



Social-Normative Behavioral Change (SN-BC) implementation guide

A hands-on implementation guide for change agents and stakeholders working to shift, change and transform social and gender norms that influence violent behaviour against children, women and girls

Adaptable to Sexual and reproductive Health (SRH), Non-Communicable Diseases and Violence prevention interventions

June 2025

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Definition of terms

Violence: Violence is defined as the intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community that results in harm, injury, or death. It can manifest in various forms such as physical, emotional, psychological, and sexual violence.

Agency: The power and ability to make choices and act on them

Attitude: An internal preference

Child protection: The protection of children from violence, exploitation, abuse and neglect.

Collective agency: People act together, united by a common purpose, harnessing the power and influence of the group and building mutual trust

Descriptive norm: One's belief about what others in one's group do in a given situation (e.g. people shake their hands when they meet for the first time).

Factual belief: A belief (correct or incorrect) about how the world is or functions (e.g. the sun raises in the morning, chicken can fly, men are stronger than women).

Gender: The social and cultural meaning attached to someone's biological or perceived sex.

Gender equality: Equal access, rights and opportunities for all people independently of their gender.

Gender norms: Norms specifically defining acceptable or appropriate actions for someone based on what gender they are associated with.

Individual agency: People get more power and control in their own lives: through thinking differently, self-efficacy (confidence and belief that I can make things happen) shared decision-making and/or self-care

Injunctive norm: One's belief about the extent to which others in one's group approve and disapprove of something (e.g. people in my neighbourhood disapprove very much of people who litter).

Reference group: The group of people whose actions (in the case of descriptive norms) and approval (in the case of injunctive norms) matter to an individual.

Sanctions: Anticipation of reward (positive sanction) or punishment (negative sanction) for complying or not complying with a social norm (e.g. I will get a promotion if I always deliver on time; people in my neighbourhood will stop talking to me if I litter).

Social norm: Unwritten rules regulating what actions are acceptable, appropriate and obligatory in a given situation shared by members of a group.

Suggested citation:

Ramadhan Kirunda, Samalie Lutaaya, Aloysious Nyombi et al.; An Adaptable Social-Normative Behavioral Change (SN-BC) Implementation guide. 2024

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Introduction to the guide

This social innovation guide is intended to provide a step-by-step guidance to implementers, practitioners, behavioral influencers, governments and communities to target and address (shift, change and eventually transform) social and gender norms that influence harmful behaviours and practices. We define social innovation as ‘any initiative, product, programme or design that challenges, and over time changes, the defining routines, resource and authority flows, or beliefs of the social system in which the innovation occurs’ (Westley and Antadze, 2010). We believe social innovation is required to create large systems change.

Who is *this* hands-on guide for?

This guide is for program planners, designers and implementers planning norms preventive and responsive activities within violence (and other thematic area) transformative programming, including new projects and mid-project adaptations for improved outcomes. Any program that aims to address normative behaviour can use this guide, whether working at the individual, household, community, or other level.

How can this guide help you?

The program implementation guide provides high-level counsel on designing, developing and implementing social normative programming. It touches on how to identify norms; include norms-shifting tools, strategies and activities, monitoring and measuring social-normative change. The guide provides examples, tools, and links to “how-to” resources.

Theory of change narrative

This theory of change is rooted in people and community centeredness; thus, the change starts and can only be sustained by people and communities. It starts with people and ends with people. The people targeted are the positive deviants and role models – who are non-conformant to the social and gender norms that support and sustain VAC, relate with children non-violently; these include religious leaders, clan leaders, parents (male/female), care givers, schoolteachers, children and duty bearers. The counterparts are same categories of community members who are conformant to the harmful beliefs, gender and social norms that support VAC. The theory of change states that:

WHEN positive deviants and role models (change agents) gain agency to practically work with and help counterparts to gain knowledge – and therefore change, adopt and/or adapt positive beliefs and norms; and **WHEN** the counterparts are supported to embrace the knowledge and adopt new positive beliefs, positive social/gender norms, and agency not to conform anymore to external expectations and pressures that influence VAC; **THEN** a person-centered and community-centered critical mass of positive behavioral influencers will be created, able to practice, support and sustain the spread of a new beliefs’, values’ and a normative behavioral system hence reducing and preventing violence against children.

Theory of change in action example:

Descriptive norm: Do you know a man in your community who beats his wife, but can't stop because he thinks his friends will despise him?

Injunctive norm: Do you know of a man in your community who beats his wife because he thinks other men beat their wives?

The task: A shift, change or transformation in behaviour will happen when the positive deviant or role model supports the counterpart or the one that is conforming or the one that is beating not to beat because very many men like him do not beat or do not expect him to beat.

Shifts/change: Men beat their wives in particular situations

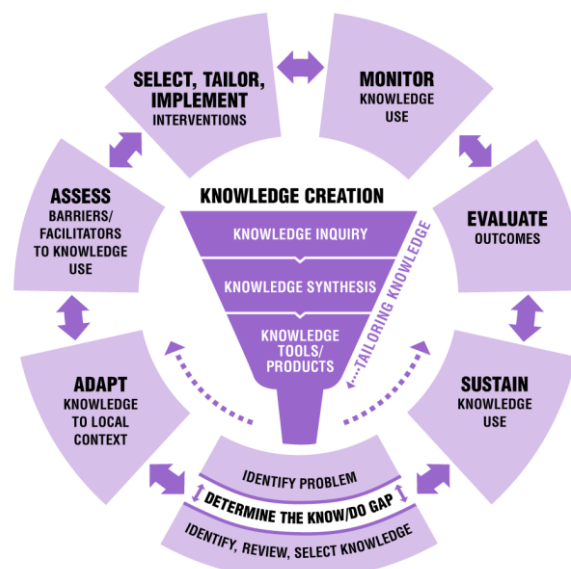
Transformation: Men do not beat their wives

Guiding conceptual framework

Knowledge to Action Implementation (KTA) Framework

For the design and pilot testing of this VAC social and gender norms innovation package, ICS working together with IIDC will adapt the Knowledge to Action framework (KTA) to guide the design, implementation, monitoring and evaluation of the innovation. By adapting the KTA framework we have a systematic, evidence informed approach with a structured and iterative process that facilitates the integration of research and practice-based knowledge into action, resulting in more effective and impactful approach to social and gender norms change. Thus, the knowledge about social and gender norms that perpetuate and cause VAC to be persistent will be harvested, synthesized, translated into action.

The Knowledge-to-Action framework (Graham et al. 2006), provides a comprehensive approach to bridging the gap between knowledge and its practical application in solving behavioral problems. It includes a series of stages such as knowledge creation, synthesis, and application. Figure one below shows the KTA cycle.



The key aspects of the implementation include knowledge Creation, identification of key stakeholders (reference groups, influencers), action planning, implementation, evaluation and planning for scale and spread.

Knowledge-to-Action Framework (Graham et al., 2006). Used with permission.

Overview of implementation process

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
Stage 1: Social, cultural and gender normative situational analysis and evidence generation	Behaviour/problem Social and gender norms exploration	To generate evidence of prevalence of a behavioural problem.	<ul style="list-style-type: none"> Training partner staff on social and gender norms 	Improved capacity in the concept of norms	Social norms facilitators guide	10 days
		To understand the norms and ascertain the know – do gap.	<ul style="list-style-type: none"> Conduct a formative assessment about the behavioural problem 	Evidence of existence of a behavioural problem in target community	Overview of the SN-BC package Primary data collection How to guide on conducting situational analysis and/or formative assessment	1 month
			<ul style="list-style-type: none"> Social norms exploration 	A list of helpful and harmful social norms related to the behaviour. This will include rewards, sanctions and reference groups. Intervention audience and segmentation map	Training on social norms approach and tools Norms exploration and diagnosis concept Social norms exploration tool Sample interview guide Social network analysis tools/guide/egocentric	1 month
Stage 2: Collective visioning and social norms change action planning	Influencer and affected persons' co-design workshop	To agree on broader goal and objectives To ideate/develop solutions and approaches and pathways to addressing	Social norms elaboration and future state co-design workshop	A community powered alteration of harmful social and gender norms matrix	Social norms exploration and diagnosis findings How to guide on community-led co-design	5 days

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
		specific social and gender norms This is key for community ownership and sustainment		Social normative change messages Criteria for selecting change agents	Community-led workshop agenda	
		Assess desired state normative messages along the 7 aspects i.e. Attractiveness and commanding of attention, Comprehension, Acceptability and reception, relevance and fit, persuasive call to action, backlash and stigma, quality improvement of the message.	Pretesting the normative messages	A list of refined and community-endorsed SN-BC message	FGDs and IDIs using the message SN-BC pre-test tool How to guide for conducting normative message pre-test	10 days
		Establish the extent to which target communities are conformant to the social and gender norms	Baseline assessment for social and gender norms	SN-BC baseline report	Survey or community assessment Sample questionnaire	1 Month
Stage 3: Targeting social normative change at leverage points	Identify, assess and recruit normative change agents	Screen and select the change agents out of reference groups and main populations	Individually screen the potential change agents through individual interviews and observation	A primary list of voluntary positive change agents	Checklist for screening, committing and recruiting change agents (<i>Criteria for selecting change agents</i>) How to guide for identifying leverage points for social norms shifts, change and transformation	5 days
			Target these with change or transformative interventions for these reference groups	A secondary list of potential change agents (target these for change before recruitment and commitment)		

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
Stage 4: Change agent capacity sharing and enhancement	Pre-training assessment for change agents	<p>To assess the level of knowledge around social norms, facilitation skills, violence against women and children, social norms change tools and strategies</p> <p>To identify gaps for individualised capacity support, extra coaching needs and inform change agent paring for capacity sharing</p>	Training team administers social norms pre-training assessment form on each participant	Pre-training assessment report	Training assessment form	2 hours
	Foundational training for social norms Change agents	To build the capacity of change agents in normative knowledge transfer	Training for enhancing skills, competencies and knowledge on social norms change	Improved facilitative and social networking skills among change agents	<p>Facilitators guide</p> <p>Role of change agents in social normative behavioural change</p>	2 days
	Understanding children's rights, gender, social norms, agency, power and patriarchy	To increase subject matter knowledge	Orient/train	Knowledge, skills and competencies on children's rights, gender, social norms and patriarchy	Knowledge kit on children's rights, gender, social norms and patriarchy	2 days
	<p>Connecting social norms and violent behaviour</p> <p>How violent behaviour against children, women and girls is related to social and gender norms</p>	Help the change agents to understand the connections of norms with targeted behaviours, and be able to transfer the same to their main populations and reference groups	Physical, sexual, emotional, IPV, GBV etc	Sharpened capability to communicate desired change and normative shifts.	Resource sheet on selected norms with direct and indirect influence on violent behaviour (<i>This can be a vignettes resource sheet</i>)	1 days

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
	Social normative data use	Equip change agents with capability in data use	Training in data collection and rapid analysis	Soft analytical skills	Simple data collection tool	1 day
Stage 5: Solidarity and local alliance building for change agents	Guide change agents to use social network mapping to plan for joint action	Build an implementation network (solidarity and local alliances)	<p>Co-develop the goal and objectives of the social-normative behaviour change intervention</p> <p>Localised social network mapping and action planning</p> <p>Develop implementation plan guided by social norms change tools</p> <ol style="list-style-type: none"> 1. <i>Deliberation and reflection.</i> 2. <i>Trendsetters and positive deviants.</i> 3. <i>Creating a new "reference group."</i> 4. <i>Providing feedback on performance vis-à-vis the norm.</i> 	Localised implementation plan	<p>Social network map tool</p> <p>How to guide on creating new positive social and gender norms</p> <p>How to guide of creating and sustaining a new reference group</p> <p>Action plan template and how to guide</p>	2 days
Stage 6: Implement, Monitor, Learn and document	Harnessing the positive (helpful/healthy) social and gender norms	Build on the positive and bring along the new norms. This will speak to a strength-based approach i.e. some of the norms they know and believe are positive.	Multi-media production and printing of social normative messages	Social-normative change message materials (<i>posters, cartoon, etc</i>)	Social normative content pack	2 – 3 Years
	Pride in healthy and positive social and gender norms		<ul style="list-style-type: none"> • Social norms marketing • Organized diffusion • Modelling behaviour 	<ul style="list-style-type: none"> • Normative shift or change stories • Case studies 	<p>Current and future state norms profiles</p> <p>Positive norms profiles and outcomes therefrom (this can be a resource sheet)</p>	

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
	(Focus on the positive outcome expectations for promotion using relevant norms change tools)	Identifying them and helping communities to know that some of their norms and indigenous knowledge is valuable will earn new norm acceptance	<ul style="list-style-type: none"> • Deliberation and reflection. • Community dialogue meetings 		Deliberation and reflection tool	
	<p>Coalescing against harmful social and gender norms</p> <p>Implementation: Harmful social and gender norms</p> <p>(Focus and call to action against negative outcome expectations using relevant norms change tools and strategies. Adapt relevant content e.g. discipline, gender roles etc.)</p>	Use the future/desired state of the norm to deliberate and reflect on the new change.	<ul style="list-style-type: none"> • Public commitments or declarations • Deliberation and reflection. • Changing laws or regulations • <i>Teams adapt other approaches and pathways to stir community change</i> 	<ul style="list-style-type: none"> • New social and gender norms • Hesitancy reports 	Deliberation and reflection tool	

