructure or geographic differences in the program area, you may wish to visit additional sites. By visiting two sites, you will be able to identify if there are significant differences in findings. Additional locations would be necessary if the findings between locations vary considerably.
- If the program area is very large, such as national or regional in scope, then the number of sites is likely to increase, but maintain a reasonable number—guided by where significant differences in class, ethnicity and other indicators exist. The information you collect will be analyzed later and more data requires more time to analyze, thus extending the length of the social norms exploration.
- Finally, the number of sites to visit also depends on what human and financial resources are available for the social norms exploration.

## 2. Determine the number of participants to invite to social norms exploration discussions.

- Select participants from Main Population Groups. Invite individuals who seem to represent each group in the sites the team is visiting. Working with program staff or community leaders will help determine who to invite. Give organizers a list of characteristics, such as male/female/mixed sex, age range, marital status, school status, to guide them in selecting who will be invited.
- Rapid interviews to identify Reference Groups ([Phase 2](#)).
  - We suggest approximately **30 people to interview for each Main Population Group, per site**. For example, if you are visiting 2 sites, select 15 respondents for each subgroup to visit. Keep in mind that when you have subgroups you should conduct social norms exploration exercises with them all.
- Group discussions to explore social norms ([Phase 3](#)).
  - We suggest a minimum of **1 group discussion for each Main Population Group per site. Each group discussion should have 8-12 people**. For example, if you are visiting 2 sites and are exploring norms with 2 Main Population Groups, hold one group discussion with each population subgroup in each site.

## Activity 6: Plan and prepare for fieldwork

The Core Team develops a plan and starts organizing fieldwork. This sets in motion preparation and implementation of site-level activities by the Field Team, including inviting participants ahead of the Field Team visit. At each site, Field Teams may segment into **Interview Teams**. Each Interview Team also has responsibility to be prepared technically and logistically for interviews and discussions.

### 1. Define team roles and responsibilities.

- The social norms exploration fieldwork is fundamentally a team effort. A team member may play one or multiple roles, below:
  - **Logistics.** Coordination of transportation, food and lodging, if needed, for the Field Team and the participants and ensuring the availability of materials and supplies.
  - **Participant outreach.** This involves notifying communities about the social norms exploration, as well as identifying and inviting participants a few days in advance.
  - **Exercise facilitation.** While one facilitator can carry out the exercise, with participatory methods it is often easier to have two facilitators —one to guide the discussions and another one to observe the group, take notes and help with participatory activities.
  - **Information recording.** The participants' responses will be recorded on the forms that accompany each social norms exploration exercise. Additionally, you should take photos of the visual diagramming done during discussions and label them with day/place/group.

### 2. Develop an overall social norms exploration fieldwork plan, as well as Interview Team plans.

- Each social norms exploration Field Team should develop a **plan for their fieldwork** that guides preparations and logistics for all site visits for your social norms exploration. See an example fieldwork plan in [Annex 1](#) which can be used as a template.
- **Table 5** presents a daily checklist which can help Interview Teams organize themselves before each fieldwork day.

**TABLE 5. DAILY FIELDWORK CHECKLIST FOR INTERVIEW TEAMS**

✓	BEFORE VISITING A SITE . . .
	Does the Field Team understand the discussion group schedule for the day (who, where, when)?
	Does the Field Team know their roles and responsibilities for the day?
	Have facilitator materials been collected for the days' outing (such as paper, pens, and recorders with fresh batteries, camera or smart phone to take pictures of visual outputs)?
	Do you have enough question guides and recording forms for the Field Team's use?
	Have all participant materials used in the social norms exploration exercises been prepared (those listed in the exercises)?
	If interviewing participants under the age of 18, have all parental consent forms or verbal approvals been collected?
	Do you have a list of service referrals in case a respondent needs one?
	Has transportation or compensation for the Field Team and/or participants been secured?
	Have meals or other compensation for the Field Team and participants been arranged?

## Tip!

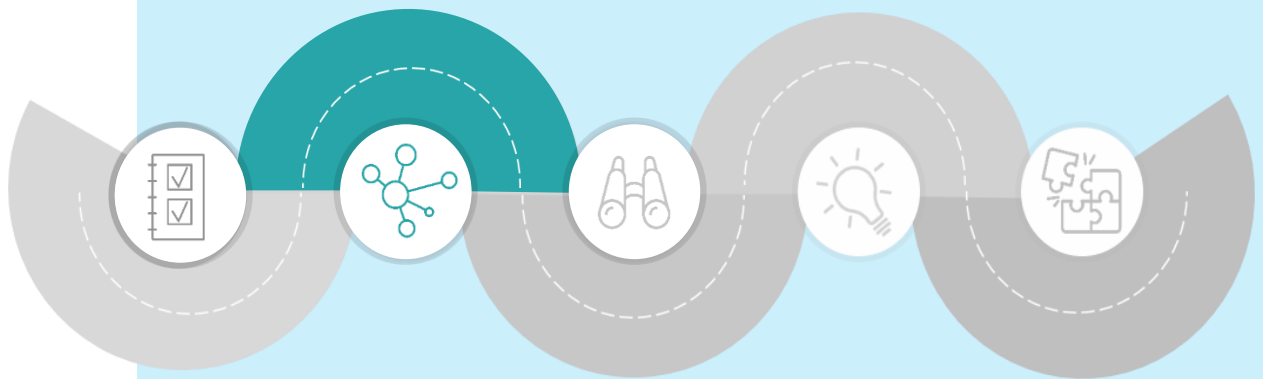
### Participatory Learning and Action & Rapid Analysis: The philosophy and approaches underpinning the SNET

**Participatory Learning and Action** is an approach for learning about, and engaging with, communities. It combines an ever-growing toolkit of participatory and visual methods with natural interviewing techniques and is intended to facilitate a process of collective analysis and learning. While a powerful consultation tool, it offers the opportunity to go beyond consultation and promote the active participation of communities in the issues and programs that shape their lives. A participatory learning and action approach to social norms exploration enables local people to share their perceptions and identify, prioritize and appraise social and other issues from their knowledge of local conditions. More traditional, extractive research tends to 'consult' communities and then take away the findings for analysis, with no assurance that they will be acted on. In contrast, participatory learning and action tools combine the sharing of insights with analysis and, as such, provide a catalyst for the community themselves to act on what is uncovered. (Adapted from: What is Participatory Learning and Action: An Introduction Sarah Thomas, <http://www.idp-key-resources.org/>)

**Participatory Rapid Analysis** is an approach involving program and other stakeholders in the data interpretation and meaning making process and is designed for immediate use in programs. A collaborative effort, participatory rapid analysis focuses on quickly analyzing information from multiple sources, interpreting it and then collectively developing findings. For the social norms exploration, it is a team-based qualitative exercise to compile and review information collected during community group discussions, identify similarities and differences in findings across behaviors and Main Population Groups and quickly develop a preliminary understanding of the normative influences.

# 2

## PHASE 2: IDENTIFY REFERENCE GROUPS



**Phase 2** identifies Reference Groups — those who matter to individuals and the way they behave. After adapting the ‘My Social Networks’ exercise to the Main Population Group(s) and behaviors of interest, the Field Team will visit communities to conduct speed interviews with the Main Population Group(s) to uncover answers.

### ACTIVITIES IN PHASE 2

1. Adapt the ‘My Social Networks’ exercise to Main Population Group(s) and behaviors of interest.
2. Create an interview guide.
3. Prepare for fieldwork.
4. Conduct speed interviews with the Main Population Group(s).
5. Rapidly analyze information to determine Reference Groups.
6. Invite additional participants for the next phase.





# PHASE 2: IDENTIFY REFERENCE GROUPS

## What you need to know for Phase 2

### **What is involved?**

In this phase, the Core and Field Team will identify the Reference Groups of the Main Population Groups using the exercise, 'My Social Networks'. This involves two steps: 1) speed interviews to gather information on who provides advice and support to the Main Population Group(s), and 2) rapid analysis of collected information to make decisions on the most often cited people, who, by extension, represent Reference Groups. But first, the Core Team will adapt the 'My Social Networks' exercise to the program's behaviors of interest and create an interview guide to use, as well as organize logistics for the field visit, including inviting people in to be interviewed.

### **Who is involved?**

This phase involves the Core Team who leads the overall activity and the Field Team who conducts the speed interviews with people who represent the Main Population Group(s). When Field Teams divide into pairs to conduct the speed interviews, we call them **Interview Teams**.

### **How much time is needed?**

One day for field visits, assuming the sites are not too distant from the program office and people are available to be interviewed in rapid succession. An additional day for the rapid analysis.

### **What resources are needed?**

'My Social Networks' interview guides, pens/pencils and recording forms.

# Activity 1: Adapt the ‘My Social Networks’ exercise to Main Population Group(s) and behaviors of interest

Having identified the Main Population Group(s) for the social norms exploration in [Phase 1](#), the Core and Field Teams are ready to create a set of interview questions that ask participants who they turn to for advice and support regarding a behavior of interest. **Table 6** offers guidance on adapting and using the ‘My Social Networks’ Exercise.

1. **Develop a set of questions for each behavior to be explored in the speed interviews.**
  - Questions seek to understand: 1) who people trust to talk about an issue; 2) who people receive advice and assistance from; 3) who they seek advice from; 4) who actually gives them advice; and 5) who supports them in other ways (financial, material, emotional, etc.).
  - These are speed interviews, so only four or five questions are asked of each participant.

## TIP!

### Best practices for speed interviewing...

**Tip 1:** It’s not necessary to record names of people; rather, record what roles they have in relation to the participant, such as mother, sister-in-law, good friend, health agent.

**Tip 2:** Sometimes questions will require small adjustments to be relevant to different Main Population Groups, for example what and how questions are asked to men may require slight wording adjustments for women or adolescents.

**TABLE 6. ‘MY SOCIAL NETWORK’ ADAPTATION GUIDANCE**

### ‘My Social Networks’ Exercise

**Purpose:** Learn which people are influential (part of a person’s Reference Group) and provide guidance, information, advice or support on a specific issue related to the behavior of interest

**Use with:** Main Population Group(s)

**Time:** 5-10 minutes per interview

**Mode:** One-on-one interview

**Resources:** Interview Guide (which includes consent), information recording form, pens/pencils

### ‘My Social Networks’ General Approach

1. Set up a good place to conduct interviews, ensuring that the location is somewhere close to where other participants are waiting, but far enough away to ensure others do not hear the interview.
2. Invite, one at a time, a participant to sit next to you.
3. Conduct the speed interviews, using your interview guide and the information recording form.
4. Thank the participant and call the next participant to the interview area.

*Source: Adapted from Social Networks and Health, Valente, 2010.*

## Activity 2: Create an interview guide

Interview guides are developed to standardize the information that the Field Team collects (assuming multiple interview teams are involved in the information gathering).

1. **Develop an interview guide to be used with each Main Population Group.**
  - The guide should contain four sections, described in **Table 7**.
  - Each behavior of interest should have at least one related question; however, each behavior does not need a separate interview. It is possible to group behaviors and related questions into one interview. *For example, if interviewing a group of young men ages 18-24, the same interview could ask about two behaviors: ‘male domination over their sisters’ and ‘why young men don’t seek services if they think they have a sexually transmitted infection.’*
  - An example interview guide can be found in [Annex 2](#). This interview guide has a section on meeting information, an introduction including obtaining consent to participate, a space in which to insert your questions and a nice ending.