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
	<p>Resistance and backlash</p> <p>Mentor change agents and duty bearers on data collection, analysis and use through learning sessions.</p> <p>Use the monitoring as well as change indicators co-developed</p>	<p>When they own, interpret and make sense of their data, they will be able to use it to better understand the change in their context and be motivated to act and advocate</p> <p>The community led monitoring will be vital in identifying and mediating cases of backlash</p>	<p>Monitoring aspects of resistance and backlash</p> <p>Monitor reversals in behaviour</p> <p>Community hesitancy monitoring</p> <p>Monitoring conflict between individual belief and social norm</p>	Learning and local innovations/reports	Data use plan and template	Ongoing
	Change in beliefs, perceptions towards the norm will be tracked	ICS tracking of changes and shifts in beliefs around the norms, the practices and the social and gender norms	Annual norms assessment	The environment around normative beliefs and norms	Change agent supervision checklist	
	Change agents and the communities are at the forefront of identifying shifts. We can use the MSC approach to document these shifts and analyse whether they are normative in nature	This will feed continued implementation (using performance vs the norm, as well as correcting misperceptions on the norm)	Train change agents in documenting change stories	Documentation product	Adapted MSC story collection and recording tool	

Component/Stage	Description	Purpose	Tasks/activity	Product	Guiding tools, content and approaches	Time
	Pause and reflection sessions on social normative change at the community level	To amplify data use, evidence informed implementation, evidence informed scale and spread, generate new ideas	Conduct data driven quarterly learning and reflection sessions	Quarterly learning briefs	Monitoring data, Most significant social normative stories of change	Quarterly
Stage 7: Evaluate, plan for scale and spread	The intervention is community designed, implemented, monitored and thus should be evaluated by largely the community should be community led. Technical support will be built during implementation.	When they own, interpret and make sense of their data, they will be able to use it to better understand the change in their context and be motivated to act and advocate	Develop evaluation questions	Evaluation report	Evaluation questions tip sheet	
	Adapt the EAST Scale and Spread Framework	To facilitate the spread of change more organically given that this intervention is a behavioural science and social normative intervention.	Develop spread plans for change agents monitor implementation of the spread plans across social networks, groups and leverage point institutions	Social norms spread plan		

Setting the Stage

Violence against children, women and girls

Violence refers to the intentional or unintentional use of force whether physical or psychological, threatened or actual, against an individual, oneself, or against a group of people, a community, or a government. Violence can either be targeted or indiscriminate, motivated by certain aims, including political, religious, social, economic, ethnic, racial, or gender-based, or unintentional and can be initiated with the aim to directly or indirectly inflict harm, injury or death (Krug et al., 2002).

Categories of violence:

Self-directed violence refers to violent acts a person inflicts upon him- or herself, and includes self-abuse (such as self-mutilation) and suicidal behaviour (including suicidal thoughts, as well as attempted and completed suicide).

Interpersonal violence refers to violence inflicted by another individual or by a small group of individuals. It can be further divided into two subcategories i.e. **a)** family and intimate partner violence – violence largely between family members and intimate partners, usually, though not exclusively, taking place in the home; **b)** community violence – violence between individuals who are unrelated, and who may or may not know each other, generally taking place outside the home. This includes youth violence, random acts of violence, rape or sexual assault by strangers, and violence in institutional settings such as schools, workplaces, prisons and nursing homes.

Collective violence can be defined as the instrumental use of violence by people who identify themselves as members of a group – whether this group is transitory or has a more permanent identity – against another group or set of individuals, to achieve political, economic or social objectives.

Types of violence:

Physical violence: It is the intentional use of physical force, used with the potential for causing harm, injury, disability or death. This includes, but is not limited to scratching, pushing, shoving, grabbing, biting, choking, shaking, slapping, punching, hitting, burning, use of a weapon, and use of restraint or one's body against another person. This type of violence does not only lead to physical harm but can also have severe negative psychological effects – for example, if a child is frequently a victim of physical violence at home, he or she can suffer from mental health problems and be traumatized because of this victimization.

Sexual violence: This type of violence involves a sexual act being committed or attempted against a victim who has not freely given consent, or who is unable to consent or refuse. This includes, but is not limited to forced, alcohol/drug-facilitated or unwanted penetration, sexual touching, or non-contact acts of a sexual nature. A perpetrator forcing or coercing a victim to engage in sexual acts with a third party also qualifies as sexual violence.

Psychological violence (also referred to as emotional or mental abuse): This includes verbal and non-verbal communication used with the intent to harm another person mentally or emotionally, or to exert control over another person. The impact of psychological violence can be just as significant as that of other, more physical forms of violence, as the perpetrator subjects the victim to behaviour which may result in some form of psychological trauma, such as anxiety, depression or post-traumatic stress disorder.

Neglect or deprivation: This is a type of abuse which occurs when someone has the responsibility to provide care for an individual who is unable to care for him- or herself, but fails to do so, therefore depriving them of adequate care. Neglect may include the failure to provide sufficient supervision, nourishment, or medical care, or the failure to fulfil other needs for which the victim cannot provide themselves.

What are social and gender norms and why do we care about them?

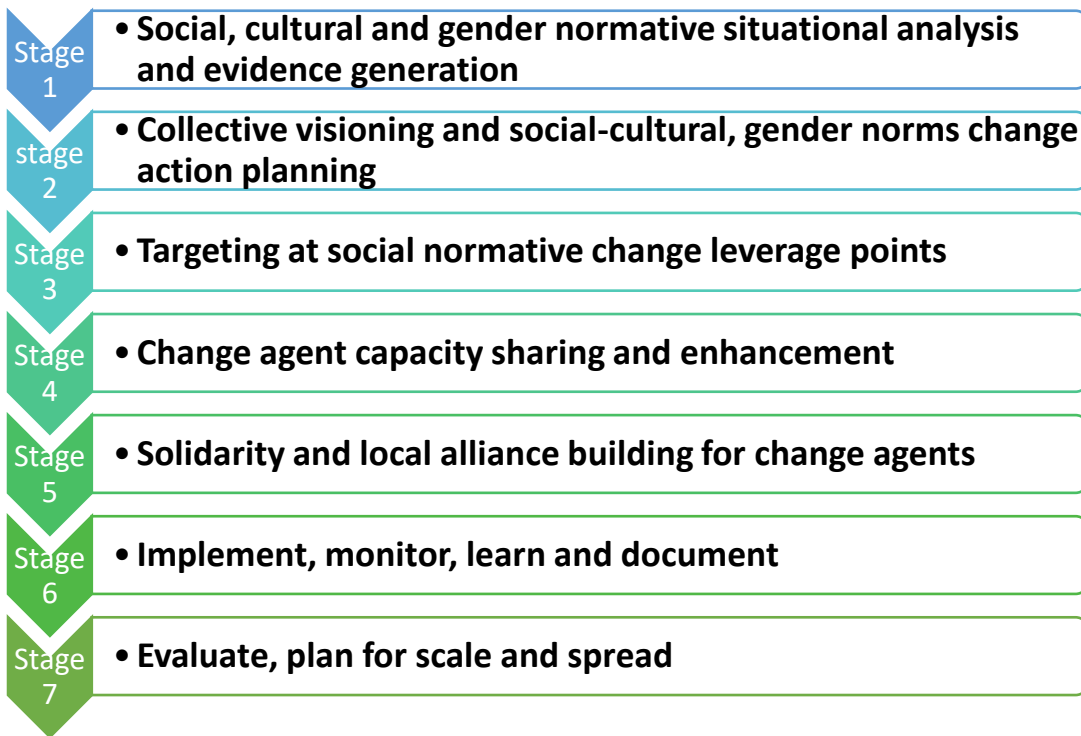
Social norms can encourage or discourage behaviour. A person's beliefs about what they think people should or should not do in their community and their perceptions of typical and appropriate behaviour within their social network represent social norms. These expectations are the perceived informal, primarily unwritten, rules that define acceptable, right, and obligatory actions within a given group or community. Social norms are learned, sometimes explicitly but often implicitly, and evolve over time (IRH 2021).

Failure to address social norms when designing and implementing behaviour-centric programs results in less, thin and over the surface social and behaviour changes than desired. It is complex, yet we must navigate the complexity.

Implementation stages

This community-led implementation guide is organized into seven action stages, and each stage has experience-based guidance to guide design, implement, monitor and learn from social-normative behaviour change (SN-BC) innovation at different stages. Each stage offers consideration, overview, how-to guidance with tips and resources to help designers and community-based change agents (who are the primary implementers) in the implementation and change processes.

Stage 1, 2 and 3 are foundational and implemented by the change facilitating organization technically and logistically responsible for strategic leadership of the change efforts. Stages 4, 5, 6 and 7 are change agent specific stages and are related to actual implementation of norms change activities at the community level.



Stage 1: Conduct a behavioral-problem situational analysis and social norms and gender norms exploration

The main aim of conducting a problem analysis is to confirm the problem and is the foundation for adapting the social norms mentorship guide and subsequent social norms exploration and diagnosis by the target organization. Below are the specific tasks under stage one:

Activity 1.1: Conduct a formative assessment and problem analysis about the behavioral problem

Purpose of the assessment: This provides “evidence-of-existence” of a behavioural problem, related to violence against children, women and/or girls. A concrete problem is the basis of intervening.

Who conducts the assessment: The implementing organization takes lead, together with representatives from target communities. This increases credibility and validates the need for intervening.

Method: A primary qualitative behaviour assessment provides insights into the problem. If good granular data is available and accessible, secondary data analysis can be used.

Outcome: A formative or secondary analytical situational analysis report conclusion and recommendation for social-normative exploration and diagnosis.

Situational analysis guide: Completing a **situation analysis** can take up to two weeks. Consider the size of the project, scope of the literature review, how much data is available and easily accessible, and whether additional stakeholder or audience input is needed. Allow for additional time if formative research is needed to fill in any gaps that may exist in the literature.

Objectives: The team will:

- Understand the *current situation* (extent and severity) of the issue.
- Understand the *broad context* in which the problem exists.

The steps below will help to *identify the problem* and *establish the vision* for the SN-BC intervention. Please note this guide should be followed along with an audience analysis map.

Step 1: Identify the problem or Issue

For many programs or strategies, the problem issue is identified at the outset, such as when a funder releases a request for proposals for a child health. At other times, it may be necessary for an organization itself to identify the broad health issue that needs to be addressed in a particular geographic area. To do so, review existing health and demographic data, survey results, study findings and any other available data to identify the priority health issue. Throughout the review, pay attention to the following types of information:

1. Geographic areas where highly affected.
2. The prevalence or incidence of that health issue.
3. Population segments that are most heavily impacted

4. The existing priorities of the government.
5. The donor landscapes.
6. Trends from one point in time to another.

Step 2: Develop a Problem Statement

Successful SN-BC strategies focus on one specific issue at a time. Addressing too many issues or too general an issue, such as overall violence can be confusing. To help focus the situation analysis, develop a focused problem statement, such as: ***“There is high child marriage among children in Amuria district”***. This has to be backed up by evidence of problem existence.

A well-written problem statement has the added benefit of providing specific search terms to use in collecting documents for the desk review. To develop a problem statement, it may be helpful to first have all of the team members state the problem in their own words. Then, as a group, write a clear one to two sentence problem statement that reflects the team’s common understanding and that can guide the data collection and analysis on that specific health issue.

Step 3: Draft a Shared Vision

A vision provides a picture of what the situation will look like when the SBCC effort is completely successful and will anchor the SN-BC intervention by stating what the program hopes to influence. A good vision statement provides direction, communicates enthusiasm and fosters commitment and dedication. A good vision should:

- *Be Ambitious* – go beyond what is thought likely in the near term.
- *Be Inspiring and Motivating* – call to mind a powerful image that triggers emotion and excitement, creates enthusiasm and poses a challenge.
- *Look at the big picture* – give everyone a larger sense of purpose.

Step 4: Conduct a Desk Review

To better understand the health issue and to address the problem, the team needs to conduct a desk or literature review. To start this process, review the vision and problem statements and divide them up into concepts. Develop a list of keywords related to those concepts. Brainstorm additional synonyms and related keywords for each concept. These keywords will be the search terms used to find relevant literature.

Step 5: Decide the Scope of the Review

Determine how many studies and how comprehensive the review should be. Decide on the dates for the data, the studies to be collected and the best databases (or other sources of information such as partners) to focus the search. Decide whether the review will include only peer review literature or will expand into grey literature.

Step 6: Identify the Relevant Information

Use the keywords/search terms to look for literature that fits within the scope of the review, including existing quantitative and qualitative data about the problem and the people affected. Look for both national and local data using online searches, local library resources, and partner resources. Good sources include:

1. Large-scale, population-level studies such as the Demographic and Health Survey (DHS), Population census, National violence surveys, etc
2. National policies and strategies to address the issue
3. Reports on national, regional, district or health facility-level indicators
4. Published research on the topic
5. Bibliographies and references of relevant research studies
6. Unpublished studies conducted by programs working in the area
7. Stories and reports in the media
8. Census research
9. Media reports
10. Anecdotes and narratives from communities

Step 7: Review and Organize the Data

Focus only on information that will help the project team address the problem and avoid including information that is not as relevant for SN-BC. Organize and summarize the findings in a way that makes them easy to use. While reviewing the data, organize the studies that contain information on potential audiences for SN-BC interventions. Some studies provide information on what people think, feel and do about the problem, what influences their behaviour and the communication channels they use. Capture this information for use in the audience analysis.

A desk review is complete when no new information is discovered, and the articles introduce similar arguments, methodologies, findings, authors and studies. Write a list of questions that are not adequately answered in the available data and questions that arise from the data. For example, the team may need additional information on local practices or beliefs about the health issue.

Step 8: Analyse the Data and Summarize the Findings

Look closely at the information collected. Determine the commonalities and conflicts among the studies. Decide if the information is valid and important in addressing the health issue. A good way to summarize the findings is to write a situation analysis report, which can be shared with the larger project team and relevant stakeholders.

Step 9: Fill the Existing Gaps

Focus group discussions and in-depth interviews with members of potential audiences can help fill any information gaps that remain after the desk review. One way to fill gaps is to hold a stakeholder workshop. Other ways to fill gaps include holding in-depth interviews and focus groups with key informants or potential audience members; and conducting surveys (health, social service, religious or other facilities).

Activity 1.2: Capacity building for partner staff on social and gender norms subject matter

Purpose of partner staff capacity building: To inspire and catalyse learning on social norms

Format and structure: This is a five day's training of staff to deepen their understanding and appreciation of social and gender norms (2022; *Social norms mentorship guide*, page 7).

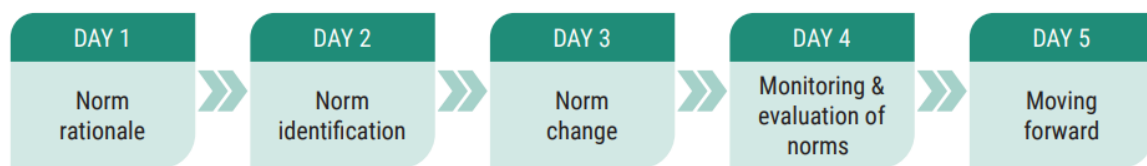
DAY 1: Understand what social norms are and why they are important

DAY 2: Diagnose/identify social norms and reference groups in their contexts

DAY 3: Understand how norms change and what strategies can be used to bring about change

DAY 4: Understand how to monitor and evaluate norm change

DAY 5: Course recap, discuss ethical issues and develop action plans



Activity 1.3: Training of field teams on norms exploration

The mentorship organization (IIDC) together with the program partner staff (new mentor) co-train field teams on social norms exploration and diagnosis. This is the second training targeting field teams.

Target audience: Staff of the implementing/facilitating organization (both senior and field)

Outcome: Staff members can analyse social norms diagnosis data and define / develop a list of helpful and harmful social norms related to the behaviour.

Activity 1.4: Design social norms exploration tools and conduct a deep social norms exploration

Why is effective social norms exploration and diagnosis important?

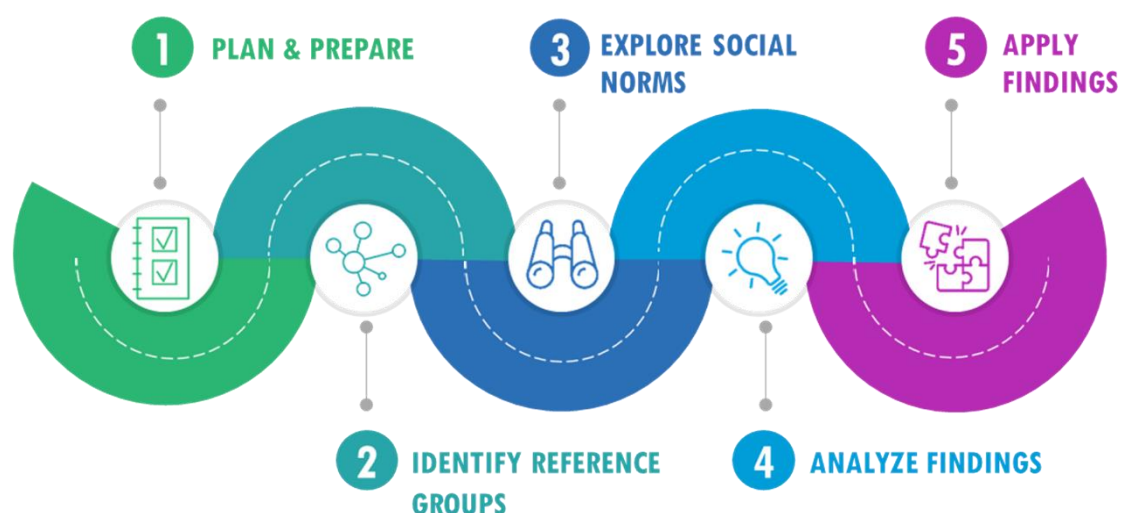
Social norms matter because they influence behaviour. Norms may perpetuate harmful practices and reinforce gender and other inequities. With a solid understanding of existing social norms in a specific community, who maintains (or is perceived to maintain) these norms, and how they relate to behaviours, practitioners can design more relevant and effective programs; and improve monitoring and evaluation efforts, contributing to best practices.

CRITICAL QUESTIONS TO CONSIDER IN A SOCIAL NORMS EXPLORATION

Questions	Why ask?
Who are the social reference groups that influence the behaviour?	Identifying reference groups that influence social norms helps us know who to include in interventions and research
What are the social norms that influence behaviour? And what are the consequences for not following a norm?	Identifying the root causes of a problem – including social norms – ensures that a program articulates and addresses the range of behavioural determinants
What social norms influence the target behaviour the most ?	Discussing, analyzing, and ranking normative factors allows more effective, efficient use of resources

The social norms exploration tool (SNET): The SNET provides step-by-step guidance, exercises, and templates, for participatory, qualitative exploration of the social norms that drive behaviours of interest within a specific context. It also offers guidance on how to interpret findings to inform intervention design and monitoring and evaluation. Below is the step-by-step guidance for conducting norms exploration.

Social norms exploration process



PLAN AND PREPARE: Reflect on norms that may influence behavioural outcomes of interest, then define the exploration objectives, choose and prepare participatory exercises.

IDENTIFY REFERENCE GROUPS: Use participatory exercises with project participants to identify reference groups and conduct rapid analysis

EXPLORE SOCIAL NORMS: Use participatory exercises with project participants and reference group members about factors influencing specific behaviours, unpacking norms and their relative influence.

ANALYZE FINDINGS: Conduct participatory analysis to compare, contrast and identify themes and develop findings brief

APPLY FINDINGS: Apply findings to design or refine programs for action, focusing on developing specific strategies to address the most important norms and engage reference groups.

Activity 1.5: Conduct a social-normative intervention audience and segmentation map

An audience analysis is a process used to identify and understand the priority and influencing audiences for a SN-BC approach/innovation. The priority and influencing audiences are those people whose behaviour must change to improve the outcomes. An audience analysis informs the design of materials, messages, media selection and activities of a SN-BC approach.

How to conduct audience mapping and analysis

It establishes a clear, detailed and realistic picture of the audience. As a result, messages and activities are more likely to resonate with the audience and lead to the desired change in behaviours. Audience analysis looks at:

- Socio-demographic characteristics such as sex, age, language and religion.
- Geographic characteristics like where the audience lives and how that might impact behaviour.
- Psychographic characteristics such as needs, hopes, concerns and aspirations.
- Audience thoughts, beliefs, knowledge and current actions related to the health or social issue.
- Barriers and facilitators that prevent or encourage audience members to adopt the desired behaviour change.
- Gender and how it impacts audience members' behaviour and ability to change.
- Effective communication channels for reaching the audience.

Who Should Conduct an Audience Analysis: A small, focused team should conduct the audience analysis. Members should include communication staff, health/social service staff and, when available, research staff. Stakeholders should also be involved throughout the process. Consider effective ways to engage stakeholders to gain feedback and input, including in-depth interviews, focus group discussions, community dialogue, small group meetings, taskforce engagement and participatory stakeholder workshops.

When Should Audience Analysis Be Conducted: An audience analysis should be conducted at the beginning of a program or project, in conjunction with a situation analysis. The team should start thinking about the audience during the desk review and fill in any gaps during the stakeholder workshop. It is part of the

Estimated time: Completing an audience analysis can take up to three to four weeks. When estimating time, consider the existing audience-related data, what gaps need to be filled and whether additional stakeholder or audience input is needed.

Why conduct audience analysis and mapping: After completing the activities in the audience analysis guide, the team will:

1. Determine the priority audience.
2. Determine the influencing audience(s).
3. Describe the priority and influencing audience(s).
4. Develop an audience profile for each priority and influencing audience(s).

Pre-requisites for audience analysis and mapping: Situation Analysis

Steps in conducting audience analysis and mapping

Step 1: Identify Potential Audience(s)

To address the problem statement and achieve the vision decided upon during the situation analysis, brainstorm and list all potential audiences that are affected by or have control over the health or social problem.

Step 2: Select the Priority Audience

An effective SN-BC intervention must focus on the most important audience. The priority audience is not always the most critical audience, but *is the group of influencers, reference groups, whose behaviour and normative beliefs must change* to trigger and influence positive change. The number of priority audiences depends mainly on the number of audiences whose practice of the behaviour will significantly impact the problem.

To identify the priority audience(s), keep in mind the vision and social-norm(s) being challenged and/or addressed. Then consider:

- Who is most affected
- How many people are in the audience
- How important it is that the audience change their behaviour
- How likely it is that the audience will change their behaviour
- Who controls the behaviour or the resources required for a behaviour change

Step 3: Identify Priority Audience Characteristics

Identify the socio-demographic, geographic and psychographic characteristics of each priority audience and reference groups. Include their communication preferences and other opportunities to reach them.

Step 4: Identify Knowledge, Attitudes, Practices and Norms

Understand what the priority audience knows, thinks, feels and does about the problem to determine the audience's stage of behaviour change. This allows the program to tailor messages and activities based on the audience's knowledge, beliefs/attitudes and social/gender norms around the behaviours of interest.

There are a number of ideational factors that commonly influence individual behaviour and should be considered when examining the audience's knowledge, attitudes, beliefs and behaviours. Ask questions such as:

- What does the audience already know (knowledge) about the problem?
- How does the audience feel about the problem (attitude)?
- How does the audience see their role with respect to the problem (self-image)?
- What are the social norms toward the behaviour in question (social/gender norms)?
- How capable does the audience feel about confronting the behaviour (self-efficacy)?

- What level of support does the audience believe they would receive from family members or the community for not conforming (social support and influence)?
- How capable does the audience feel about deliberating and reflecting on the problem?

Step 5: Identify Barriers and Facilitators

It is crucial to know the sanctions and rewards that prevent and encourage the audience to practice or influence the desired behaviour. Identify barriers and facilitators of change in the literature and list them in the table. If the desk review does not adequately identify behavioural factors, conduct additional qualitative research (interviews, focus groups) with members of the priority audience. Some important barriers to consider include:

Step 6: Consider Audience Segmentation

Audience segmentation is the process of dividing the priority audience into sub-groups according to at least one similar characteristic that will affect the success of the SN-BC effort. Look at the selected priority audience and decide if it is similar enough that it can be effectively reached by the same set of *channels*, *messages* and *interventions*.

Ask the following questions about the priority audience to decide if segmentation is necessary:

- Are any audience members particularly difficult to reach, requiring a different set of channels?
- Do any audience members have distinct views or concerns about the behaviour?
- Do any audience members require a different message to reach them effectively?
- Are any audience members at greater risk?

If yes, the audience may need to be segmented further.

Step 7: Identify Key Influencers

Based on the priority or segmented audience, identify the most influential behavioural reference groups. Search the situation analysis, **stakeholder workshop** and any qualitative research findings for indications of who strongly influences the priority audience's behaviour. Their different roles – as friends, family, leaders, teachers, family counsellors, advisors, health providers and the media – often determine their level, depth and breadth of influence.

Step 8: Organize the information about the influencers of the intervention

For each influencing audience identified, search the literature to identify information about them and their relationship to the priority audience. Look for:

- How strongly the group influences the priority audience
- What behaviours they encourage the priority audience to practice
- Why they would encourage or discourage the desired behaviour
- How to reach them

Step 9: Develop Audience Profiles

Review the notes about each audience and try to *tell the story of that person*. Audience profiles bring audience segments to life by telling the story of an imagined individual from the audience. The audience profile consists of a paragraph with details on current behaviours, motivation, emotions, values and attitudes, as well as information such as age, income level, religion, sex and where they live. The profile should reflect the primary barriers the audience faces in adopting the desired behaviour.