<b>TABLE 7. INTERVIEW GUIDE FORMAT FOR ‘MY SOCIAL NETWORKS’</b>	
<b>Meeting information</b>	Create a summary section to collect general information on the number who participated, the group of interest they represent, occupation, in what place, on what day the meeting was held and who facilitated the exercise.
<b>A good introduction</b>	Create an introduction section for the ‘My Social Networks’ exercise that includes: <ul style="list-style-type: none"> <li>• An introduction of the team</li> <li>• The objective of the social norms exploration</li> <li>• Assure participants that what is discussed will not be shared outside the interview team except in very general terms. They will not be identified by name or site (confidentiality)</li> <li>• Obtaining the participants consent to be interviewed (consent)</li> <li>• If participants are under 18 years old, confirming advance permission to participate from a parent or caregiver should already be done. As you begin the interview, you should confirm directly with the youth if they also consent to participate.</li> </ul>
<b>Specific questions for your social norms exploration</b>	Insert the interview questions you developed in <a href="#">Phase 2, Activity 1</a> .
<b>A nice ending</b>	Add an ending to the guide that: <ul style="list-style-type: none"> <li>• Thanks the participant for their time and ideas, and</li> <li>• Asks if they have any questions for the team</li> </ul>

2. **Create a recording form to quickly register responses during speed interviews.**
  - A sample recording form found in [Annex 3](#) can be adapted to note information collected from multiple speed interviews on one form. This information can be transferred later to an Excel or Word file that compiles all interview responses for use in the rapid analysis step ([Phase 2, Activity 5](#)).

### 3. Practice interviewing

- The Field Team members should practice doing speed interviews with each other to gain comfort using the interview guide and recording forms. The following process is suggested:
  - First, the Field Team reads aloud the interview guides to become familiar with them.
  - Next, the Field Team members take turns role-playing (interviewer and participant) using the interview guide and recording form beginning to end. This role-play is a critical preparation step to show how interviews work, to adjust wording and probes in the interview guides as necessary and to get a sense of how long the interviews take. Role-playing also develops comfort and skills in conducting the My Social Network interviews.
  - Finally, the interview guide and recording form may be adjusted based on team feedback.

## CASE STUDY

### Typical questions to ask to identify the people who influence a participant . . .

In the Transforming Masculinities program, to understand who the Reference Groups are for women and for men, interviewers ask questions relating to trust, giving and seeking advice and discussing issues relating to the behaviors of interest. Example questions were:

- *Whom do you trust to discuss family planning and using family planning methods? And what relationship or role does this person have in your life?*
- *Other than the people you just mentioned, is there anyone else in the last 3 months with whom you have you discussed family planning? Who? And what relationship or role does this person have in your life?*
- *Other than the people you just mentioned, is there anyone else in the last 3 months who has offered you advice on family planning? Who? And what relationship or role does this person have in your life?*
- *Other than the people you just mentioned, is there anyone else in the last 3 months who has anyone given you information on family planning or suggested you visit a health center? Who gave you this information? And what relationship or role does this person have in your life?*

## Activity 3: Prepare for fieldwork

The Core and Field Teams organize the fieldwork. This includes preparations for the field visit(s) and invitations to participants ahead of time.

### 1. Invite participants to be interviewed.

- **Specify who to invite.** The Core and Field Teams will have, or work closely with, someone responsible for logistics (**Logistics Coordinator**) to ensure that the right people to be interviewed are invited and available on the day of the site visit. The Logistics Coordinator needs specifics, such as number of participants to invite and a profile of participants to invite (age, sex and social characteristics) already defined in [Phase 1](#).

- **Organize outreach.** Notify communities of the social norms exploration. Identify and invite participants a few days in advance. Ensure invitees have given consent to participate.
2. **Specify times of interviews.** To avoid having participants wait long hours for their turn to be interviewed, scheduling one- or two-hour time blocks is recommended. The Logistics Coordinator will inform participants of their interview time block when they should arrive, and how long the interview will last. Typically, a speed interview can last between 5-10 minutes.
  3. **Ensure logistics are in place.** Use the Field Team Checklist from [Phase 2](#) to ensure that materials are ready and team transportation and refreshments are organized.

## CASE STUDY

### Organizing speed interviews to learn about people's Reference Groups

In the Transforming Masculinities program, where the behaviors of interest were reducing intimate partner violence and family planning use, the program population was divided into subgroups: newly married couples age 18–24 (female and male) and first-time parents age 18–24 (female and male), with and without children.

To organize for the day of speed interviews which aimed to interview 30 participants per site, the Field Team arranged with the local communities to invite members to one of two time blocks to avoid participants having to wait too long to be interviewed. The community also offered a large room with tables and chairs to hold the interviews in privacy.

When the team arrived, they introduced themselves to the first group of participants, the subjects to be discussed and confidentiality and safety. A facilitator did an icebreaker with the whole group to build comfort. There were three interviewers, who sat at different tables. Each interviewer conducted 5 speed interviews, one after the other, until all participants were interviewed. When the second group of participants arrived, the same process was followed.

## Activity 4: Conduct speed interviews with the Main Population Group(s)

Multiple Interview Teams are often in the same site to do speed interviews with participants who represent the Main Population Group(s). Thus, preparing the interview venue is important prior to conducting the speed interviews. Select a location where the participants typically gather and are comfortable, but not a location where the general public is present.

1. **Ensure good participant flow and privacy.**
  - As you arrive at the site, you should make decisions on how to organize the interview spaces, so parallel interviews are conducted privately and to ensure a nice environment for participants as they await their turn to be interviewed.
  - **If participants are under 18 years old**, it is mandatory to have consent from a parent or caretaker before starting. Additionally, you should also ask the participant directly for their consent.

## 2. Conduct speed interviews.

- Using the interview guide and recording form, each interviewer/interview team conducts the speed interviews.
- For each interview, position yourself a slight distance from the participant so you can speak privately.
- Enter participant answers in the recording form. When recording the interviewee responses, do not write names of people mentioned. Instead, write their relationship to the respondent, such as mother-in-law, sister, male friend, etc. Be anonymous, but specific about the relation.

# Activity 5: Rapidly analyze information to determine Reference Groups

Conducting rapid analysis of the information to determine the Reference Groups is often done at the end of the day or later in the office after all Field Teams have completed their interviews. Once the Core Team compiles the information collected by all interviewers in different sites, they are ready to analyze the information that will help identify the Reference Groups for the Main Population Groups. The **case study box** on the next page describes how information was rapidly analyzed in a program.

## 1. Compile the information collected using the analysis table provided in [Annex 4](#).

- The Core Team creates a simple table for each behavior of interest and each question asked to participant in the interview, using [Annex 4](#) as a guide.
- Field Teams compile information from their individual interviews into the central form.

## 2. Conduct a rapid analysis.

- Calculate totals for each column to add up the number of times (or frequency) that each type of person (for example, mother, friend, husband, wife) was noted as influential.

## 3. Review the analysis and discuss its meaning.

- The Core Team will look at the compiled and analyzed information together as a team. For each behavior of interest, ask the them: Are the reference groups (or influential persons) similar across sites? Or different? Why do you think this is so?
- The Core and Field Teams may make some decisions on which Reference Groups are most important, particularly if the results show multiple types are frequently cited. **In general, two or fewer Reference Groups per behavior is recommended to keep the social norms exploration focused, unless your information strongly suggests more than two Reference Groups emerged.**
- Make decisions based on the teams' understanding of social context to narrow down the number of Reference Groups that seem most influential to the behaviors of interest.
- If the Reference Groups had to be narrowed down, how was this decided? This information will become part of the results brief written during [Phase 4](#).

## CASE STUDY

### Rapid analysis in one site to determine Reference Groups for segment of women

There were four subgroups to interview in two sites for the social norms exploration: newly married couples (males and females) and first-time parents (males and females) in the Transforming Masculinities program. The interview team visited one site and collected information from the subgroup *married women without children* using the interview guide that they prepared for 'My Social Networks'. The recording form below represents five women interviewed in that site.

'My Social Network'

Location: Kinshasa, DRC

Date: July 15, 2016

Behavior of Interest: Discussion, access and use of family planning information and methods

Question 1: *Whom do you trust to discuss family planning, accessing, and using FP information and methods?*

Main Population Group: Women aged 18-24 without children

Responses:	Mother	Mother-in-law	Husbands	Friends from Church	Cousins	Neighbors
Individual 1	1	1	1	--	--	1
Individual 2	1	--	1	1	1	--
Individual 3	1	--	1	1	1	1
Individual 4	1	1	1	1	--	--
Individual 5	1	1	1	1	1	--
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>

**ANALYSIS COMMENTS:** *Based on how often 'Mothers' and 'Husbands' were mentioned, the team concluded that these two groups were the most trusted in this community when it comes to discussing sensitive issues surrounding family planning, including accessing and using family planning. They noted 'friends from the church' were also very trusted and decided that this third group might be included in the next phase of social norms exploration. As these findings were only from one site, before finalizing decisions on who comprised the reference groups, the team waited until all interviews from all sites were in to see if these initial observations held true.*

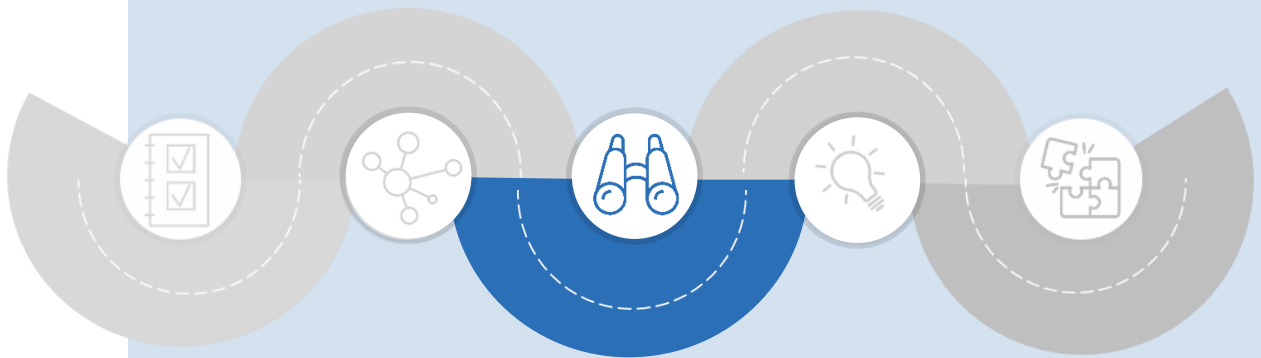
## Activity 6: Invite additional participants for the next phase to explore social norms

Reference Groups, as well as Main Population Groups, will both be involved in group discussions to explore social norms for [Phase 3](#). With Reference Groups identified, the Field Team should organize invitations to these participants for the social norms exploration.

1. **Write up a description of each Reference Group for each behavior.**
  - Now that you know the types of people who form the most important Reference Groups, ask the Field Team to invite them for group discussions.
  - Be sure to specify how many participants are needed and give criteria to select people to ensure they represent the Reference Group characteristics.
2. With this information, the Field Team will invite people from the program Main Population Groups, as well as people representing Reference Groups for the group discussions to follow. **Make sure you allow yourself one to two days to organize for [Phase 3, Explore Social Norms](#).**

# 3

## PHASE 3: EXPLORE SOCIAL NORMS



**Phase 3** takes you back into communities where you will adapt and create group discussion guides for the exercises you've chosen to explore social norms with both Main Population Groups and the now identified Reference Groups.

### Activities in Phase 3

1. Adapt your selected exercise to your behaviors, Main Population Group(s) and their Reference Groups.
2. Create group discussion guides.
3. Plan and prepare for fieldwork.
4. Conduct group discussions with your Main Population Group(s) and their Reference Groups.





# PHASE 3: EXPLORE SOCIAL NORMS

## What you need to know for Phase 3

### What is involved?

Phase 3 moves to exploring with communities the social norms and their relationship to behaviors of interest. Group discussions are held with participants representing the Main Population Groups and their Reference Groups. The same discussion guides are used with all groups — Main Population Groups and Reference Groups — as this allows later comparisons of similarities and differences between groups. But first, the Core Team will adapt the selected exercise to your program's behaviors of interest and create a group discussion guide. **If you want to change your selected exercise, now is the time!**

### Who is involved?

This phase involves the Core Team leading the overall activity and the Field Team/Interview Teams conducting group discussions and exercises with people who represent the Main Population Groups and Reference Groups.