Stage 2: Collective visioning and planning for action

Activity 2.1: Social norms elaboration and future state co-design workshop

A collective action is an action cooked up and carried out by a group of people to get the public, political authorities, and other community stakeholders to act in a certain way. Groups generally conduct collective actions as part of broader campaigns (Oxfam, 2010). In our case, we seek to build momentum and campaign for positive social and gender norms transformation. This collaborative process is important because it is going to help us build trust between as individuals from different sectors who would not normally find ourselves working on a common community project.

The value and power of our collective visioning for the future of our community and our world is critical to ensuring that we create lasting change for sustainable communities

When people vision together, they get excited and become much more invested in creating the future of their dreams. They begin to take more ownership in their organization, school, or community and take on responsibility for the plan they create together. They begin to say “we” and “our” and feel that they are a critical part of the process. They volunteer to do more and are more accountable than is usually seen in groups that are not grounded in a collective vision and action plan. People develop a deep sense of community and connection. The work comes from a place of joy and hope (Linda Stout, 2011). Collectively visioned and planned interventions not only address the needs of beneficiaries, but do so in an efficient manner, maximizing resources to leverage greater impact. A properly executed design process will help you work through the feasibility of not just your plans, but also your goals.

A co-design meeting, we will collectively understand the problems we are facing, diagnose the social and gender norms around the issues/problems, co-develop the desired normative state that we want to see for our community and agree on action that we as a community will take. We will develop social-normative behaviour change messages which will be a play a big part in the social-normative change activities.

Notes: Refer to co-design and learning harvest agenda on annex 3: Workshop Agenda for designing a VAC social norm’s change intervention.

Activity 2.2: A community powered alteration of harmful social and gender norms matrix with goal, objectives and measures

Community powered change is about amplifying community voices to build the future we want to see. It is the work of defining transformative change from the communities' perspective, transforming the ways in which communities engage with each other and with institutions and organizations that create conditions and policies affecting our everyday lives. Community powered action is linked to movement building and organizing.

Movement building and community organising look to build connections and create new bonds to build power to challenge and change the status quo in terms of behaviour. It is this realisation of the power of connection and collective action that connects that are networks diverse.

Below are the broader goals and objectives for the intervention. From these, each team will develop their own context specific and norms specific goals and objectives – which will inform the action plans for the reference groups.

Ultimate Goal: Children are free and sustainably protected from all forms of violence

Penultimate Goal: Community belief and value systems that prevent all forms of violence against children strengthened

Objectives:

1. To change and transform the social and gender norms that support physical violence against children
2. To change and transform the social and gender norms that influence sexual violence against children transformed
3. To change and transform the social and gender norms that influence economic violence against children transformed

The social norms alteration and/or future state of norms matrix (annex xx) illustrates the desired change.

Activity 2.3: Develop social-normative behaviour change messages

What is a social-normative behaviour change message: We define it as a message that seeks to confront, alter and change a harmful social norm that influences negative and/or violent behaviours at the community and school level.

Unlike the conventional behaviour change messaging and SBC approach, this social-normative approach targets the norms directly and normative messages are co-developed with the community, aimed at confronting harmful while promoting positive social and gender norms. Messages are developed through a co-design workshop

Activity 2.4: Develop a social-normative pre-test tool and pre-test the messages

How to conduct social-normative message pre-test

Step 1: Outline the pretest goal and objectives

Goal: To pilot test and validate social-normative messages that confront normative expectations that propel violence against children and motivate collective action.

Objectives are:

- a) Assess the level and factors around attractiveness, normative focus, confronting rewards/sanctions and call to action dimensions among others of the normative messages among the targeted behaviour influencers
- b) To examine the extent and how the normative messages are comprehensible and clear to the targeted audiences/influencers
- c) To assess the acceptability and reception of the messages by the different types of reference groups and influencers
- d) To examine the relevance and fit of the message to the community, culture, context in relation to the behaviour of interest
- e) To examine the extent, how and in what direction the normative messages are persuasive and trigger a call to action among the reference groups and behaviour influencers
- f) To identify normative messages or components of messages that can cause backlash and stigma among target audiences/groups
- g) To explore and identify ideas that support community-led improvement in the quality of the normative messages

Step 2: Choose the methods for the pretest

Data will be collected using a structured qualitative data collection/assessment guide. We will use qualitative methods, mainly group discussions of about 6 – 10 homogeneous reference group members. Where need be, the team will use in-depth interviews with key behavioural influencers.

Step 3: Plan the pretest

Depending on the resources (human and financial), the team will identify and plan for the group discussions. The team will identify the reference groups that emerged from the design workshop and select identical reference groups in a new location on whom to test the messages. It is important to ensure that no participant(s) who took part in the design is selected to be part of the pre-test audience.

Step 4: Develop pretesting guide and questions

The tool was been developed and tested in Shinyanga, adapted in Kisumu and can be used by all interventions targeting social and gender norms change across the world.

Step 5: Conduct Pretest

This is the actual field work, characterized by interviews with carefully selected audience. For each message, conduct 1 – 2 group discussions to get multiple views from 1 – 2 types of reference groups (where applicable)

Step 6: Analyze Data and Interpret Results

IIDC will provide hands-on support to the team to conduct the analysis of the information, mentor the team on analysing and interpreting findings.

Step 7: Summarize the Results

The results will be compressed and framed into a learning brief

Step 8: Revise the messages and retest (If changes are made)

Based on the recommendations and need, the team will analyse messages, and package them, ready for actual use at the community level.

Activity 2.5: Develop criteria and checklist for selecting social-normative change agents

Introduce the activity and say that:

In trying to change harmful behaviours among people, the person influencing that behaviour is expected to be of high standard, is practicing the behaviours he is preaching and respected by his or her peers.

Qualities of a good change agent?

Has anyone influenced you on issues regarding your daughter's education e.g. selecting the type of school you should take her, do you have someone you confide in, trust and seek advice from when you have temporary misunderstandings with your wife?

What qualities does he/she have?

List about the main qualities mentioned by the group, and consider the qualities they are suggesting. The ideas from the group should be added on the checklist and reflected upon for context and fit, to over and above allow for a selection criterion that fits community definitions of a change agent, while at the same time meeting generally accepted criteria.

A good change agent should

- have good facilitation skills.
- be a good influencer.
- be an effective communicator – able to pass on key messages across the community
- be a role model – must model the behaviour they are trying to change
- be residing in the target implementation community
- be reliable
- be part of community social networks and good at mobilizing people to engage in community activities
- be able to articulate issues or document what is happening in the community
- Active and good listener

Notes: During the selection of change agents, implementers are advised to be mindful about diversity. Balance the gender of selected change agents (male / female). Attach appropriate change agents to relevant reference groups that they can influence etc.

Activity 2.6: Design and implement a social-normative baseline assessment

Introductory activity:

- A) Ask participants to each, anonymously write down the definition of the term baseline i.e. what they think a baseline is.
- B) Record the number of people who know it or have a hint about it
- C) Record the total number of people who have responded or participated
- D) Get a baseline value

What is a baseline?

A “baseline” refers to measurements of key conditions (indicators) before an intervention begins, from which change, and progress can be assessed. In simple terms, it is the “point at” and “state in” which you are before doing an activity aimed at improving your situation. Many people engage in activities without marking their start point and this makes it difficult for them to measure progressive improvement and change.

Example: We started when the number of change agents who know the term baseline are XX. By the end of this topic and activity, we will know how many know the term baseline, and so we will be able to measure the improvement in knowledge and the actual change level.

What is a social-normative baseline assessment: It is the numerical (quantitative) and categorical (qualitative) starting point for on individual and group based normative behavioural indicators. For this innovation, it provides the social and gender norms around violent behaviour, but also number of people who are influenced, believe in and conform to the social and gender norms of interest. It helps the change agents and facilitating organization an understanding and picture of the magnitude of the problem and the dose effort that may be needed to address the social and gender norms.

How to conduct a normative assessment baseline:

This is a technical activity and needs to be done with the support of the district local government data officer and community organizations monitoring and Evaluation officers. What must you have to do a baseline:

- Have a clear problem you want to solve or answer (E.g. Men don't help their wives with home/domestic work)
- A desired state e.g. all responsible men should be helping their wives with home/domestic work
- Baseline assessment questions (How many men help their wives with home/domestic work like cooking, washing etc?)
- Baseline population that you are targeting (Men who are married or in union with their wives and are aged between 18 and 39)
- Interview guide (Detailing how you will ask the questions)
- Pen and paper (For you to document your results)

Intervention targets: This is a specific, planned level of result that the team plans to achieve in terms of number reached and actual change within an explicit timeframe. Targets are critical to motivate the change agents' team, to establish clear expectations, and compare with actual performance to assess and adjust implementation. A baseline value for an indicator is not a target, target but its used to inform realistic target setting.

Change agent's sample monitoring and evaluation data collection plan

Questions	What to consider
<i>Who will collect data?</i>	Someone MUST do data collection, and they need to know it's them (or when it's them). It is good if change agents collect it but recognise and check the opportunity costs. ICS can hire and train data collectors.
<i>What data will they collect? Are these data (yes/no, categories) or <u>variables</u>? (measured numerical data)</i>	Need clarity on what is needed (operational definitions need to be available and understood. What data will be collected, qualitative or quantitative? What questions? Questions about what? (Knowledge, beliefs, norms, sanctions, etc)
<i>Where will they collect the data?</i>	Need to know where the data will be gathered and in which locations. In this case, it is Kore (KY)
<i>When will they collect the data?</i>	Need to agree frequency of data collection. This depends on process throughput and cycle time.
<i>How will the data be recorded? Is there an existing source?</i>	This is a social innovation, and norms are rarely found in existing systems. Develop simple but comprehensive tools. Sometimes existing information systems can be adapted.
<i>Will we count every person or take a sample?</i>	We only need just-enough data, so sampling is useful, agree on a sampling methodology. If change agents collect data in their groups, they will interview all participants in their social networks.
<i>Are there obvious stratifiers?</i>	Stratifiers are subdivisions of data that reflect known differences (for example we will stratify the data and responses by sex, priority group, reference group type, age group, institution education level, disability?)
<i>What analytical tools do we plan to use?</i>	Need to understand how the data will be analysed and presented so we can see if there are changes in the target process, output, and outcome indicators. This is the basis for measuring improvements in status. We will track both descriptive statistics (e.g. median, mean, range, standard deviation) as well as qualitative change metrics by way of normative theme transitions measures.
<i>How will data be presented? – type of chart or table</i>	What tables and graphical tools: histogram, Pareto chart, line graph (run chart, control chart) will be used
<i>Who will do analyses and create charts?</i>	Someone needs to do it, and they need to know it's them. The change agent can do group level analysis while ICS does the higher level or combined analysis.
<i>Who (or which group) will receive and review the results? How often?</i>	It is very important that someone is reviewing outputs and able to act on them. The facilitating organization (ICS) will review results.

Stage 3: Targeting at social normative leverage points

Leveraging is the process of targeting an intervention at points in a system that can generate broad change. **Leverage points** are places in a system where, as systems theorist Donella Meadows has said, “a small shift in one thing can produce big changes in everything.” Once leverage points have been identified, participants in collaborations and networks can form teams to define and implement plans for how they will work together to affect the system.

Leverage point influencers: These are change agents who are positioned and connected to expansive networks, where the target social and gender norm is highly prevalent. Because of their a) influencing power, b) dense networks, c) positioning and d) willingness to act, their actions can potentially lead to a shift, change and/or transformation in normative behaviour for positive outcomes.

Two key actions under phase 3:

1. Identify and validate the leverage point institutions
2. Identify and validate leverage point influencers and change agents
3. For each geographical location, constitute change agent teams to intervene

Using the baseline results, the change facilitating organization and the change agents identify the individuals, groups and entities that have leverage on each of the social and gender norm.

Activity 3.1: Screen and select change agents

Checklist for screening and selecting agents

#	Personal qualities	Assessment question or exercise	Write the score in allocated range (0 – 20) and comment 1 or 2 for each quality. 1 = Ready for training and deployment. 2 = Ready for training and for targeted activities
1.	Facilitation skills 20 points	<ol style="list-style-type: none">i. When was the last time that you facilitated any discussion?ii. What was the topic?iii. Whom did you discuss with (check if group or individual)?iv. What strategies/ways would you use to keep your participants engaged or active?v. Did you find difficulty in facilitating a group session?vi. How would you handle conflict between participants?	

#	Personal qualities	Assessment question or exercise	Write the score in allocated range (0 – 20) and comment 1 or 2 for each quality.
			1 = Ready for training and deployment.
			2 = Ready for training and for targeted activities
		vii. What strategies will you use to effectively deliver the right content to your audience viii. Describe how you will ensure every participant's voice/opinion/perspective/point of view is heard regardless of personality difference and background?	
2.	Influencer and strong reference group leader 20 points	i. What is it that people admire about you? Have you ever influenced people to do things differently? If yes, how did you do it? ii. How do you build trust among your influence group? iii. Using your networks what strategies would you implement to ensure participants are not misled or misinformed?	
3.	Listening and Communication skills 10 points	i. Can you tell us of a time you encountered a sensitive case? How did you handle it? What did you learn from this experience ii. How would you make a group of people buy into your idea	
4.	Role model 10 points	i. In this community who do you consider a role model and why? ii. Which qualities mentioned above do you think you possess? Has any other person confirmed or reaffirmed/validated these qualities? iii. What challenges or opportunities do you have to make you a better role model?	
5.	Residence 10 points	i. What are some of the predominant harmful beliefs in your community that promote VAC/W?	

#	Personal qualities	Assessment question or exercise	Write the score in allocated range (0 – 20) and comment 1 or 2 for each quality.
			1 = Ready for training and deployment.
			2 = Ready for training and for targeted activities
		ii. If you want to address these cultural norms, what do you feel is the best language to use? How conversant are you with the language? iii. What is your current residence? How long have you stayed there?	
6.	Community social networks 15 Points	i. Are you part of any network within or outside the community? If Yes which ones and what are their areas of interest ii. What is your role in the network?	
7.	Reliability 10 points	i. How much time do you commit to community engagement work ii. What is the longest time you have taken to address a concern in your community? iii. Have you ever experienced backlash in your society? How did you address it? iv. Give us a scenario where you had to go out of your way to address an urgent community concern that was raised.	
8.	Articulation of issues or documentation skills 5 points	i. Have you ever led a community engagement forum? Who was the target? What was the message ii. How do you collect and share feedback on community engagement activities iii. Have you ever handled sensitive information in the community and hoe did you ensure confidentiality	

Activity 3.2: Identifying leverage point institutions/groups for social norms shifts, change and transformation

Addressing social and gender norms which are major root causes of VAC/W requires that interventions identify “leverage points”, “leverage point institutions” and “leverage point institutions” that impact the whole systems and structures, and then work with them in a strategic and coordinated effort over time.

Method: Group discussion and dialogue

Participants: Actors from leverage institutions e.g. religious leaders, cultural leaders, political groups, local community groups, farmers groups, social-economic groups

Exercise: conduct a group deliberation session

Examples of leverage point institutions

At community level, the leverage points in Teso sub-region, Eastern Uganda are;

- Cultural institutions
- Religious institutions
- Education institutions
- Traditional herbalists
- Organized community groups
- Health institutions
- Local government institutions
- Peer groups
- Farming and economic groups
- Socialization groups

To assess the degree of leverage to an intervention point we can use the iceberg model and ask which level the institution is operating on, i.e. event, trend, structure or paradigm. The lower the point at which the institution operates along the iceberg the higher the leverage.

Change agents must be placed in the system, at places of influence, so that any positive but minimal effort and resources will create the largest long-term influence.

Stage 4: Change agent capacity sharing and enhancement

Objectives of the training: At the end of the training, change agents will

- Understand what violence is and what violence is not
- Understand what social and gender norms are
- Be responsibility-orientated and understand the roles of change agents in social normative behavioural change
- Improved facilitation skills
- Improved capacity to monitor social and gender norms' change

Duration: Summary of 5 days physical training of change agents

- Day one – Pretraining evaluation, understanding violence, Introduce social norms
- Day two – Deepen social and gender norms + normative change tools and strategies
- Day three – Communication in norms change + Facilitation skills in social and normative change (session 1 & session 2)
- Day four – Role playing facilitation skills, alliance building, how to make a workplan
- Day five – Implementation, monitoring, learning, documenting (Talk about evaluation, scaling and spreading change)

No of facilitators: 3 people

Audience / No. of trainees: 30 change agents

Materials / cost items: Meeting venue, meals, transport for participants, stationery e.g flipcharts, markers, notebooks, pens etc

Guidance:

(20 min) **Greet** participants; **thank** them for coming to the training.

Introduce yourself.

Ask the participants to find one person in the room that they do not know well and sit together. Explain: Your task is to introduce yourself to the person who will then introduce you to others. When introducing yourself, say:

- your **name**
- your **expectations** from the training (what do you hope to learn)
- which **behaviour** you tried to adopt / change in your life but have not succeeded (e.g., exercise regularly; eat fewer sweets; spend less time on the phone; wear seatbelts; etc.)

Ask participants to **present** their new 'colleague'. If any of their expectations are not realistic, **clarify** it. **Record** the behaviours they mention on **flipchart #1**.

(5 min) When the introductions are over, ask people whether they can know what the **main benefits of the behaviour** they tried to adopt are (e.g., being fit, losing weight, learning new

things, etc.). Do not ask them to list the benefits – just assess whether they are aware of them or not. Most likely, all participants are aware of the benefits.

Ask: *“How is it possible that we are perfectly aware of the benefits of practicing these behaviours but haven’t adopted them yet?”* Let people share their thoughts.

Explain to the participants that **awareness of why a given behaviour should be practiced usually is not enough**. Often, people know perfectly well what they should be doing but they still do not do it. This is because there are other factors that prevent them from adopting the behaviour.

Highlight that if we want to be effective in helping people adopt various behaviours, raising their awareness usually is not enough.

Explain that this training was organized to **help participants learn new communication and facilitation skills** that will help them promote the various behaviours in a more effective manner.

Activity 4.1: Orienting Change Agents on what violence is and what violence is not

Overview	In this session, participants will define violence, understand the risks, know the forms of violence and how violence is manifested
In this session change agents will	<ul style="list-style-type: none">- Know what violence is or is not- Know the forms of violence- Where violence occurs- How it manifests and the effects- Know the causes of violence and who is at risk
Activities	Topic 1: Defining violence (30 mins) Topic 2: Forms of violence (10 mins) Topic 3: Where violence occurs (10 mins) Topic 4: Who is at risk (20 mins) Topic 5: Causes of violence (60 mins) Topic 6: Manifestation of violence (30 mins) Topic 7: Effects of violence (10 mins)

Preparation needed	WHO definition of violence Case scenarios
Time	One day

Topic 1: Defining violence

- Ask the group to create their own definition of violence.
- Write the different definitions of violence on flipchart.
- Then read their definition(s) of violence and conclude by connecting their definitions to the World Health Organisation (WHO) definition of violence.

General definition of violence: Any action or words that cause harm, injury, sadness or death to a person.

WHO definition of violence: Violence is defined as the intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community that results in harm, injury, or death. It can manifest in various forms such as physical, emotional, psychological, and sexual violence.

Topic 2: Forms of violence (10 mins)

- Ask the group to mention the different forms of violence that they know.
- Write them on flip chart.
- Refer to the following details to explain each form of violence

Physical violence: Beating, slapping, pushing, shoving, twisting your arm, hitting, throwing something at someone, kicking, caning by teachers and leaders among learners, punching, pinching, ear pulling, knuckling, denying food.	Emotional/psychological violence: Shouting, shaming, discriminating, name calling, bullying, insulting, threats (threatening violence, abandonment, to hurt the children, etc.), isolation (denying access to friends and family, restricting movement), neglect, false accusation, spreading rumours, teasing, intimidation, humiliation and ignoring children as punishment.
Sexual violence: Exposure to sexual acts and inappropriate materials, unwanted sexual attention, unwanted touching/grabbing, sexually explicit language/ comments, fondling, exposing learners to pornography, online sexual violence, sexually suggestive remarks/offers, Female Genital Mutilation, early marriage, vaginal or anal intercourse actual or attempted, defilement, child prostitution.	Economic violence: Withholding food, money, or clothing as a punishment, child labour (children working in teachers' farms, children employed as house helps, working in stone quarries, children vending merchandise, child sacrifice), taking away money or goods that a child has earned, exorbitant school requirements (textbooks, hardware materials), abandonment, denial of opportunities or inheritance, child trafficking

Topic 3: Forms of violence

Sexual Abuse: When a child or young person is tricked or forced into sexual activity. (This includes when a child is involved in any type of sexual activity with an adult, as the power adults have over children mean that it can never be a consenting activity). It could include sexually touching a child's body, forced penetration/sex acts, making a child undress or touch someone else sexually. It could also include abuse where there is no physical contact with the child such as showing them pornography/ explicit pictures, making them take part in sexual conversations or a person exposing themselves to a child.

Physical abuse is whenever someone hurts or harms a child/young person on purpose, this could include hitting/ slapping, kicking, shaking, throwing, burning, biting, scratching and breaking bones

Emotional abuse or psychological abuse is the continual emotional mistreatment of a child, and could include trying to deliberately scare, isolate or ignore a child, calling them names, belittling, bullying behaviours or breaking down their confidence a self-worth by repeating negative messages

SRGBV – School related Gender based violence is any form of gender-based violence that occurs in school, around the school, on the way to school or involves school-based relationships.

Neglect is an ongoing failure to meet a child's basic needs – for example by not providing enough nutritious food, not getting medical treatment when it is needed, not providing adequate clothes or shelter for them, or failing to ensure they go to school and receive a basic education. Neglect implies a deliberate choice on the part of parents or caregivers to withhold necessities from children and fail to care for them adequately despite having the necessary means, knowledge and access to services. There are also cases where parents/caregivers are unable to provide for the basic needs of their children due to poverty, deprivation or other issues beyond their control, but this form of neglect does not result from acts towards the child of deliberate commission or omission.

Topic 3: Where violence occurs (30 mins)

- Write each form of violence on flipchart
- On another flipchart, write the places where violence occurs
- Hang the flipcharts parallel to each other
- Ask volunteers to use a marker and match each form of violence to a place where it mainly occurs.
- In a plenary, discuss why each form of violence mainly occurs in specific places

Settings where violence takes place: At home, in school, in community spaces, online and in institutions of care (commonly referred to as orphanages)

At Home: not all homes are safe for all children, and members of the family can be perpetrators of violent behaviour towards children, extending to child sexual abuse and exploitation. Most

children experience least one form of physical punishment at the hands of close family members in the context of discipline.

In school: Teachers and school leadership may lack the knowledge and skills to adequately support and ensure learning environments are safe. Some schools still use punishment to “discipline” those who come late, who do not pay attention in class and for those school children who are perceived as ‘troublesome’ or ‘disobedient’. Peer-to-peer violence is also common in school, at home in cases of extended families and in the wider community.

In community settings: When children are neither at home nor in school, they are not in the charge of someone whose role towards them includes their protection, including from sexual harm, and they are therefore more vulnerable. Many children and young people experience sexual abuse or violence while en route to and from school, including on public transportation or at recreational areas

Online /cyber space: Increased access to communications, technology and internet has also led to an increase in virtual forms of sexual abuse such as child pornography, sexually exploitative representations of children and exposure of children to graphic and violent sexual imagery

In institutions of care /orphanages: Children in institutions of care are more likely to experience abuse than children in families. Institutional care severely harms children. Living and care conditions in these institutions are inadequate leaving children more vulnerable and at risk of abuse, neglect and exploitation.

Toipc 4: Who is at risk (10 mins)

- Start the session by giving a brief introduction that in the previous activity we discussed what violence is and therefore in this activity we are going to look at who is at risk because where there is a risk there is always persons at risk. We are going to read out the scenarios and will discuss the persons at risk in each of the scenarios
- Read the following scenarios, one by one
- When you finish reading a scenario, ask the group to share views on how the persons in each scenario are at risk.
- Conclude by emphasising that in most cases vulnerable people are often at risk of violence. The higher the level of vulnerability, the higher the person is at risk of violence

Case scenario 1: At home

The Onyango family consists of parents Martin and Rosa and their two children Maria, a 16-year-old girl, and Lucas, a 10-year-old boy. Martin has recently lost his job, and the family is facing financial difficulties. Martin has a history of alcohol abuse, and Rosa is often overwhelmed with managing the household and caring for the children.

Case scenario 2: Community

Halima is a single mum with 3 girls and 1 boy. They live in the Mathare informal settlement in a single room house. She brews alcohol to sustain her family, often her children miss out on school to support her brewing business. People come to her house to drink until late night.

Case Scenario 3:

Tom, a 14-year-old student, has a partial hearing problem. When his classmates speak to him, they often shout, shove and constantly mock him, Tom's grades are declining, and he's becoming increasingly withdrawn and anxious.

Case Scenario 4: On the way to school

Sarah is a 15-year-old class 8 girl who lives with her mother and attends school in Athi primary school, which is 4 km away, at their home they do not have electricity and hence she is forced to wake up early to go to school to read as she prepares for her final exams. She recently met a young boda guy who offered to drop her to school every morning.