### How much time is needed?

One day in the office is recommended to adapt the selected exercise, create and practice the group discussion guide and make final field preparations. Two field days are generally used for the social norms exploration exercise assuming that: several Field Teams facilitate parallel group discussions, the sites are not too distant and enough people are available to participate in discussions. This also depends on how many behaviors are selected and how many Main Population Groups and Reference Groups were identified.

### What resources are needed?

The group discussion guide, recording forms, materials for group exercises, markers, pens/pencils.

## Activity 1: Adapt your exercise to your behaviors, Main Population Group(s) and their Reference Groups

1. **The Core Team first reads the general description and approach of their selected exercise** found at the end of this chapter. As before, you will need to tailor your chosen social norms exploration exercises to your program behaviors of interest.
2. **The Core Team develops a set of questions for each behavior.**
  - Exercises take slightly different approaches to social norms exploration, which will inform your adaptations. The ‘Five Whys’ exercise starts by asking why X behavior exists. The ‘Problem Tree Analysis’ exercise starts with defining a problem and then exploring its root causes. The ‘Vignettes’ exercise begins with a typical person conforming (or not) to a typical behavior and uses a short story format to explore normative influences.
  - See the ‘Tip for Adapting’ boxes at the end of each exercise. These tips will guide you to develop questions, problem statements and vignettes for your behaviors of interest.

### TIP!

#### Why explore norms with Main Population Groups and Reference Groups?

You may be asking, why should we explore social norms with Reference Group members, when we are concerned with changing behaviors of Main Population Groups?

Talking with members of Reference Groups allows for checking how their attitudes, beliefs and behaviors influence the behaviors of the Main Population Groups.

Talking with Main Population Groups and their Reference Groups allows tailoring of social and behavior change strategies for primary and secondary program audiences. This is very important for the design or adaptation of your program.

## Activity 2: Create a group discussion guide

Group discussion guides are developed to standardize the information that the Field Team collects (assuming multiple teams are involved in facilitating multiple group discussions).

1. **Develop a group discussion guide for each Main Population Group and Reference Group.**
  - The guide should contain four sections, described in **Table 8. Annex 2** may be a helpful starting point to adapt the interview guide template for this group discussion format.
  - Group discussions should not last longer than 1 to 1.5 hours. If there is time, you may be able to do several exercises in one group discussion. For example, if you are exploring 2 behaviors using the ‘Five Whys’ exercise, you could finish one ‘Five Whys’ exercise exploring one behavior and then do a second ‘Five Whys’ exercise to explore the second behavior.

**TABLE 8. DISCUSSION GUIDE FORMAT FOR THE ‘FIVE WHYS’, ‘PROBLEM TREE ANALYSIS’, AND ‘VIGNETTE’ EXERCISES**

<b>Meeting information</b>	Create a summary section to collect general information on the behavior of interest, number who participate, the group of interest they represent, place and day the discussion was held and who facilitated the exercise.
<b>A good introduction</b>	Create an introduction section that: <ul style="list-style-type: none"> <li>• Introduces the Field Team</li> <li>• Presents the objective of the group discussion</li> <li>• assures participants that what is discussed will not be shared outside the Interview Team, except in very general terms (confidentiality).</li> <li>• Asks whether participants agree to speak with the team. If not, they should feel free to leave (obtaining consent)</li> <li>• If participants are under 18 years old, they should already have advance permission to participate from a parent or caretaker. As the discussion begins, you should ask whether the young people agree to speak with the Field Team (obtaining consent)</li> </ul>
<b>Question and group process instructions</b>	Insert the <i>question, problem statement, or vignette</i> you developed in <a href="#">Phase 3, Activity 1</a> and the process steps found in each exercise at the end of this phase.
<b>A nice ending</b>	Add an ending to the guide that: <ul style="list-style-type: none"> <li>• Thanks them for their time and ideas</li> <li>• Asks if they have any questions for the team</li> </ul>

2. **Develop a recording form to quickly register responses during group discussions.** See sample recording forms in [Annex 5](#), which can be adapted to record information during discussions. Recorded information will later be transferred to an Excel or Word file during the rapid analysis.
3. **Practice the exercise, role-playing a group discussion using the guides and adjust if needed.**
  - First, the Field Team reads aloud the group discussion guides and recording forms to become familiar with them.
  - Then members role-play a participatory group discussion (facilitators and participants) from beginning (introductions) to end (thanking participants for their time). This role-play is a critical preparation step; it will help demonstrate how exercises work, whether to adjust wording and probes in discussion guides and give an idea of how long each group discussion takes. Role-playing also develops team comfort and skills in facilitating participatory exercises.
  - Adjust the discussion guides and recording forms as needed.

## Activity 3: Plan and prepare for fieldwork

The Core and Field Teams organize the fieldwork ensuring the site visits are in order. This includes inviting participants ahead of the Field Team visit and preparing materials for participatory exercises.

1. **Invite participants to be interviewed.**
  - **Specify who to invite.** The Core and Field Teams work closely with the Logistics Coordinator to ensure that the right people to be interviewed are invited and available on the day of the site

visit. The Logistics Coordinator needs specifics, such as the number to invite and the participants' profile for Main Population Groups and Reference Groups (age, sex, and social characteristics), already defined in [Phase 1](#) and [Phase 2](#).

- **Organize outreach.** Notify communities of the social norms exploration. Identify and invite participants a few days in advance and secure their consent to participate.
  - Remember that you should hold separate discussions for participants representing Main Population Groups and participants representing Reference Groups. Later, your analysis will be comparing information from these two groups to see how similar and different they are.
2. **Specify times of interviews.**
    - To avoid having participants wait long hours for their group discussion, scheduling a two-hour time block per group discussion is recommended. The Logistics Coordinator will inform participants when they should arrive and how long the discussion will last.
    - Typically, a group discussion lasts about one hour. Each interview team can normally manage only two discussions per day, with three being the maximum.
  3. **Ensure logistics are in place.**
    - Use the Field Team check list from [Phase 1](#) to ensure that materials are ready and team transportation and refreshments are organized.

## Activity 4: Conduct group discussions with Main Population Group(s) and their Reference Groups

Upon arriving at the site, the Field Team members should ensure that the environment is nice for the participants and manage time appropriately to keep to the predetermined time blocks.

1. **Site preparation to ensure good participant flow while ensuring private location for interviews.**
  - **Select a location** where the participants typically gather and are comfortable but not a location where the general public is present.
  - **It is important to obtain** parental/caretaker consent before speaking with minors. Introduce yourself and describe your organization and program to elders or health workers, or whomever is welcoming your group to the community.
2. **Each team conducts the number of group discussions assigned to them.**
  - For each group discussion, the Field Team creates a circle for the discussion in a space that allows some privacy. Use the group discussion guide to make sure you do not skip questions.
  - Your teammate (or you) enter key points made by participants in the information recording form.

### TIP!

#### A quick approach to check consistency across sites

To save time when checking for similarities and differences across sites, have two Field Teams carry out the same activities at different sites simultaneously and compare findings.

# Social Norms Exploration Exercises to Adapt to Behaviors and Main Population Groups

## Exercise 1: The Five Whys

<b>Purpose</b>	Identify reasons (root causes) of a behavior and prioritize the most important reasons
<b>Use with</b>	Main Population Groups and Reference Groups
<b>Time</b>	45-60 minutes per group
<b>Mode</b>	Group discussion, with some work done in pairs
<b>Resources</b>	Flip chart paper (one per behavior), markers, pens/pencils, discussion guide, recording form

### TIP!

#### For adapting the 'Five Whys' Exercise

- After reading through the description and how to conduct the 'Five Whys' exercise, the Core Team defines up front the behavior to be explored in the group discussions.
- The Core Team formulates the behaviors of interest in the form of simple questions. Each question begins the 'Five Whys' exercise.
- *For example: If your program is interested in increasing use of modern family planning methods (behavior), the initial question to start the 'Five Whys' exercise might be, "Why do people in this community who want to space births not use modern methods of family planning?"*
- Use that question (and additional questions for other behaviors of interest) to prepare for conducting the exercise.

#### How to conduct a group discussion using the 'Five Whys' Exercise

1. Set up a good place to have the group discussion, ensuring that the location is somewhere close to where participants are waiting but far enough away to ensure others do not hear the interview.
2. Gather the group for introductions and an icebreaker to create a cohesive group dynamic.
3. Begin the 'Five Whys' exercise:
  - Write the first 'Why' question — 'Why does X exist?' — where X is the behavior of interest.

- Ask the group to brainstorm why the behavior exists. Once answers are given, select only the responses that indicate a social (or cultural) reason for why the behavior exists. *(For example, if the question is, 'Why don't married, adolescent girls seek health services?' Responses may include 'girls are afraid to visit a clinic' or 'girls can't afford services'. The first is a socio-cultural issue, which is a good choice to explore in the exercise. The former is an economic factor and isn't a good choice to explore further.*
  - Divide the group into pairs and provide each pair with one of the social (or normative) responses to the initial 'why' question, asking them to continue asking 'why.' *For example, in the next round, participants would ask 'Why are girls afraid of visiting a clinic?'*
  - Each pair will take turns: One will ask the initial question and continue to ask why for every answer the other provides, until five 'why' questions are asked. Each pair should record their answers. In the meantime, the facilitator is ensuring participants are focusing on normative factors.
  - The group reconvenes and reports their responses, while the facilitator or assistant facilitator notes all responses on a flip chart paper/board.
  - When the compilation is complete, begin to distinguish with the whole group what has emerged as social (or cultural) factors *(for example, modern contraception is only for married women)* and which are not *(for example, modern contraception has harmful health side effects)* and list them on your paper/flip chart or circle them on the flip chart that is recording responses.
  - Then on a new flip chart or in open discussion ask the entire group to rank the top four to eight reasons, allowing pairs of participants to share their responses and have the rest of the participants react.
  - **Before closing, ask the participants some questions, such as:**
    - Who/what influences those top reasons?
    - What their effect is on Main Population Groups and the community at large?
    - If people don't follow the reason or behavior, are there bad consequences or positive rewards? What are they?
4. Thank the group for their participation.
5. The Field Team records the top four to eight reasons and key discussions points on the recording form.

# CASE STUDY

A program seeking to shift gender norms among very young adolescents and their parents created three behavior-focused questions to explore using the 'Five Whys' exercise. After all group discussions in two sites were completed, the team compiled all responses into a summary table, below and determined which were normative reasons for the behaviors and which were non-normative.

## TOP 5 RESULTS FROM PARENTS OF ADOLESCENTS FOR THREE BEHAVIORS

Why is there no discussion on puberty between adolescents/parents?	Why are girls (not boys) responsible for household chores?	Why is boys' education prioritized over girls' education?
Parents are ashamed to speak	Parents prioritize boys' development	Parents cannot afford to send all children to school
Speaking of sexuality is taboo in this community	Girls will marry and become housewives	Boys have responsibilities to help their families because they are strong
Parents (schools, community) don't have knowledge to share	Certain kinds of work are reserved for girls	All men should be strong
Parents feel inferior to their children if they gain more knowledge	Boys have to take responsibility from a young age	Girls all get married
Nobody talks to their children about puberty	Girls are meant to be submissive	A girls' role is to be married

*\*Blue colored text are normative factors*

## Exercise 2: Problem Tree Analysis

<b>Purpose</b>	Identify the root causes, both social and non-social and how they affect behavior(s) of interest
<b>Use with</b>	Main Population Groups and Reference Groups
<b>Time</b>	30-45 minutes
<b>Mode</b>	Group discussion
<b>Resources</b>	Large sheets of paper (one per behavior), pens/markers, additional papers or index cards and pens, discussion guide, recording form

### TIP!

#### For adapting the 'Problem Tree Analysis' Exercise

- After reading through the description of how to conduct the 'Problem Tree Analysis', the Core Team develops a set of problems for different behaviors to explore in the group discussions.
- The Core Team formulates the behavior/s of interest in the form of a problem.
- *For example: If your program is interested in increasing use of modern family planning methods (behavior), the initial problem to start the 'Problem Tree Analysis might be, "People who want to space births are not using modern methods"*
- Create a new problem tree for each behavior you are exploring.