Examples of persons at risk: Children (girls and boys), women, elderly and persons with disability

Children who are particularly vulnerable: Many children in particularly vulnerable groups are forced to internalize violence as an integral part of their lives. For example:

Living in institutions can be a traumatic experience for children – these children are already vulnerable because of the circumstances that led to their separation from their families and communities – and are at high risk of violence, neglect and abuse, including sexual abuse, from staff and officials responsible for their well-being.

Children with different mental and physical disabilities are at a greater risk of violence because of the social stigma and discrimination that they face, the lack of social support available to them, and the reliance they have on others for their day-to-day needs.

In the case of children with physical disabilities they may be unable to escape potential perpetrators, whilst children with mental disabilities may not be able to understand the intentions of some adults or accurately assess whether they are at risk/in danger, or be able to fully communicate incidents of abuse to law enforcement bodies

Topic 5: Causes of violence (30 mins)

- Split the participants into smaller groups
- Assign each group a different form of violence and ask each group to list the causes violence related to each form of violence.
- Ask each group to present
- In a plenary, ask the whole group to add what is missing to each group presentation
- Conclude by referring to the following list and share more information about the causes of violence that the groups might not have mentioned

Causes of violence, by category

Type of violence	Causes
Isolation and lack of support	Lack of family members, friends, partners or community support to help with the demands of parenting
Stress	Financial pressures, job worries, medical problems or caring for a family member with a disability
Domestic violence	children who are part of households where there is frequent domestic violence are prone to becoming victims of abuse themselves
Unrealistic expectations	a lack of understanding about a child's developmental stages and behaviour
Learning, speech, hearing, sight, physical impairments or mental illness	parents and caregivers may be unable to adequately care for their child
Lack of parenting skills	Parents/caregivers may not know how to care for their child or may believe it is acceptable to use excessive physical force to discipline or punish a child
Drug, alcohol or gambling problems	Addiction or substance abuse may affect a parent's/caregiver's ability to meet their child's needs
Low self-confidence	parents/caregivers may doubt their ability to meet their child's needs and find it hard asking for help
Past childhood experiences	parents/caregivers may have experienced abuse or neglect as a child in their own families, which could impact on them
Untreated mental health problems	
Cultural and gender norms that allow, and/or maintain silence about violence in the home and harmful practices that negatively impact children (most often girls)	Early, forced and child marriage, female genital mutilation and cutting, rape survivors being forced to marry the perpetrator, breast ironing etc.
Poor support and welfare systems for vulnerable children	
Special vulnerabilities	There are special circumstances of vulnerability affecting children that increase their exposure to violence. Children without family care because of parental death, family break-up, abandonment or rejection, children living and working on the streets; in domestic work, children in residential institutions; and children living with impairments are more at risk of abuse and neglect.

Topic 6: Manifestation of violence and effects of violence (30 mins)

- Ask the group to explain how they can know that a person has experienced violence.
- Discuss each example and conclude each discussion by writing down the words that explain how violence is manifested. You can refer to the following list to map the examples / list the words
- Create a list of the different ways in which violence is manifested.
- Conclude by discussing the effects of violence and why it is important to prevent violence

How does it manifest / Signs of abuse or neglect

- **Unexplained injuries:** Unexplained injuries such as visible signs of physical abuse may include unexplained burns or bruises in the shape of objects, trouble walking or sitting, you may also hear unconvincing explanations of a child's injuries;
- **Changes in behaviour:** Changes in behaviour as abused children often appear scared, anxious, depressed, withdrawn or more aggressive;
- **Returning to earlier behaviours:** Abused children may display behaviours shown at earlier ages, such as thumb-sucking, bed-wetting, fear of the dark or strangers. For some children, even loss of acquired language or memory problems may be an issue.
- **Fear of going home (or school):** Abused children may express apprehension or anxiety about leaving school or about going places with the person who is abusing them.
- **Changes in eating:** The stress, fear and anxiety caused by abuse can lead to changes in a child's eating behaviour, which may result in weight gain or weight loss.
- **Changes in sleeping:** Abused children may have frequent nightmares or have difficulty falling asleep, and as a result may appear tired or fatigued.
- **Changes in school performance and attendance:** Abused children may have difficulty concentrating in school or have excessive absences, sometimes due to adults trying to hide the children's injuries from authorities.
- **Lack of personal care or hygiene:** Abused and neglected children may appear uncared for. They may present as consistently dirty and have severe body odor, or they may lack sufficient clothing.
- **Risk-taking behaviour:** Young people who are being abused may engage in high-risk activities such as using drugs or alcohol or carrying a weapon.
- **Inappropriate sexual behaviour:** Children who have been sexually abused may exhibit overly sexualized behaviour or use explicit sexual language. There could be unexplained accumulation of money and gifts, bleeding from the vagina or external genitalia or anus. Injuries such as tears or bruising to the genitalia, anus or perineal region, Sexually transmitted diseases and pregnancy

Topic 7: Effects of violence

Effects of child abuse and neglect may be mild or severe; disappear after a short period or last a lifetime; and affect the child physically, psychologically, behaviourally, or in some combination of all three ways.

Immediate effects of child abuse or neglect can include bruises, burn marks, choke marks, hand slap marks, cane marks, cuts, broken bones, bleeding or even death. Other immediate psychological effects could include isolation, fear, poor self-esteem, feelings of shame and guilt and inability to trust.

Longer term psychological and behavioural effects – children who experience abuse are at increased risk for behavioural, physical and mental health problems both in childhood and later on as adults. These can include:

- Increased risk of perpetrating or experiencing violence (in childhood and adulthood)
- Depression and anxiety
- Suicidal behaviour and self-harm
- Developmental delays
- Relationship difficulties
- Poor school performance
- Smoking
- Obesity
- high-risk sexual behaviours
- Sexually transmitted infections, including HIV
- unintended pregnancy
- alcohol and drug misuse

Activity 4.2 Training Change Agents on Social and gender norms

Overview	In this session, participants will gain a good understanding of the concept of social and gender norms, and how they are linked to violent behaviour
In this session change agents will	<ul style="list-style-type: none">- Be able to identify and define social norms- Explain the different types of social norms- Explain how social norms influence violent behaviour- Differentiate different tools for social norms change- Apply social norms change tools at community level
Activities	<p>Topic 1: What are social norms (1hr)</p> <p>Topic 2: Identify the different forms of norms (1hr)</p> <p>Topic 3: How social norms are linked to violent behaviour</p> <p>Topic 4: Value of social and gender norms change</p>
Preparation needed	Behaviour, beliefs and norms template
Time	One day

Caution (don't read out): Talking about social norms can be uncomfortable for some participants since it involves discussing sensitive, personal, and habitual topics. The participants could ridicule, boycott, or object what you are presenting. It is important that you identify persons that are presenting with this behaviour. Give them time to present their point of view and ask for more information if there is something that is unclear. Allow other participants to contribute to the discussion. This provides an opportunity for alternative voices/perspectives to be aired out. If alternative perspectives come out, explain that there are many ways of thinking about issues and listening to alternate points of view helps us reflect about the kind of behaviour we are engaging in. Emphasize that the discussions that you are to have are intended to support reflection on our own behaviour and help us make decisions about our lives and of others that we live with.

To minimize such reactions, you could use hypothetical scenarios or short stories about imaginary characters and invite the participants to respond to the story. This shall help the participants disassociate from the practice which eventually might put to rest the resistance intentions.

Often, persons that resist argue that the outsiders want to erase their culture. Clarify that the discussion focuses on a single/couple of behaviours that may not necessarily represent the dominant culture. But also point out that culture is ever changing and provide examples [it was uncommon for women to wear trousers, but this is common now].

Topic 1: What is social normative behaviour

In this activity, we would like to learn about “social norms” in your community. This concept comes from two broad words namely society and normal.

1. Write the words “Social”, “Norm” and “behaviour” on three different cards and pin them on the wall.
2. Ask 2 – 3 change agents to explain what they understand by each word i.e. social, norm and behaviour.
3. After reflecting on the separate definitions, help the group to connect the three words
4. What is a social norm? (Read the definition of social norms)
Explain to the participants how social norms are held in place through social rewards and punishments, how social norms drive behaviour even when their attitude is contrary to that behaviour, and the role of reference groups in maintaining behaviour.
5. What is social normative behaviour? (Read the definition of social normative behaviour)

What are social Norms?

They are unwritten group rules.

Things we do because we believe and see others doing them.

What my friends, parents, religious leaders and others expect me to do.

About what is acceptable in a given society or group of people.

They define obligatory, recommended, and acceptable behaviour in a group of people.

Some examples:

Offering water to a visitor

Supporting the right forearm with the left hand while shaking hands with an elder

There is no written law or regulation asking us to do these things, but if I don't comply with them: 1) the in-laws might gossip about us being stingy, 2) the elder might think that one was disrespectful of him, and 3) the relatives that observe what has happened will judge my parents for raising an ill-mannered child.

When one complies, 1) the in-laws will praise the wife for being well raised 2) the elder and relatives will smile and gossip on how well the child one was raised.

Groups enforce compliance with these informal rules through social punishment (e.g., shame) and social reward (e.g., group acceptance).

Examples of social rewards:

- Words of praise
- Promotions
- Verbal approval
- Compliments
- Presents/prize

Examples of social punishments (sanctions)

- Disapproval
- Insults
- Threat or actual physical punishment
- Gossiped about
- Denied adult status
- Considered impure
- Rejection from a group

Knowing and complying with social norms is beneficial for one's health (positive norms around breastfeeding support comprehensive breastfeeding among children). But complying with social norms can also result in harm to self or others.

Social norms influence one's behaviour even when one's attitudes are contrary to that behaviour.

Let's say you're out walking, drinking water as you go. The neighbourhood you're in seems fairly vacant, and there's a lot of litter on the ground near you. When you finish your water, you toss the water bottle onto the sidewalk instead of finding a garbage can, because clearly, that's what everybody else does.

That is what social norms do, we engage in a behaviour simply because that is what others do.



Source: The London School of Hygiene & Tropical Medicine | LSHTM

Reference groups and influencers

Social norms are passed on and enforced by reference groups. These are a group of persons that matter to an individual in a specific situation/behaviour. They tell us if we're behaving correctly or not, and whether there are consequences (punishments, rewards).

Participant engagement: Ask the participants the following questions and at the end inform the group that the people they have mentioned are the ones that influence their engagement in corporal punishment. As change agents, they always have to pay attention to such people because they influence people's behaviour even when their personal attitudes do not support a particular behaviour.

1. *Who are the people you turn to for advice and information on how to discipline your child?*
2. *Who are the people who most influence your disciplining behaviours or style?*
3. *How might or do these people react if you took their advice?*
4. *How might they react if you don't take their advice or example?*
5. *How might these people react if you change your disciplining style or practices?*

Social Norms are not a personal attitude. While an individual attitude reflects the action that one wants to do out of their own volition, a norm reflects the action that one thinks is expected from them in a situation.

- Attitudes do not necessarily reflect behaviours.
- We may succeed in changing beliefs about the physical world and the corresponding attitudes, but behaviours may not change.

The reactions (and expected reactions) of other people who matter to us can be very important in conditioning behaviour.

There is strong correlation between a behaviour and the presence of a widespread sense of social obligation (mutual normative expectations are present).

Difference between a social norm and an attitude

- Attitudes are personal or independent: individual and internally motivated.
- Social norms are social or interdependent: collective and extrinsically motivated.
- Attitudes can conflict with social norms (but not always).

How attitudes relate to different types of social norms

Example: *"I would like to talk to my children about sexual and reproductive health (**attitude**), but no one else in this community tells their children about these issues (**descriptive norm**), and I am worried it would cause problems for me if others heard I have discussed this with my children (**injunctive norm**). Therefore, I too don't discuss sexual and reproductive health issues with my children".*

Ask participants to mention whether these examples are for beliefs or norms (Write on four flip charts:

1. *My father in-law expects me to give away my 16-year-old daughter into marriage, so I do marry off my daughters at 16 years. (Norm)*
2. *Not beating children as a way of disciplining makes you a good father and husband (Belief)*
3. *I don't give my children packed meal for lunch because my fellow parents also don't give their children food. (Norm)*
4. *Parents who beat their children to discipline them are serious parents. (Belief)*

Looking at behaviours in relation to social norms and distinguishing attitudes from norms.

GROUP'S TASKS	HERE'S AN EXAMPLE
Select a specific behaviour your program is seeking to address.	Corporal punishment
Describe the context in two words	Kore
Articulate a belief, injunctive norm, descriptive norm and gender norm related to this behaviour.	<ul style="list-style-type: none"> • Teachers who beat children are serious and good teachers (attitude) • My headteacher and fellow teachers want me to beat and would be angry with me if I don't beat children as a way of disciplining them, so I do (injunctive norm) • I beat learners in my class because my best teacher friends also beat (descriptive norm) • As a teacher, my peers expect me to beat boys on the bum and girls in the hands because girls have weaker bodies than boys. So, I beat accordingly. (gender norm)
Identify who might be the reference group for this behaviour	Fellow teachers, Director of studies, head of teacher's discipline, Head teacher
Name one or two sanctions that might enforce this norm	Gossip. Respect. Promotion.

Trial activity for change agents (Give task template to groups to fill for 15 Minutes)

YOUR GROUP'S TASKS	HERE'S AN EXAMPLE
Select a specific behaviour your program is seeking to address.	
Describe the context in two words	
Articulate a belief, injunctive norm, descriptive norm and gender norm related to this behaviour.	
Identify who might be the reference group for this behaviour	
Name one or two sanctions that might enforce this norm	

Topic 2: Identify the different forms of norms

We [you and I] are social beings with multiple identities. We are identified as men, women, children [boys or girls], catholic, Muslim, Pentecostals.

Ask for other identity forms that are common in the community.

Explain. There are different social expectations that are attached to the various identities. Have you heard of the terms REAL woman or man being used in your community? People are referring to these expectations when they talk of a REAL man or woman or REAL catholic.

Place a large sheet of flip chart paper on a chart holder and draw two columns. In the first column write "REAL Man," and in the second write "REAL Woman."

Ask the participants to think of words and phrases associated with the idea of "being a REAL woman." Write these in the "Woman" column. The responses can be positive or negative. Write down all responses on the flip chart, even if some of them make you uncomfortable or if you find yourself disagreeing.

Repeat this step for the "REAL Man" column. Briefly review the characteristics once finished and for each characteristic ask how this influences behaviour.

Ask participants of two most common religious denominations. Let's say they mention Catholic and Islam.

Place another large sheet of flip chart paper on a chart holder and draw two columns. In the first column write "Catholic," and in the second write "Islam."

Ask the participants to think of words and phrases associated with the idea of "being Catholic." Write these in the "Catholic" column. The responses can be positive or negative. Write down all responses on the flip chart, even if some of them make you uncomfortable or if you find yourself disagreeing.

Repeat this step for the “Islam” column. Briefly review the characteristics once finished and ask how this influences behaviour.

Explain that these social expectations are rules of behaviour that either offer information to people on what to do [descriptive norms] or put pressure on people to meet other people’s expectations [injunctive norms]. Social expectations related to faith/religion are a different form of social norms referred to as faith norms. These are divinely enforced rules of behaviour within a given group. They define acceptable and appropriate actions for people that subscribe to a given faith/religion.

The activity on being a REAL woman or man brought about a discussion on acceptable and appropriate actions for women and men. We refer to those as gender norms.

Gender norms: These are social norms of masculinity or femininity that express the expected behaviour of people of a particular gender, and often age, in a given social context. They often reflect and cement inequitable gender relations. We wanted to provide this definition because “gender norms” is something we hear in our work, too. For our purposes, it’s important to remember that gender norms are a type of social norms – and are defined based on gender roles. They aren’t different in the way they work but are different in how they influence people. Example of a gender norm: *“Parents expect their daughters to do all house chores before going to school. House chores are a responsibility of women”*

Descriptive norms and Injunctive norms:

Descriptive norms:

The belief about what others typically do in a situation X (the “is” norm); and when people believe that many others are doing something, they will be more favorably oriented towards doing the same.

It is based on “facts” —beliefs about how other people are going to act or react in certain situations (what people see and hear around them)

— “In my village, girls always marry right after puberty”
“I will get married by age 17 because all girls in my village marry shortly after reaching puberty.”

Observation of conformity confirms expectations of universal endorsement...

— *“I see everyone doing it. It must mean they agree with it and wish it to continue.”*

Injunctive norms:

The belief about what actions other people approve and disapprove in a situation X (the “ought” norm). Injunctive messages tend to shape ideas of what it’s like to be an approved person: using the right product will make you popular, likeable, or accepted.

Normative: beliefs that other people think that certain behaviours should be carried out, or are bad and should be avoided

— “In my village, parents believe that that girls should marry right after puberty”

- “Parents approve and expect the teachers of their children to discipline them by beating, and therefore teachers beat students. If you fail to discipline, they lose respect from the parent”

The belief that the norm is almost universally endorsed generates widespread conformity

- “I think everyone agrees with it, so I should do it too. It’s what’s expected of me.”

Common pitfall in social norms programming (This can go into the resource sheet)

Not all behaviours are driven by social norms. In some cases, people choose to engage in a behaviour for reasons that do not depend on what others think or do. For example, people may engage in unhealthy or harmful behaviours because of a lack of knowledge, a low-risk perception about the negative consequences of the behaviour, an inability to perform alternative behaviours, emotions associated with the behaviour and so on. These factors are not social norms because they are independent of what others think or do. Before designing an intervention, it is important to assess the behaviour in question and its determinants to establish whether norms are at play or not.

A summary of key concepts to understand as social norms change agent

TERM		DEFINITION
Behaviour		What I do
Attitude & Belief		What I prefer / what I know
Social Norm	Descriptive Norm	What I think others do
	Injunctive Norm	What I think others will approve/disapprove of me doing
	Gender Norm	Expectations for how individuals should behave based on their gender identity
Reference Group		<p>People whose opinions matter to me (for A particular behaviour or context)</p> <p>People who reward or sanction me for my behaviour</p>

Topic 3: How social norms influence violent behaviour

At the end of this session, the change agent will be able to identify the violent behaviours related to the social norm.

We have so far observed the following:

- 1) Social Norms make a practice define obligatory. For example, this has been observed in female genital cutting communities.
- 2) They make the practice appropriate (as in the case of a person trying to impress a group by adopting their behaviour).

- 3) They make the practice acceptable or tolerated (as in the case of somebody harassing a woman in the street); or
- 4) Possible and accessible (as in the case of a woman who comes from a country where women do not practice family planning who takes up oral contraception).¹
 - Prepare a list of norms for the target geography
 - Read out and ask participants to suggest and discuss the violent behaviour related to the norm
 - Ask the participants to share some positive social norms i.e. those that promote non-violent behaviour. Example: "Parents and teachers are expected to work together in providing accurate and complete sex education to all children."
 - Conclude by letting the participants know

#	Norm	Violent behaviour or practice	Type of norm	Relationship between norm and behaviour
1	Parents approve of their children to get married to a man with whom they have sex for the first time. If the girl fails to go, her dowry and dignity is lowered.	Child marriage	Injunctive norm	Direct
2	Culturally, girls are not expected to inherit property from their parents. A man who selects his daughter as heir is despised by the clan	Girls are deprived of inheritance	Injunctive	Indirect
3	Parents are expected to prioritize boys' education than girls who are expected to get married sooner to get more cows for the home	Girls are not supported to go to school like boys Early marriage	Descriptive	Direct

Topic 4: Value of social and gender norms change

When social and gender norms are changed and/or transformed, positive outcomes are achieved, which benefit both the child, the parent, family and the community.

A case story.

Investing in Children and their Societies (ICS) ICS-SP is an innovative African NGO that works in rural areas of Africa together with families, communities, and other stakeholders to create safe and nurturing environments for children to reach their full potential.

ICS's goal is for every child to grow up in a safe and nurturing environment so that they can reach their full potential. ICS recognizes the role of social and gender norms in influencing children safety and wellbeing. They are particularly addressing social norms that influence harsh disciplining in schools. Following months of working with student and teacher change

¹ Cislaghi & Heise, 2017

agents who engage in sustained reflection and deliberation sessions with teachers, non-teaching staff, and students, ICS monitoring team has observed a shift towards the expectations that students should not be physically punished in all circumstances. The monitoring team has also observed healthier relationships between students and teachers, better academic performance for survivors of violence and healthier relationships among students.

What positive outcomes do you observe in this case story?

What other could you think of that might results from the abandoning of harsh disciplining in school or homes?

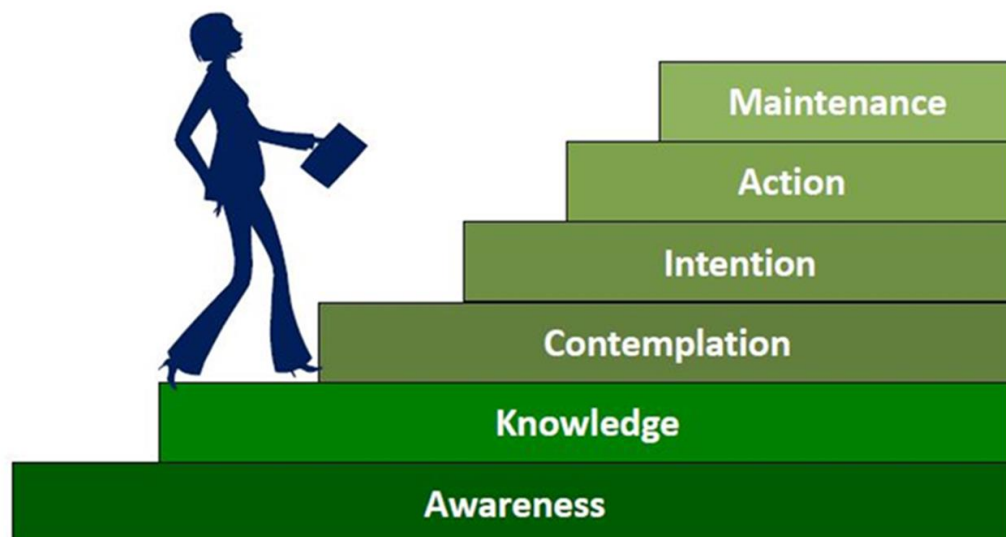
	Positive norm	Positive outcomes
1	Parents are expected by the community members to correct their children, and they use positive disciplining methods	<ul style="list-style-type: none"> - Children's psychological and academic performance improves - Good bonding and love between the parents and children - Children can report violence to their parents - Good parent – child relationships including in later life
2	Parents/couples are not expected to fight but they solve issues privately and peacefully	<ul style="list-style-type: none"> - Reduced violence in home - Children will have a good example and will role model non-violent behaviour - Children don't experience violence - Children will respect you much more
3	Parents and caregivers in Kore don't take alcohol	<ul style="list-style-type: none"> - Family care and savings - Adequate provision of basic needs for children - Reduced family conflict - Increased family bonding time - Responsible, engaged and loving parents and caregivers - Increased parental support for children's schoolwork
4	Parents and teachers are expected to work together in providing accurate and complete sex education to all children.	<ul style="list-style-type: none"> Reduced child pregnancies Increased body agency and self-awareness Increased school retention and completion Responsible parents for the future Reduced cases of sexual abuse

Activity 4.3 How social normative behaviour change happens

Unlike other belief or attitude influenced behaviour, social normative behaviour change refers to the process of modifying or altering the social expectations and consequences around specific habits, behaviours or practices that are externally influenced. It involves changing existing unwritten rules or creating new rules that will alter current harmful or undesired behaviour. Communication is an important component in influencing social normative changes in targeted behaviours.

Steps in behaviour change

Social norms change can be located along the six stages of behavior change

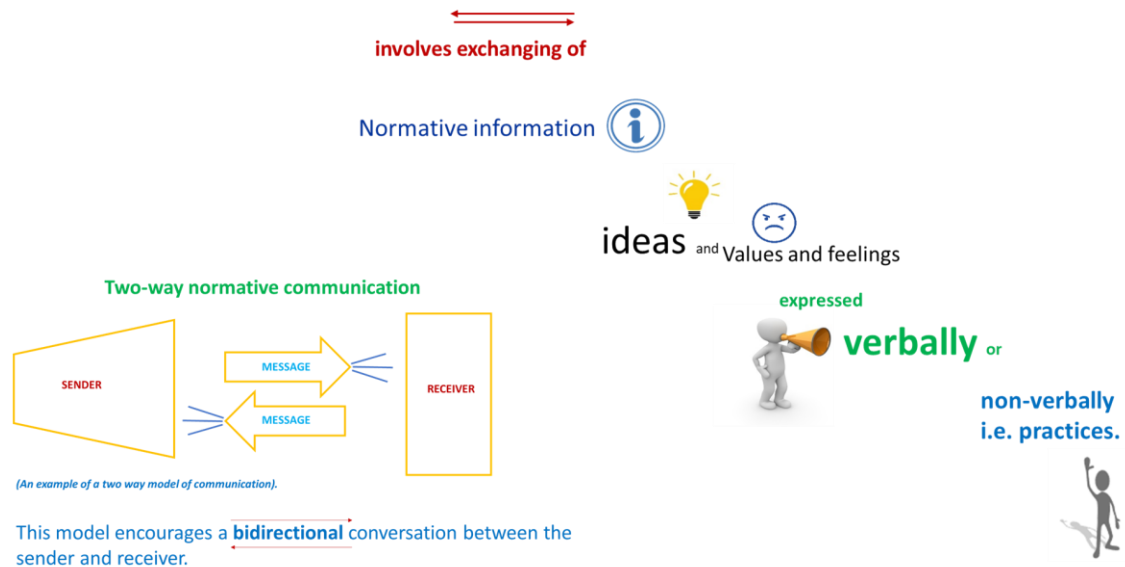


Once harmful social norms are identified, community and group awareness is important in helping the communities to understand and appreciate the negative or positive effects of adhering to the social norm. This understanding provides value and attractiveness to the positive norms, and generates resentment and a desire to change if the norm is harmful to well-being. Communities must be made aware of the benefits of positive norms and the negative consequences of the harmful norms, and be supported, systematically to adapt and/or positive norms and values.