#### How to conduct a group discussion using a 'Problem Tree Analysis'

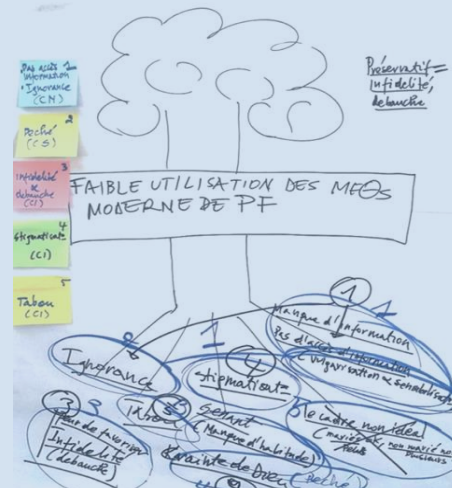
1. Set up a good place to have the group discussion, ensuring that the location is somewhere close to where participants are waiting but far enough away to ensure others do not hear the discussion.
2. Gather the group and do introductions and an icebreaker to create a nice group dynamic.
3. Begin the 'Problem Tree Analysis':
  - Draw a large tree on a piece of paper (printing paper, or ideally, flip chart paper), like the tree in the case study, below.
  - If you are examining more than one behavior(s) of interest, you will need to draw a tree for each, and possibly subdivide the group to work concurrently on different behaviors. Alternatively, the whole group does two problem trees, analyzing one problem first then the a second one later (three or more behaviors would be too much for one group).
  - Write the behavior(s) of interest on the tree trunk.
  - Ask participants to list what they think are the reasons (or root causes) for why people do (or not) the behavior(s) of interest. Write each answer on a tree root ('the root cause'). Encourage the participants to identify all the reasons (root causes) of the problem. Draw these along large roots of the tree, indicating that they are 'root' problems.



- Draw all the reasons they list along large roots of the tree, indicating that they are ‘root’ problems.
  - Once you’ve brainstormed with the group on all possible reasons (root causes), then select one of the main reasons/root causes.
  - **Ask the group:** Why do you think this happens? This question will help participants identify the ‘secondary’ causes. Draw or write the ‘secondary’ causes as small roots coming off the larger root of the tree.
  - Now, ask the group to consider the top five (more or less, depending on your program objectives) reasons/causes for the behavior(s) of interest. Circle these reasons with a different color marker/pen.
  - Continue to ask the group whether and how each of the top five reasons influence different Main Population Groups in the same way—that is, whether one root cause has a stronger influence on some people than on others.
  - As specific groups are discussed, ask questions about who rewards or punishes people for doing/not doing the behavior of interest you have written on your trunk.
  - When completed, discuss what the problem tree shows. Such as, how the causes and effects relate to each other?
4. Thank the group for their participation.
5. The Field Team records the top five underlying reasons/causes and effects and other key discussions points on the recording form. Don’t forget to take a picture of the problem tree, noting the date/group/theme that this visual output represents.

## CASE STUDY

This image shows the visual output of a Problem Tree Analysis completed by one group in the Transforming Masculinities program. The problem at the trunk was ‘low use of modern family planning methods.’ While many underlying factors were identified as ‘roots’, the group discussed and then selected their top 5 and posted them on the flip chart paper, so that all participants could see and reflect on the results of the discussion.



## Exercise 3: Vignettes

<b>Purpose</b>	Explore the social norms that influence the behavior(s) of interest and understand the extent that norms/sanctions are influencing behaviors
<b>Use with</b>	Main Population Groups and Reference Groups
<b>Time</b>	45-60 minutes
<b>Mode</b>	Group discussion
<b>Resources</b>	Question guides, possibly with images to show participants as vignettes are read, recording forms

### TIP!

#### For creating a Vignette

A quality vignette has the following story characteristics:

- The situation presented is common and recognizable in the given context.
- The characters are similar to people in program communities so participants can relate to them.
- The story and characters are not real and cannot be linked to real people.
- The story is simple yet complete: participants do not need to make assumptions and fill in missing information.
- The story includes a situation where a social norm is challenged or broken.
- Reference Group members are introduced to see if and how they matter to that social norm.

Include questions about:

- Frequency/prevalence of a behavior.
- Sanctions and rewards for the behavior, sensitivities to sanctions and exceptions (reactions to those sanctions).

See **Table 9** for a story formula to create a vignette. A sample vignette is also found in [Annex 6](#).

### How to conduct a group discussion with a 'Vignette'

1. Set up a good place to have the group discussion, ensuring that the location is somewhere close to where participants are waiting but far enough away to ensure others do not hear the interview.
2. Gather the group for introductions and an icebreaker to create a cohesive group dynamic.
3. Begin the 'Vignettes' exercise:
  - Read the vignette aloud to your participants.
  - At each pause in the story, stop to ask the open-ended question and prompt a discussion. Encourage all participants to answer before continuing to the next story section. It is critical

that the facilitator is skilled and able to explore deeply and purposefully during the vignette exercise.

- Ensure that the note-taker captures key points being shared including disagreements. Many note-takers use laptops to take notes for vignettes so to record the rich discussions.

4. Thank the group for their participation.

5. The Field Team reviews the key discussion points from each question, adding key points that are not yet included on the recording form.

*Source: Vignettes in the SNET are guided by recent efforts in social norms research including CARE’s Social Norm Analysis Plot, Johns Hopkins University’s Global Early Adolescent Study and Tostan’s community assessment tools.*

## TABLE 9. FORMULA FOR CONSTRUCTING VIGNETTES

### What is the behavior of interest for the story?

*Example: We want parents to talk to their adolescents about puberty (body changes, menstruation, etc.)*

1. What are typical situations when such discussions might occur or should be avoided?
2. What goes on socially in such situation? What people are typically involved in such situations?

### Questions to explore perceptions about what is common behavior:

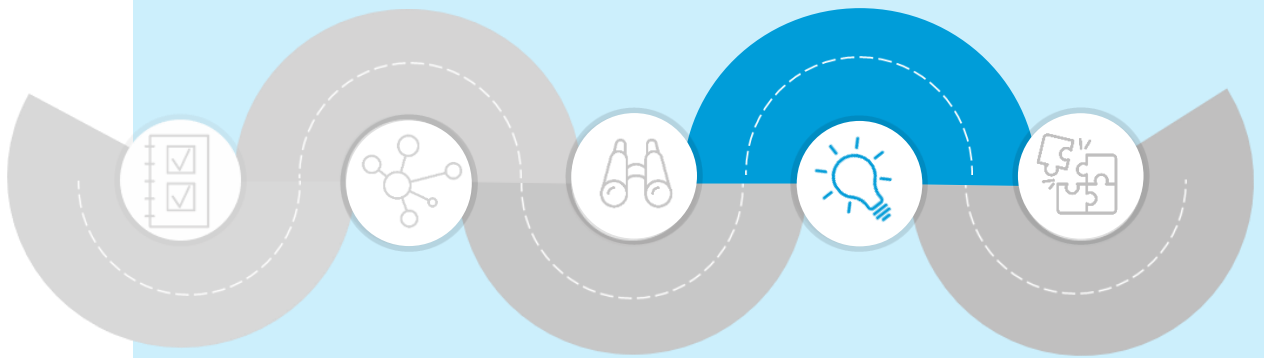
1. In your opinion, how many people practice this behavior? [few] [some] [many] [most]
2. What are some of the advantages of practicing this behavior? What are some of the disadvantages?
  - How many see this as a disadvantage? [few] [some] [many] [most]
  - Are these advantages/disadvantages stronger for some community groups than others?

### Questions to explore perceptions about whether others think is an approved behavior:

1. Do people in your community expect you and people like you to behave this way?
2. How many people have this expectation? [few] [some] [many] [most]
3. Are these expectations stronger for some community groups than others?
4. How many people in your community approve this behavior? [few] [some] [many] [most]
5. What happens if you do not practice this behavior?
  - How many people in your community would sanction people if they did not practice this behavior? [few] [some] [many] [most]
  - Are these sanctions stronger for some community groups than others?

# 4

## PHASE 4: ANALYZE FINDINGS



**Phase 4** moves into analysis and interpretation of group discussions. This involves compiling and reviewing information to identify similarities and differences across Main Population Groups and their Reference Groups, and developing key findings, including the types and relative importance of norms in influencing behaviors of interest.

### Activities in Phase 4

1. Conduct Participatory Rapid Analysis for each behavior of interest.
2. Create a results brief with the key findings



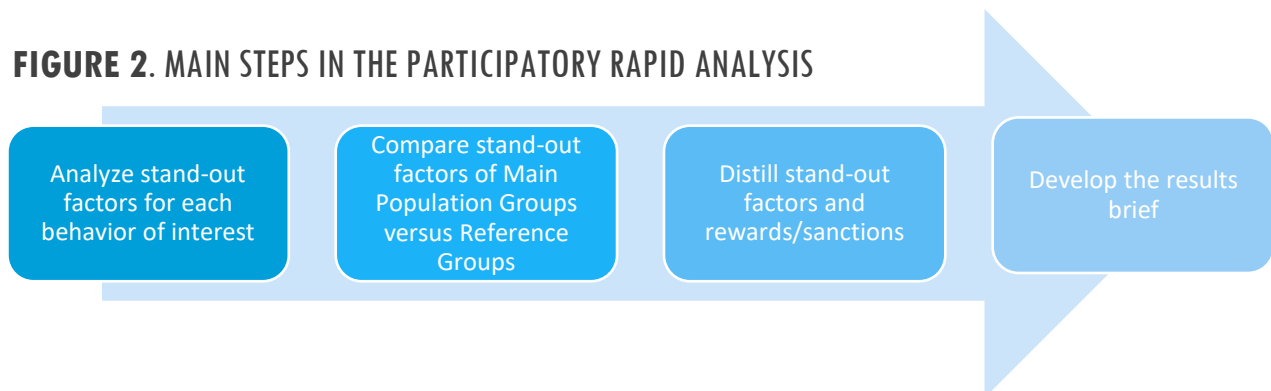
# PHASE 4: ANALYZE FINDINGS

## What you need to know for Phase 4

### What is involved?

This phase uses participatory rapid analysis, a group effort led by a facilitator (usually a member of the Core Team) who engages other members of the Core and Field Teams to analyze and distill key findings. The participatory rapid analysis leads to writing a results brief (a short report of the social norms exploration) using bullet points to highlight key findings. **Figure 2** shows the main analysis steps. Given the differences between the three social norms exploration exercises, each requires a slightly different approach and steps for participatory rapid analysis, which are detailed here.

**FIGURE 2. MAIN STEPS IN THE PARTICIPATORY RAPID ANALYSIS**



### How much time is needed?

The length of the analysis depends on the number of behaviors of interest. Estimate one day of team work for the first behavior of interest. Analysis of subsequent behaviors will likely be faster, as the team will already be familiar with the process. Writing a results brief takes one or two days.

### Who is involved?

The Core Team and Field Team involved in conducting the social norms exploration. Since the two teams will work together on analysis, for this phase we are naming the combined teams the **Analysis Team**.

### What resources are needed?

Group discussion notes (recording forms, visual outputs), flip chart paper and markers, laptops and projector.

# Activity 1: Complete Participatory Rapid Analysis for each behavior of interest

The participatory rapid analysis is a collaborative effort to analyze **all the group discussions that relate to a specific behavior of interest**. The Analysis Team will compile and analyze each group discussion, then compare and contrast findings across group discussions, and then distill key findings to summarize what has been learned about social norms and how they influence the behavior(s) of interest. Key questions to be answered include:

- What are the social norms (normative factors) that influence a behavior of interest?
- What are the sanctions and rewards for doing or not doing the behavior of interest?
- Which people are supportive of the behavior of interest?
- Which people are not supportive of the behavior of interest?
- If non-normative factors influence the behavior of interest, what are they?

While the aim is the same for the participatory rapid analysis, each exercise (the 'Five Whys', 'Problem Tree Analysis' and 'Vignettes') uses a slightly different approach. **Guidance is provided by exercise.**

**Remember!** If you conducted a social norms exploration for more than one behavior of interest, you will conduct a participatory rapid analysis for each behavior.

## Participatory Rapid Analysis for the 'Five Whys' Discussions

1. Note for the 'Five Whys' exercise, when we talk about *stand-out factors*, we are talking about the *reasons given for practicing a particular behavior*. These terms are interchangeable for analysis.
2. The Analysis Team will start with the stand-out factors/reasons for the behavior from all group discussions. (*Remember the 'Five Whys' is the exercise name but there may be more or less than five factors in any group discussion.*) The team will read the accompanying discussion notes for each group discussion and look for phrases that describe: 1) how these stand-out factors relate to the behavior of interest; and 2) whether there are sanctions or rewards for doing or not doing a behavior. As you read, mark these to refer to in your discussions.
3. Now divide into two groups: **Group 1** will work with all the top five lists and discussion notes of Main Population Groups and **Group 2** will work with all the discussion notes of Reference Groups.
  - **Group 1** will list on a flip chart paper the stand-out factors why a behavior exists offered in discussions with Main Population Groups. If the same factor is given in multiple group discussions, indicate the number of discussion groups next to the reason. Keep adding to the list of factors until all are noted.
  - **Group 2** will list out all the stand-out factors offered by Reference Groups using the same process. For this analysis, combine stand-out factors from each Reference Group.
  - Each Group will discuss and rank the factors for their respective lists. Discuss which stand-out factors or reasons: 1) were mentioned the most; and 2) how important a factor appears to be operating in the given context. Mark the top four to eight that seem most important to holding the behavior of interest in place.

4. Each group will complete **Table A** with the final top four to eight factors on a flip chart paper or on a computer. You will now have two Tables, each with the top four to eight factors for Main Population Groups and the other for Reference Groups.
  - Using discussion notes, each group completes Table A with a description of how each factor influences the behavior of interest.
  - Finally, the group decides whether the factor is normative or non-normative and enters their decision into Table A.

TABLE A: TOP STAND-OUT FACTORS (OR REASONS) FOR PRACTICING A BEHAVIOR		
Behavior of Interest:		
Main Population Group or Reference Group (Circle One):		
Stand-Out Factors (Ranked by Importance)	How Factors Influence the Behavior of Interest	Normative or Non-Normative Factor?
Factor 1		
...		
Factor 8		

5. Now bring Group 1 and 2 together to compare both **Table A's** to determine which are the top four to eight stand-out factors *across* the Main Population Group and Reference Groups. When the stand-out factor is the same/similar, group them as one factor by circling them.
6. Briefly discuss together across teams whether the top four to eight factors sufficiently represent the stand-out factors of the group or if there a few that didn't make the top tier that are also important. If there are more stand-out factors, include these as well.
  - You may find some stand-out factors that are particular to specific sites. Note these, as they may be important later when thinking about program adjustments.
7. Move these top-ranked stand-out factors from step 4-5 onto a new **Table B**.
  - List the stand-out factors identified by **both** Reference Groups and Main Population Groups. There will likely be more than five factors.
  - Mark the factors that appeared in both lists with a star in the first column.
  - Using notes from the group and discussions, add to Table B the type of Reference Groups that have power or other influence on these factors and their effect on Main Population Groups and the community at large. Complete Table B by distinguishing any differences between Main Population Groups and the community at large, if any.

TABLE B: TOP STAND-OUT FACTORS (OR REASONS FOR PRACTICING A BEHAVIOR) COMMON TO MAIN POPULATION AND REFERENCE GROUPS			
Behavior of Interest:			
Top Stand-Out factors	Main Population Group, Reference Group, or Both?	Who influences these factors?	In what ways does the factor affect the Main Population Group and the community?
Factor 1			
...			
Factor 5			

8. Together, review group discussion notes to identify **sanctions** associated with the Main Population Groups; are there are negative consequences for members doing (or not) the behavior of interest.
  - Discuss whether these differ by Main Population Groups. Identify who enforces these sanctions. Fill in **Table C** for sanctions and the Reference Groups that enforce sanctions.

TABLE C: TABLE OF SANCTIONS AND REWARDS LINKED TO THE BEHAVIOR & INFLUENCERS	
Behavior of interest:	
Sanctions	Rewards
People not supportive of the behavior	People supportive of the behavior

9. Continue all together using the same process, but now identifying **rewards** associated with the members of the Main Population Group doing (or not doing) the behavior of interest.
  - Discuss whether these differ by Main Population Groups. Identify who rewards people for doing (or not doing) a behavior of interest. Complete **Table C** for rewards and the Reference Groups that reward behavior.
10. Based on all the findings, discuss what the team thinks the program should do to address the behavior of interest. Write up the key discussion points as bullet points to use for the results brief and for later reference in [Phase 5](#).

## Participatory Rapid Analysis for the ‘Problem Tree Analysis’ Discussions

1. Note for the Problem Tree Analysis, when we talk about *stand-out factors*, we are talking about the *root causes* of the behavior. These terms are interchangeable for analysis.
2. The Analysis Team will start with the top four to eight root causes/stand-out factors from all group discussions. As you read the related discussion notes, look for phrases that describe: 1) how stand-out factors relate to the behavior of interest; and 2) whether there are sanctions or rewards for doing or not doing a behavior. Mark these to refer to in your discussions.
3. Now divide into two groups: **Group 1** will work with the tree diagrams and discussion notes of Main Population Groups and **Group 2** will work with the tree diagrams and discussion notes of Reference Groups.
  - **Group 1** will list on a flip chart all the root causes of why a behavior exists offered by the Main Population Group. If the same root cause is noted in more than one discussion group, indicate the number of groups next to it. Keep adding to the list of root causes until all are noted.
  - **Group 2** will list out all the root causes offered by Reference Groups using the same process.
  - Each Group will discuss and rank the root causes for their respective lists. Discuss which root causes/stand-out factors 1) were mentioned the most and 2) how important a factor appears to be operating in the given context. Mark the top four to eight that seem most important.
4. Each group will complete **Table A** with the top four to eight factors on a flip chart paper or on a computer. You will now have two Tables, each with the top four to eight factors for Main Population Groups and the other for Reference Groups.



- Using discussion notes, each group completes Table A with a description of how each factor influences the behavior of interest.
- The group decides if the factor is normative or non-normative and enters their decision.

TABLE A: TOP STAND-OUT FACTORS (OR ROOT CAUSES) FOR PRACTICING A BEHAVIOR		
Behavior of Interest:		
Main Population Group or Reference Group (Circle One):		
Stand-Out Factors (Ranked by Importance)	How Factors Influence the Behavior of Interest	Normative or Non-Normative Factor?
Factor 1		
...		
Factor 8		

- Now bring Group 1 and 2 together to compare both Table A's to determine which are the top five stand-out factors *across* Main Population Groups and Reference Groups. When the stand-out factor is the same or similar, group them as one stand-out factor by circling them.
- Briefly discuss together across teams whether the top four to eight factors sufficiently represent the stand-out factors of the group or if there a few that didn't make the top tier that are also important. If there are more stand-out factors, include these as well.
  - You may find some stand-out factors that are particular to specific sites. Note these, as they may be important later when thinking about program adjustments.
- Move these top-ranked stand-out factors from steps 4-5 onto a new **Table B**.
  - List the stand-out factors identified by **both** Reference Groups and Main Population Groups. There will likely be more than five factors.
  - Mark those that appeared in both lists with a star in the first column.
  - Using notes from the group and discussions all together, add to Table B the type of Reference Groups that have power over or influence on these factors and their effect on Main Population Groups and the community at large. Complete Table B by distinguishing any differences between the Main Population Groups and to the community at large, if any.

TABLE B: TOP STAND-OUT FACTORS (OR ROOT CAUSES) COMMON TO MAIN POPULATION GROUPS AND REFERENCE GROUPS			
Behavior of Interest:			
Top Stand-Out factors	Main Population Groups, Reference Groups, or Both?	Who influences these factors?	In what ways does the factor affect Main Population Groups and the community?
Factor 1			
...			
Factor 5			

- Together, identify **sanctions** associated with the Main Population Groups doing (or not doing) the behavior of interest, based on group discussion notes.
  - Discuss whether these differ by Main Population Groups. Identify who enforces sanctions. Fill in **Table C** for sanctions and the types of people that enforce sanctions.

9. Continue using the same process, but now identifying rewards associated with the Main Population Groups performing the behavior of interest.
  - Discuss whether these differ by Main Population Groups. Identify who uses rewards. Fill in **Table C** for rewards and the types of people that use rewards.
10. Based on all the findings, discuss what the program should do to address the behavior of interest. Write up the key discussion/ bullet points for later reference in [Phase 5](#).

TABLE C: TABLE OF SANCTIONS AND REWARDS LINKED TO THE BEHAVIOR & INFLUENCERS	
Behavior of interest:	
Sanctions	Rewards
People not supportive of the behavior	People supportive of the behavior

## Participatory Rapid Analysis for the ‘Vignette’ Discussions

1. Note for the Vignettes analysis, *stand-out factors* are responses offered by participants to open-ended questions that aim to understand influences on a behavior of interest.
2. All together, the Analysis Team will review the vignette and discuss what each question in the vignette is seeking to understand from a norms perspective. This will help guide the analysis.
  - Remember that the vignette questions are designed to obtain information on factors influencing a specific behavior. For example, a question about ‘what are the benefits of going to school’ will provide answers on how much school is valued in the community (a norm). A question on how ‘family and friends would react to keeping a girl home from school’ will provide answers on consequences (rewards and sanctions) of keeping a girl out of school.
3. Now divide into two groups: **Group 1** will work with all the discussion notes of Main Population Groups and **Group 2** will work with all the discussion notes of Reference Groups.
  - Groups 1 and 2 will read responses to vignette questions found in their set of discussion notes. For specific questions, read the responses and:
    - Look for phrases that describe factors that are related to the behavior of interest and underline them. For example, if you’re exploring child marriage, one factor might be a phrase illustrating that parents marry their children early to reduce financial costs.
    - Each time you find a relevant factor, add the factor to **Table A** and indicate how the factor influences the behavior of interest.
    - If several groups mentioned the same factor, indicate it with a star.
    - Continue to add to the table until all questions and all group discussions are completed.
    - Discuss and rank the given factors on their respective lists. Discuss which stand-out factors: 1) were mentioned the most and 2) how important a factor appears to be operating in the given context. Mark the top four to eight stand-out factors.
    - Finally, review the factors. Which ones are normative and which ones are not? By the end of this step, there will be two **Table A**’s, one with factors from discussions with Main Population Groups and one from Reference Groups.

TABLE A: TOP STAND-OUT FACTORS (PARTICIPANT RESPONSES) FOR PRACTICING A BEHAVIOR		
Behavior of Interest:		
Main Population Group or Reference Group (Circle One):		
Stand-Out Factors (Ranked by Importance)	How Factors Influence the Behavior of Interest	Normative or Non-Normative Factor?
Factor 1		
...		
Factor 8		

4. Briefly discuss all together whether the top four to eight factors sufficiently represent the stand-out factors of each group. If there are more stand-out factors, include these as well.
  - Note that you may find some stand-out factors that are particular to specific sites. Note these, as they may be important later when thinking about program adjustments.
5. Move these stand-out factors onto a new **Table B**.
  - List the stand-out factors identified by both Main Population Groups and Reference Groups. There will likely be more than five factors.
  - Mark those that appeared in both lists with a star in the first column.

TABLE B: STAND-OUT FACTORS (PARTICIPANT RESPONSES) COMMON TO MAIN POPULATION GROUPS AND REFERENCE GROUPS			
Behavior of Interest:			
Top Five Stand-Out factors	Main Population Groups, Reference Groups, or Both?	Who influences these factors?	In what ways does the factor affect Main Population Groups and the community?
Factor 1			
...			
Factor 5			

6. All together, the group will identify **sanctions** associated with the Main Population Groups doing (or not doing) the behavior of interest, based on group discussion notes.
  - Discuss whether these differ by Main Population Groups. Identify who uses enforces sanctions. Fill in **Table C** for sanctions and the types of people that enforce sanctions.
7. Continue using the same process, but now identifying **rewards** associated with the Main Population Groups performing the behavior of interest.
  - Discuss whether these differ by Main Population Groups. Identify who uses rewards. Complete **Table C** with the rewards and the types of people that use rewards.

TABLE C: TABLE OF SANCTIONS AND REWARDS LINKED TO THE BEHAVIOR & INFLUENCERS	
Behavior of interest:	
Sanctions	Rewards
People not supportive of the behavior	People supportive of the behavior

8. Based on all the findings, discuss what the team thinks the program should do to address the behavior of interest. Write up the key discussion points as bullet points to use for the results brief and for later reference in [Phase 5](#).

## Activity 2: Create a results brief with the key findings

In this final activity, the Core Team will pull together the findings from the Participatory Rapid Analysis into a results brief. The results brief organizes and summarizes the main findings of the Participatory Rapid Analysis, supplementing it with back-up quotations from the group discussions.

### TIP!

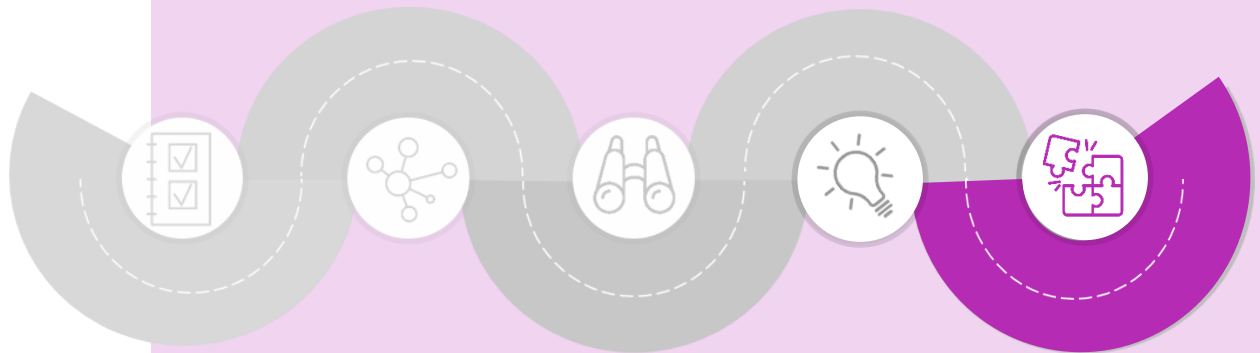
#### Come back to types of norms: descriptive and injunctive

In the Introduction, we described the types of norms: descriptive and injunctive. Once the Participatory Rapid Analysis is done and normative factors are identified, the team should return to these concepts as they are developing the results brief, considering which types of norms may be influencing the behaviors of interest. Understanding whether descriptive or injunctive norms are at play can influence the program strategies you choose in [Phase 5](#).

1. The facilitator or designated Core Team member who leads this process will summarize the findings in a short results brief (try to keep it under 10 pages).
  - In the results brief, use bullet points and tables to summarize findings. The brief should include:
    - Background of the information-gathering and analysis phases (less than 1 page)
      - Background, including the objectives of the social norms exploration, the number of sites visited, the number of speed interviews and group discussions held, short description of Main Population Groups (how they were segmented or not), description of behaviors that were explored.
      - Analysis, including who was involved in the analysis and process followed.
    - Results organized by behaviors that were explored
      - The Reference Groups identified for each behavior of interest.
      - The top social norms (and non-normative) stand-out factors identified.
      - Describe how each of these stand-out factors influences the behavior of interest, use relevant quotations to highlight understanding of how influence happens.
      - Describe the sanctions and groups that use sanctions on those that perform (or do not perform) the behavior of interest.
      - Describe the rewards and groups that use rewards on those that perform (or do not perform) the behavior of interest.
    - Offer recommendations relating on how the findings can be used for program design or improvement.

# 5

## PHASE 5: APPLY FINDINGS



**Phase 5** applies what you have learned to your program. Depending on the social norms exploration objective(s), you will reflect on how to improve the program design, determine what adjustments should be made to your program activities and monitoring or evaluation tools. Some overarching questions to consider:

- Are social norms an important issue affecting the behavioral outcome(s)?
- What positive norms can the program build on? What harmful social norms should the program address?
- Which people and groups (Reference Groups) are influential for the program?
- How can we include such people in the program design and/or activities?

### Activities in Phase 5

1. Reexamine your program components from a social norms perspective.
2. Use the social norms exploration findings to propose adjustments to your program.



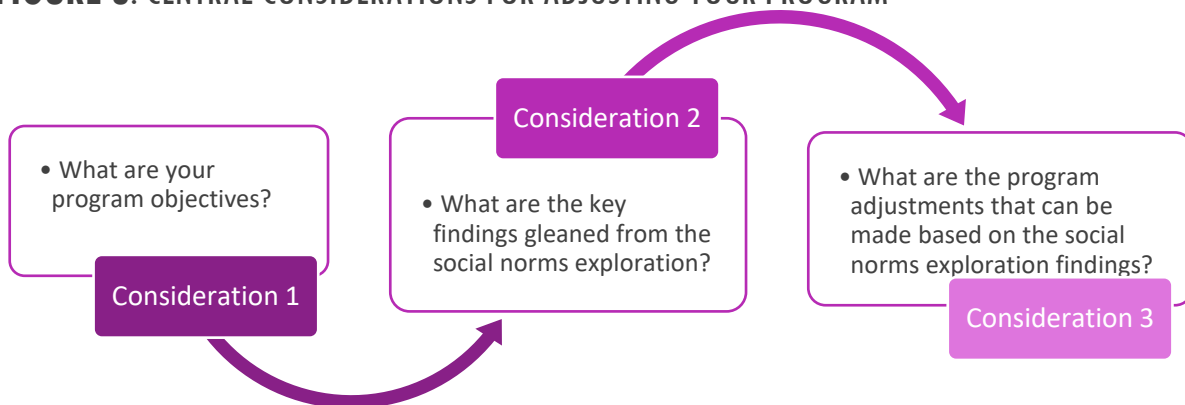
# PHASE 5: APPLY FINDINGS

## What you need to know for Phase 5

### What is involved?

The final phase of the social norms exploration applies what you have learned. **Figure 3** summarizes three central considerations during this phase. By reviewing the social norms exploration findings in relation to your program objectives, you will be able to answer the third consideration and determine viable ways to apply the findings to your program. In our experience, this phase's discussion occurs several weeks after the social norms exploration field activities are completed.

**FIGURE 3. CENTRAL CONSIDERATIONS FOR ADJUSTING YOUR PROGRAM**



### How much time is needed?

Set aside a half-day to reflect on how the findings can be used within the program parameters. Keep in mind, the recommendations made in this phase may take longer to put into place, as proposed changes may require vetting with the other members of the organization, donors and communities.

### Who is involved?

Each organization designs and refines programs differently. The team for this phase comes back to the **Core Team**. This is likely that some members of the Field Team and other program (senior) program staff are also engaged. It is helpful to have a mix of staff and non-program stakeholders. This phase should ideally include program managers, monitoring and evaluation staff, and most importantly members of the Analysis Team who are well versed in the findings and their relation to behaviors of interest.

### What resources are needed?

Results brief, the social norms exploration field notes as references, pens/pencils, laptops/projector.

## Activity 1: Re-examine your program components using a social norms perspective

Activity 1 involves the relevant program staff brainstorming on how, and which, norms may be influencing program outcomes and behaviors of interest.

1. As a refresher, the team shares its initial 'Problem Tree Analysis' and summary reflections.
  - First, the team sketches on paper the current or proposed program objectives and outcomes, as well as presenting the 'Problem Tree Analysis' of factors influencing specific behaviors completed in [Phase 1](#). Fifteen (15) minutes should be enough to recall the initial discussion.
  - Next, the team shares: 1) What they learned that might influence the program achieving its outcomes and 2) What areas could be adjusted in the program design, objectives, implementation strategies and related monitoring and evaluation activities.
2. The team is now invited to react to the above reflection from others.

## Activity 2: Use the social norms exploration findings to propose adjustments in your program

The team can now think with greater precision about normative issues described in the results brief and potential applications.

**The task before the group:** The social norms exploration provided information on the social norms influencing behaviors, the sanctions or rewards for deviating or conforming from community normative expectations and the Reference Groups engaged in enforcing or supporting social norms. You should now turn together and ask: *How does this information feed into your program?*

1. Read the case studies below to get ideas of how to apply the social norms exploration findings to different areas of programming.
  - The best way to explain this phase of the social norms exploration process is to provide examples of how the findings were applied by other programs, illustrating the application of social norms exploration findings to overall program design, implementation/strategies and monitoring and evaluation activities.

## CASE STUDY

### USING FINDINGS TO REFINE PROGRAM DESIGN

**Context and Outcomes of Interest:** In Palestine, a team conducted a social norms exploration with young women in three communities to help design a program aiming to address the root causes of gender-based discrimination and barriers for young women's and girls' economic advancement.

**Key Findings:** The team found strong gender role expectations that the typical and appropriate roles of women are in the household and in caring for the family. There were notable negative sanctions related to women seeking work outside of the house, for example being verbally abused by family members and peers and in some cases being threatened with divorce by the spouse. Further, the team identified a number of non-social factors impeding women's economic advancements, such as women having low levels of formal education, and the absence of financial support systems for young girls whether married or not. Structural factors such as curfews for youth and young women and labor law restrictions also existed. Across all three communities, mothers, fathers and husbands influenced young women, as they were Reference Groups to economic advancement both in supporting positive norm changes and applying sanctions.

**Application of Findings:** The team refined the program objectives. They mapped the findings of the social norms exploration to the proposed program strategies to better address normative and non-normative factors. For example, the team suggested ways to include the Reference Groups in the program activities. The design of the new program also included strategies to address the other barriers identified; specifically, the new program would provide young women with training in financial literacy combined with reading/writing literacy and include a mentoring program.

## CASE STUDY

### USING FINDINGS TO REFINE IMPLEMENTATION STRATEGIES AND MATERIALS

**Context and Outcomes of Interest:** In the Democratic Republic of Congo the team conducted a social norms exploration with young married women and men in two faith communities to integrate a more explicit norms focus into an existing program. The program used gender-transformative strategies to improve behaviors related to intimate partner violence and family planning use.

**Key Findings:** The community viewed the use of family planning by young couples as socially inappropriate. If women did use family planning, they were sanctioned by social stigma, such as perceptions of promiscuity and infidelity. For both women and men, faith leaders and their wives, friends, mothers/fathers, and mothers/fathers-in-law were strong influencers on behaviors related to ignoring intimate partner violence and condemning family planning use.

**Application of Findings:** With findings in hand, program staff and stakeholders reviewed their existing program. The language in materials needed to be revised to reflect more realistically how people were talking about intimate partner violence and family planning. Additional Reference Groups were added into story lines of materials and new content added to reflect specific sanctions enforced on people who were known to practice family planning. The team also broadened other program strategies, like diffusion activities, to widen activities to other influential community members (elder women, elder men) who were supportive of family planning, to have then share positive norms and support young couples.



## CASE STUDY

### USING FINDINGS TO REFINE PROGRAM MONITORING

**Context and Outcomes of Interest:** A social norms exploration was undertaken for a community-based family planning program in Benin that engaged existing men's and women's groups in critical dialogue on fertility and family planning norms and current realities. The program was designed to use group members to catalyze (diffuse) new ideas about the acceptability of talking about family planning and using methods via women's and men's social networks.

**Key Findings:** The social norms exploration asked why people did not talk about fertility and family planning with their partners, family, and friends (indirectly asking why social networks were not operating to spread family planning messages). Findings revealed that women and men were sanctioned/afraid to talk publicly because the community would view women users as loose and immoral and would view their spouses as not being manly and not managing their household well. These sanctions were strongly felt. In addition to rumors circulating about FP users, some interviewed women said that family planning users had been teased and spat upon (manifestations of social stigma and sanctions).

**Application of Findings:** The social norms exploration findings led to adjustments in the program monitoring system. Additional social change indicators were added to the activity monitoring forms and to supervisor checklists to better track effects of normative shifts (sanctions in particular) that might be occurring. Group facilitators started monitoring the number of group members who reported speaking about family planning with others outside their group discussions (to understand if the taboo about talking publicly was starting to break down and whether more diffusion was occurring). Also, Field supervisors started asking group facilitators during coaching visits if they had observed or heard about community changes (to understand if both positive and negative social changes/sanctions were emerging).

## CASE STUDY

### USING FINDINGS TO DESIGN AN IMPACT EVALUATION

**Context and Outcomes of Interest:** A social norms exploration was conducted in Senegal to help define questions and indicators for a planned quantitative impact evaluation. The program was a community-based, normative change program that aimed to strengthen social cohesion and community collective action leading to better health and well-being outcomes of younger adolescent girls including staying in school, marrying after age 18, avoiding teen pregnancy and not undergoing female genital cutting.

**Key Findings:** Findings suggested that social norms related to behaviors of interest in areas not reached by the program continued to restrict adolescent girls' opportunities to improve health and well-being. The interviewed girls' primary Reference Groups for these behaviors included parents and grandmothers, with teachers and older siblings also being influential.

**Application of Findings:** Findings were used to refine survey items related to Reference Groups, sanctions and the strength of norms for each of the four behavioral domains. Additional Reference Groups and sanctions options were added to survey vignette response categories to allow more precise measurement. Behaviors and social norms related to intergenerational communication and decision-making, which became better understood during the social norms exploration, were added to the survey.

2. After reading the case studies, and with the social norms exploration results brief in hand, the team can take two approaches to think more systematically about adjustments by program area.
  - **Option 1:** Review the questions in **Table 10** below, which offers insights into making program adjustments. We suggest doing this in a participatory discussion all together.
    - First, discuss and take notes as you read the questions in the program design and implementation rows.
    - Then, discuss how proposed additions to design and implementation strategies might be reflected in program monitoring and evaluation.
    - Finally, capture the proposed adjustments in a bulleted form to share with others, as suggestions will likely be vetted with the larger program staff, and possibly donors, if significant changes are proposed with increased budget implications.

**TABLE 10. QUESTIONS TO CONSIDER WHEN ADJUSTING YOUR PROGRAM WITH FINDINGS FROM THE SOCIAL NORMS EXPLORATION**

PROGRAM DESIGN
<ul style="list-style-type: none"> <li>▪ Does your program currently address the key factors — including social norms factors — that influence the behaviors of interest?</li> <li>▪ IF NOT: Which factors — including social norms factors — are possible for your program to address?</li> <li>▪ For those factors your program cannot address: Can other programs in your context fill the gap?</li> <li>▪ Are Reference Groups included as program beneficiaries? If not, how can you best include them?</li> <li>▪ Does your program change theory need adjustment to be more specific to norm change activities and related change pathways to achieve normative shifts?</li> </ul>
PROGRAM IMPLEMENTATION
<ul style="list-style-type: none"> <li>▪ Do program strategies/activities require adaptation to better address <i>Reference Groups</i>?</li> <li>▪ Do program strategies/activities require adaptation to address <i>normative influences</i>, either to build on positive social norms or address harmful social norms?</li> <li>▪ Do community materials need to be adjusted to <i>include reflection on social norms</i> influencing the behavior(s) of interest?</li> </ul>
PROGRAM MONITORING
<ul style="list-style-type: none"> <li>▪ Does the program logical framework need to be adjusted to include normative activities, such as inputs, outputs, effects?</li> <li>▪ Is the monitoring system collecting the correct and relevant information from 1) the primary program groups and 2) the Reference Groups?</li> </ul>
PROGRAM EVALUATION
<ul style="list-style-type: none"> <li>▪ Do you need to make changes in your evaluation framework that mirror the change theory and strategy adjustments made?</li> <li>▪ Is the evaluation plan to collect correct and relevant information from not only the primary program groups, but also Reference Groups?</li> <li>▪ Do additional variables and questions need to be included in the program baseline, midterm and endline tools to assess normative shifts?</li> </ul>

- **Option 2:** For some, it may be easier to think about how to apply the social norms exploration findings using the matrix on the next page (which is filled in with an illustrative program example).
  - Start by reviewing the example matrix in **Table 11**. Once you do so, develop a **blank version of the table (e.g. on a document, flipchart or white board)** to list out all of your key social norms exploration findings and then to decide whether each of these findings may have a direct effect, indirect effect, possible effect or no relationship with each of your program objectives.
  - The team discusses whether and how findings can be applied to the five listed program areas.
    - Please note that, while this matrix is intended for reflecting on your social norms exploration findings related to social norms and Reference Groups, you may have other findings that come out of the social norms exploration that also have implications for program adaptations, *these have been shown in an example in Row 5*.
    - Share the table with its proposed adjustments with others, as suggestions will likely be vetted with other staff, and possibly donors, if significant changes are proposed with increased budget implications.

**TABLE 11. SOCIAL NORMS EXPLORATION SAMPLE MATRIX**

KEY FINDINGS FROM THE SOCIAL NORMS EXPLORATION		PROGRAM OBJECTIVES			POTENTIAL ADAPTATION AREAS			
		Obj 1: Increase the number of young couples that use family planning.	Obj 2: Increase the number of young girls who discuss family planning with their mothers.	Obj 3: Increase the number of young men who have a positive attitude of family planning.	PROGRAM DESIGN	IMPLEMENTATION	MONITORING	EVALUATION
1	It is not seen as socially acceptable for couples to come to the clinic together, but husbands and wives typically come separately	Direct effect	No relationship	Possible effect	May indicate a need to modify the TOC to focus on increasing the social acceptability of men to attend clinics	--	Monitor couples' attendance together at the clinic	--
2	Girls seek advice about family planning mostly from community health workers	No relationship	Possible effect	No relationship	May indicate a need to modify the program objectives to focus on increasing dialogue among groups other than just mothers	Program activities should be expanded to include health workers	May need to include indicators to track how many young women talk to health workers about family planning methods	--
3	If men spoke about using family planning within the couple, they were viewed as not being manly and not managing their household well; there are specific local words for concepts of manliness	Indirect effect	No relationship	Indirect effect	--	May need to add a program component for increasing dialogue among men	--	Should modify survey to ask about manliness using local terms
4	Community members felt women using family planning went against the teaching of the church, and that, therefore, for women to do so would not be socially acceptable	Probable impact	No direct relationship	Possible impact	--	Figuring out a way to work with and involve faith leaders seems critical to changing social norms	--	May need to modify survey to assess the influence of the church on family planning decision-making
5	Many not using long term methods due to rumors surrounding the sterility and health effects of them	Indirect effect	--	--	Will likely need to provide education to address concerns and rumors in order to see an increase in acceptability and use	--	--	Should plan to measure understanding of family planning methods

**CONGRATULATIONS! WITH THE 'APPLY FINDINGS' PHASE ENDED, THIS CLOSSES THE PROCESS!**

# SUGGESTED FURTHER READING

The SNET touches on several topics that the user may wish to study more deeply. We have selected the sources (and links) below as practical, introductory texts that are oriented toward development practitioners. Of course, each topic is the subject of broad research and scores of publications: our reading list is not exhaustive, but it will help you make a good start to deepen – and broaden – your understanding of social norms.

## Social Norms Theory and General

- [Learning Collaborative: Guiding Conceptual Framework: Working Paper](#)
- [The Grammar of Society: The Nature and Dynamic of Social Norms](#)
- [Social Norms and AYSRH: Building a Bridge from Theory to Program Design](#)
- [Social Norms: A Review](#)
- [An Explanation of Social Norms](#)
- [A Re-Explication of Social Norms, Ten Years Later](#)

## Social Norms Programming

- [Redefining Norms to Empower Women: Experiences and Lessons Learned](#)
- [Social Norms and Girls' Wellbeing: Linking Theory to Practice](#)
- [Applying Theory To Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming](#)
- [Identifying and Describing Approaches and Attributes of Normative Change Interventions – Background Paper](#)

## Social Norms Measurement

- [What are Social Norms? How are they measured?](#)
- [Resources for Measuring Social Norms: A Practical Guide for Program Implementers](#)
- [Applying Theory To Practice: CARE's Journey Piloting Social Norms Measures for Gender Programming](#)

## Participatory Learning and Action Techniques

- [What is Participatory Learning and Action \(PLA\): An Introduction](#)
- [Participatory Methods. People working together around the world to generate ideas and action for social change](#)
- [ISOFI Toolkit: Tools for learning and action on gender and sexuality](#)

## ANNEX 1: ILLUSTRATIVE SOCIAL NORMS EXPLORATION (FIELDWORK) PLAN

SOCIAL NORMS EXPLORATION IN TWO COMMUNITIES EXPLORING TWO BEHAVIORS OF INTEREST WITH SIX MAIN POPULATION GROUPS AND TWO REFERENCE GROUPS					
DAY	GROUP	NUMBER OF INFOGATHERING MOMENTS	TEAMS*	GUIDES	MATERIALS REQUIRED
<b>OFFICE WORK</b>					
1	Team orientation and initial preparation and logistics planning for the information-gathering phase.				
2	Preparing and practicing guides for speed interviews with people representing Main Population Groups. Inviting participants for the next day.				
<b>FIELDWORK</b>					
3	Very Young Adolescent girls, Very Young Adolescent boys, Older Adolescent Girls, Older Adolescent Boys	10 interviews per group type	4 interviewers per site	Speed interview question guide	Paper, pens
4	Rapid analysis of Reference Groups. Preparing and practicing for Group Discussions. Inviting participants for the next day.				
5	Very Young Adolescent girls, Very Young Adolescent boys, Older Adolescent Girls, Older Adolescent Boys	2 group discussions per group type	4 discussion teams per site	Group discussion guides with prepared materials for participatory exercises (for the 'Five Whys', 'Problem Tree Analysis')	Paper, pens, prepared flip chart paper, markers
6	Preparing and practicing for final Group Discussions for Reference Groups. Inviting participants for the next, final day.				
7	Parents/Caregivers (mixed sex), 'Big sisters' and 'Big brothers' in the Neighborhood	2 group discussions per group type	4 discussion teams per site	Group discussion guides with prepared materials for participatory exercises	Paper, pens, prepared flip chart paper, markers
<b>OFFICE WORK</b>					
8	Final Core and Field Team debrief and beginning planning for data analysis phase				
<p>* <b>NOTES:</b> Tentatively, one day of data gathering is planned for Main Population Groups and for Reference Groups. This assumes 2 sites to visit and 4 information-gathering teams. Each team will do 10 speed interviews. Each team will conduct 2 group discussions per day. Each day would be divided into two parts: The morning would be for interviewing and group discussions. The afternoon would be for an all-team debriefing and completing gaps in focus group discussion information recording sheets. This may vary as scheduling for interviews and group discussions would depend on availability of respondents. For example, young people may only be available at the end of the school day. Parents, older sisters and older brothers may only be available on the weekend.</p>					

## ANNEX 2. SAMPLE INTERVIEW GUIDE FOR ‘MY SOCIAL NETWORKS’\*

<b>‘My Social Networks’</b>		
Location:	Date:	Group/subgroup:
Interviewer:		
Note-taker:		
<p>Introduction and Consent (read to participants):            Thank you for taking the time to meet with me and the rest of the team today. My name is _____ and this is (introduce the note-taker if there is one) _____. I would like to talk to you about the people that are important to you in your life, and who you may turn to for advice before you do certain things. These interviews are part of a larger program to better understand certain attitudes and beliefs that are important in your community.</p> <p>The specific topics we’ll talk about in this interview include: X,X,X</p> <p>The interview should take less than 10 minutes. I will be taking notes during the session to record your answers. Our interview is between you and me. Your answers responses will only be shared with the assessment team members. We will ensure that any information we include in our report does not identify you or your community.</p> <p>You don’t have to talk about anything you don’t want to, and you may end the interview and leave at any time. Are you willing to participate in this interview?</p> <p><b>*If participant is under 18 years old, ask ‘Is your parent or guardian aware you are being interviewed? Is he/she okay with your speaking with us today?’</b></p>		
<b>QUESTIONS</b>		
Insert Question 1 here:		
...		
Question X		
<p><b>Conclusion (read to participants):</b>            Thank you for your time, we really appreciate your willingness to share your ideas. Do you have any questions for me before we end?</p>		

\*Consider using this template as a starting point to develop your group discussion guides as well in Phase 3.

### ANNEX 3. SAMPLE RECORDING FORM FOR ‘MY SOCIAL NETWORKS’

Adapt this template/form following the interview guide, with one column per question. Insert enough rows to record information from all participants interviewed. Each group/subgroup should have its own recording sheet.

‘My Social Networks’				
Location:		Date:		Group/subgroup:
Interviewer:				
Note-taker:				
	[Insert Q1 here]	...	...	QX:
Participant 1				
...				
...				
...				
...				
...				
Participant X				



## ANNEX 4. RAPID ANALYSIS TEMPLATE FOR 'MY SOCIAL NETWORKS'

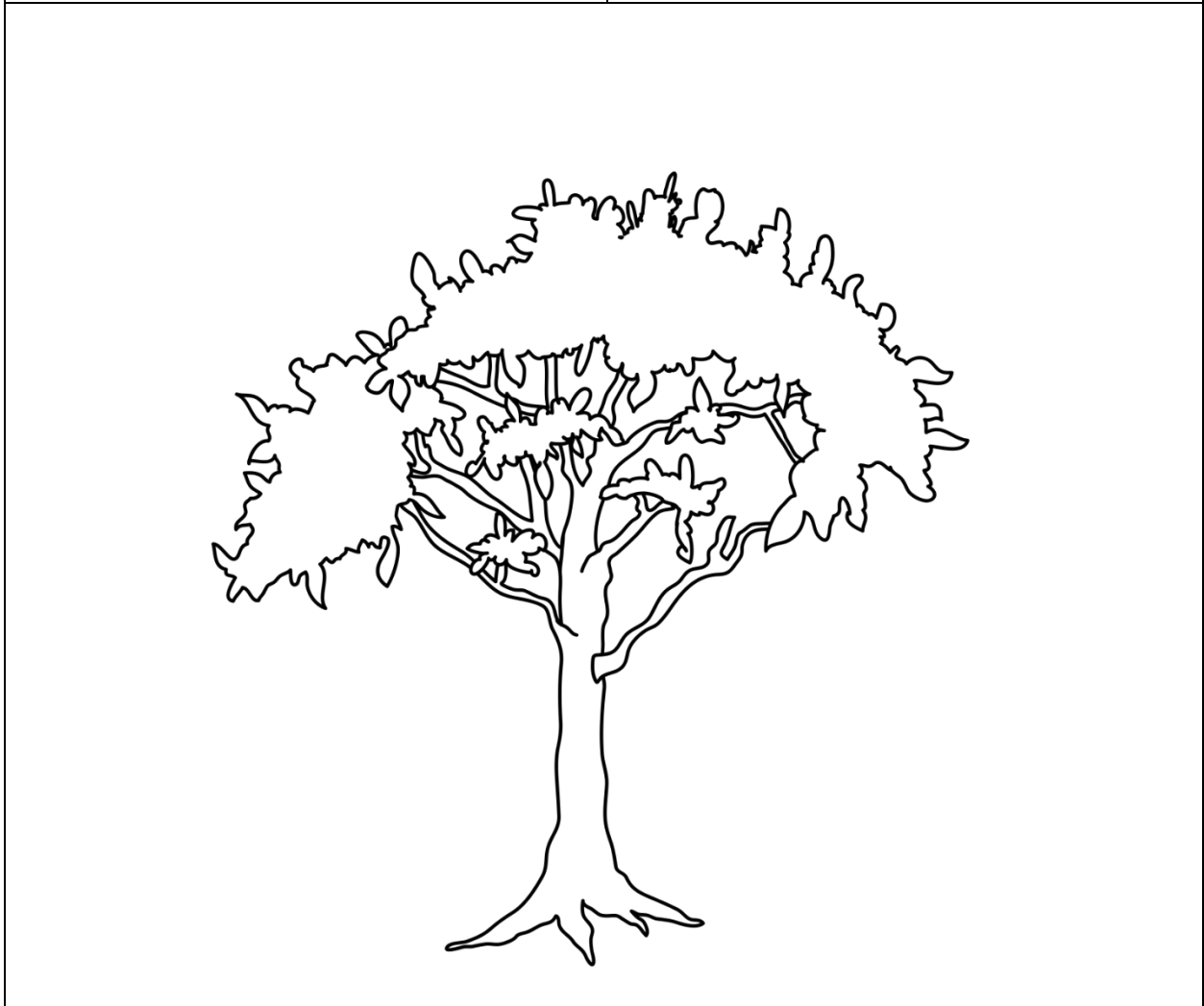
'My Social Networks'							
Location:	Date:	Group/subgroup:					
Behavior(s) of Interest:							
Question: [Insert the question asked here]							
Responses:	[Insert a person type here]	...	...	...	...	...	[Insert person type X here]
Individual 1							
Individual ...							
Individual ...							
Individual ...							
Individual X							
<b>TOTAL</b>							
Notes/comments:							

## ANNEX 5. SAMPLE RECORDING FORMS FOR GROUP DISCUSSIONS (FOR 'FIVE WHYS', 'PROBLEM TREES' AND 'VIGNETTE')

<b>'Five Whys'</b>		
Location:	Date:	Interviewer:
Group/subgroup:	Number of Participants:	Note-taker:
Behavior of Interest:		
TOP FIVE REASONS FOR THE BEHAVIOR OF INTEREST	KEY DISCUSSION POINTS	
1.		
2.		
3.		
4.		
5.		

**'Problem Tree'**

Location:	Date:
Interviewer:	Group/subgroup OR reference group:
Behavior(s) of Interest:	Problem Question/Action:
Top 5 Root Causes of the Problem Behavior 1. 2. 3. 4. 5.	Key discussion points - - - - -



<b>'Vignette'</b>	
Location:	Date:
Interviewer:	Group/subgroup OR reference group:
Behavior(s) of Interest:	Social norm(s) addressed:
Beginning of the story:	
First question break: <ol style="list-style-type: none"> <li>1. Question 1:</li> <li>2. ...</li> <li>3. Question X:</li> </ol>	
Continuation of the story:	
Second question break: <ol style="list-style-type: none"> <li>1. Question 1:</li> <li>2. ...</li> <li>3. Question X:</li> </ol>	
...	

## ANNEX 6. SAMPLE VIGNETTE

### VIGNETTE

#### EXPLORING THE NORM OF PRIORITIZING BOYS EDUCATION OVER GIRLS EDUCATION

Claudine and her younger brother Paul attend the local school. They both work hard at their studies and get very good grades. Claudine is looking forward to starting secondary school. But a month before the school year begins, Claudine's father loses his job. The money that Claudine's mother makes from selling food in the market is enough to pay school fees for only one child.

Q1: In your opinion, how typical is this situation?

Q2: How many families in your community have to choose which child to send to school because they do not have enough money to send all their children? (most/many/some/few)

Claudine's parents decide to pay for Paul's school fees. They say that, as a boy, his education is more important because he will have to get a job and provide for his family. Plus, Claudine's mother can use the extra help at home.

Q3: What are the benefits of going to school? How might having to stay home affect Claudine?

Q4: How many people in this community do you think agree with Claudine's parents that it is more important for boys to be educated than girls? (most/many/some/few)

Q5: Who do you think benefits most from sending boys to school instead of girls?

Q6: Do you think some people in your community have this expectation more than others? Who? Why?

After several months, Claudine's father finds a new job. He is not sure if he will use part of his income to send Claudine back to school. He could use the money for many other things. Meanwhile, Claudine wants to keep learning and become a doctor. She thinks that girls are just as smart as boys and can do the same jobs.

Q7: If Claudine's father decides not to re-enroll Claudine in school, how many people in your community would approve? (most/many/some/few)

Q8: How would family and friends react if Claudine's father decided to pay her school fees again?

Q9: Who among their family and friends would be most supportive? Most critical?

Q10: How do you think this story ends?

## **ANNEX 7. USER FEEDBACK FORM (OPTIONAL)**

*Did your team appreciate the social norms exploration process? What worked and what did not? What was easy and what was difficult? In the course of your social norms exploration, did new activities emerge that should be captured in efforts going forward? Please use the reporting form provided here to record your thoughts and comments and send them via email to [irhinfo@georgetown.edu](mailto:irhinfo@georgetown.edu).*

### **General Program Information**

1. What is your program (location, behaviors of interest, Main Population Groups, strategies, etc.)? What stage are you at in program implementation?
2. Are/how are you evaluating your program? What stage are you at within this evaluation?

### **Process and Results Feedback: Experiences from doing the social norms exploration**

3. Which activities did you select to conduct in your social norms exploration? Why?
4. How much time (days, hours) did the process require? (across adaptation, preparation, application, interpretation, results write up) (*we encourage you to share any templates or tools you can with us to see*).
5. Were you able to understand and apply activities related to the different types of social norms included in the SNET?
6. How was the process of interpretation using the information you found? What reflections can you share? Were the structured participatory analysis exercises helpful? Why or why not?
7. What were the most prevalent social norms in your context in relation to the behavioral outcomes? Why? Please summarize findings.
8. Who were the main/important reference group members for influencing each of those norms identified?
9. How did you/will you apply the learnings from your social norms exploration in your program design or implementation and/or in developing specific measures for your research/evaluation tools?
10. If you are willing to share cost information, we'd like to know the financial, human, and resources required to conduct a full social norms exploration in your context.

### **Feedback on the SNET: Your suggestions for improvement**

11. Was the SNET structured in a helpful way? Unhelpful? Easy to understand? Difficult?
12. Did you find the progression of steps the activities logical? What suggestions do you have to improve the overall usability of the SNET?
13. Was the language simple and clear?
14. What other guidance would you suggest for a future user of this Tool? What to do, and what not to do?