The role of communication in social and gender norms change.

Changing behaviour is in-part a function of communication. Groups of people and individual reference group members are influenced to deviate and/or be non-conformant through communication means. It is important to understand the way how, and the aspects of communicating normative change as illustrated in the graphic below.

Communicating new normative behaviour

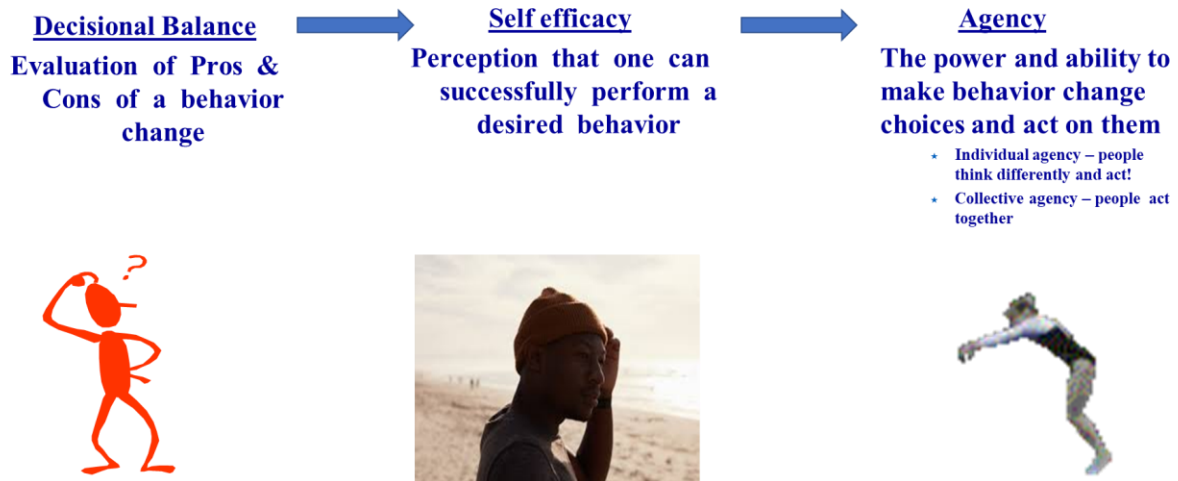


There are various roles that communication plays in norms change including;

1. Raising awareness about the benefits, misperceptions, misinformation, negative outcomes from norms, and helping people to understand the need for change and the benefits of new norms. This builds community resilience to social norms manipulation.
2. Communication helps communities and change agents to challenge existing norms, question and reframe the norms, make negative norms less acceptable and positive norms easier to adopt, sociable and attractive.
3. Communication popularises and promotes new norms and the new desired state of social and gender norms. This makes it easy to transmit and establish new descriptive norms, and challenge existing harmful descriptive norms.
4. Communication facilitates community movement building and coalescing. It helps people to build social support and create a sense of community, shared purpose and belonging for individuals who adopt new norms. It strengthens positive deviants.
5. Communication is a tool used to motivate individuals to change their behaviour to align with new norms. In social norms change, the goal is to facilitate and help people in responding to and acting on information.

Behaviour change is not a direct and linear process. Individuals and groups go through the stages of awareness, decision balance, self-efficacy and agency. Below is an illustration of how this process may play out.

“Evaluation – Self efficacy – Agency” For normative behavior change



Activity 4.4 Responsibility-orientation and the roles of change agents in social normative behavioral change

4.4.1 Responsibility-orientation

One responsibility of a community change agent is to be open to acquiring new knowledge and freely sharing it with those who need it. The change agent acts as the catalyst for change. S/he is a foot soldier on the ground who makes the change happen – leads change activation.

4.4.2 Role of change agent in social normative behavioural change

- Communicating how change is beneficial for all actors
- Listening to the involved members
- Understanding reactions to change and reducing resistance to change
- Actively engaging with community in various fora
- Encouraging and supporting community members to become change champions, and change agents and promote it
- Identifying and leading other change agents and change to success
- Providing feedback on challenges facing the change effort

4.4.3: Strategies and tools for social norms change (2 hours)

Strategies to social norms change

Ask participants what they understand by the term strategy and write three definitions on a flip chart. Connect their definitions to the generic definition of what a strategy is as below.

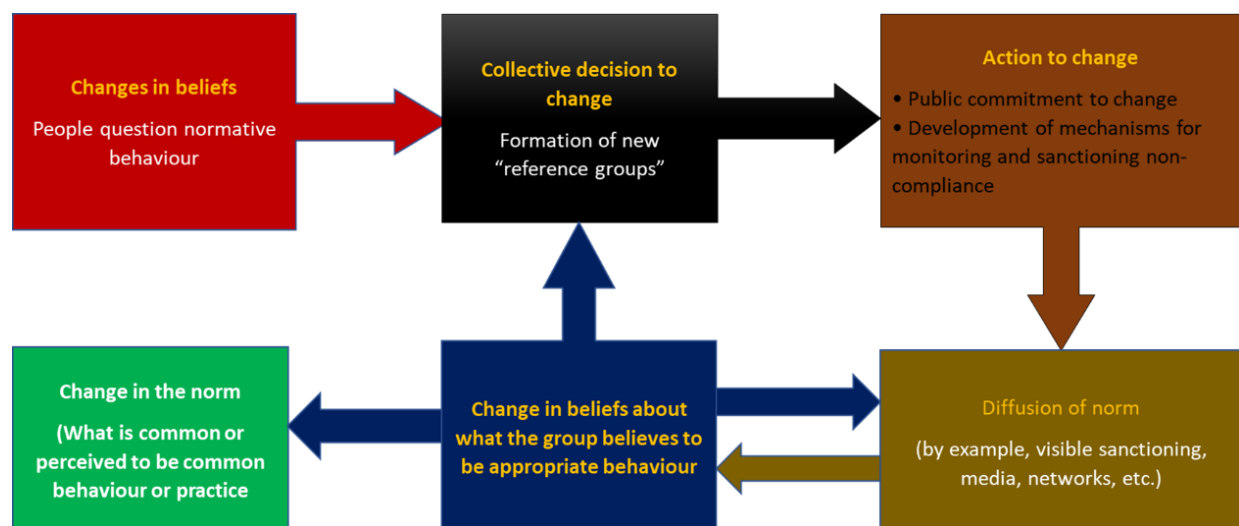
Definition: A general plan showing how one or more long (more than 5 years) or medium (2 – 3 years) term goals will be achieved. There are three broad norms change strategies selected for this innovation and these include:

a) Create a new norm to motivate behaviour change

To create a new norm, some people within a group first change their attitudes and beliefs about the existing practice or proposed behaviour, becoming more open to change. They then develop consensus around a new rule of behaviour, creating and diffusing new expectations about what is approved or disapproved or expected. For example, culturally, men are not expected to cook or do house chores. Example:

#	Current harmful social norm	New social norm
1	Caregivers expect orphaned children under their care to support and contribute to family income	Rice and sugar shamba owners do not expect to find children working in their farms.
2	In Luo, Men are expected to marry more than one wife. If you have one wife, then your peers and community will say that you are partially blind.	Respect for men comes from how well they care and provide for their wives and children

Stages in creating a new social norm



b) Correct misperceptions of a social norm

This approach is helpful only when people believe that the extent of the undesirable behaviour is worse or that it has greater group support than it does. It uses data as the evidence base for deliberation and reflection. For example, if parents beat because they see all other parents beating children, “credible” and accurate data showing that only a small proportion beat is used to trigger a discussion and is used to correct the misperception about this violent parenting behaviour/practice.

c) Change social norms.

If a social norm sustains or motivates a behaviour, then changing behaviour will require weakening or changing the original social norm. Three actions can be taken i.e. a) either erode the norm by promoting and publicizing deviations from the norm as well as weakening the sanctions, b) strengthen an existing but weak countervailing norm by increasing the frequency of enforcement or strengthening the sanctions, c) reinterpret and reframe what the social norm dictates to do e.g. add positive and remove the negative behaviour.

4.4.4 Social norms change tools

At the end of this session, change agents will be able to select relevant and feasible social norms change tools

Instructions

- Explain the different tools for social norms change
- Ask change agents to give practical examples of how each tool can be used in their local setting

Social and gender norms construction, reconstruction and change efforts requires application of multiple tools for change and transformation to happen. Messaging is a very important aspect of the change efforts, but since social norms change is collective and often at group level, the messaging must focus on normative behaviour and beliefs about what others in their social group do, think, and expect them to do.

- I) **Deliberation and reflection:** Community or group deliberation can facilitate collective reflection on social norms as a means of promoting change in attitudes, shared analysis of barriers to change, and creation of shared commitments to change maladaptive behaviours and norms. Use a practical example within the change agents' group.
- II) **Trendsetters and positive deviants:** Trendsetters and positive deviants are people in a group who are willing and able to be “first movers” in initiating change and adopt the desired state of behaviour. Their nonconforming behaviour helps erode perceptions of the norm. For example, a man who is friends with other men who beat their wives, in community where beating wives is allowed is a positive deviant and trendsetter. As a change agent, you are expected to identify such and equip them with knowledge and skills to change others.
Ask one or two participants (depending on the time spent on one example) to suggest other examples in the room or outside. Ask them to explain why they think the person they identified is a trend setter or positive deviant.
- III) **Creating a new “reference group”:** A “reference group” connotes the group whose judgment a person cares about in relation to a particular behaviour, and which may be able to enact social sanctions against them. For example, you can create a group of women who don't approve of producing many children as a sign of respect in the clan, and this new group can become influential in changing other individual and collective groups of women. (Try a practical example within the change agents' group.)

- IV) **Public commitments or declarations:** Many interventions include some form of public commitment by an individual or a group to a particular behaviour. Individuals may pledge to engage in a new behaviour. (Try a practical example within the change agents' group.)
- V) **Providing feedback on performance vis-à-vis the norm:** Comparing the behaviour of an individual or subset of a group to that of the group through scoring and ranking can induce people to adjust their behaviour. (Try a practical example within the change agents' group.)
- VI) **Organized diffusion:** An alternative and complementary strategy to social norms marketing, this tool builds on using social networks to spread the norm. (Try a practical example within the change agents' group.)
- VII) **Modelling behaviour:** Role models demonstrate a recommended behaviour. These may be people with influence (political leaders, informal or community leaders, religious leaders, etc.) or people who are widely known within the relevant group. (Try a practical example within the change agents' group.)
- VIII) **Changing laws or regulations:** Legislation and law enforcement can help promote social norms by signalling that a practice is bad and encouraging social re-evaluation of a practice. However, they can also create a barrier to social norm change. If the law deviates too much from the social norm, people will ignore the law. (Try a practical example within the change agents' group.)
- IX) **Social norms marketing:** Social norms marketing uses traditional marketing techniques to alter perceptions about what behaviours are typical and expected at a large scale. Common interventions include mass media campaigns, information campaigns, edutainment, community theatre, radio, posters, education, “branded” products, T-shirts, etc. Good practice emphasizes the use of multiple techniques “redundantly to make visible repeatedly, at many levels and in many ways, that enough people see that enough people are changing” their behaviour. (Try a practical example within the change agents' group.)

4.5 Develop change agent community facilitation, influencing and coalescing skills

Skilled facilitation – what does it take?	
Overview	In this session, participants will be equipped with skills, tactics, techniques and knowledge of facilitating
In this session facilitators will	<ul style="list-style-type: none"> - Reflect on their own learning and facilitating experiences - Complete an honest self-assessment looking at their facilitation skills and qualities - Understand the different dimensions of the skills and qualities of a successful facilitator (Including the heart, the head, the hands, and the environment) - - Experiment facilitation skills and techniques through role plays
Activities	<p>FOUNDATIONAL: Pre-training assessment for change agents (2 hrs)</p> <p>SESSION 1 (1 Day)</p> <p>1.1 Introduction</p> <p>1.2 How Adults Learn the Best</p> <p>1.3 Respecting and Being Respected</p> <p>1.4 Using Effective and Reflective Normative Questions</p> <p>1.5 Active Listening</p> <p>1.6 Facilitating a Discussion</p> <p>1.7 Wrap-Up</p> <p>SESSION 2</p> <p>2.1 Review of session 1</p> <p>2.2 Verifying People’s Understanding</p> <p>2.3 Giving a social and gender norms’ talk</p> <p>2.4 Negotiated Normative Behaviour Change</p> <p>2.6 Wrap-Up</p> <p>SESSION 3 (1 day)</p>

	3.1 Facilitating Group Sessions
Preparation needed	Outline of a 'super facilitator' prepared for participants to add to Printouts of the facilitator self-assessment (annex 3)
Time	2 Days

Foundational session: Pre-training assessment for change agents

Say: We are going to have a session to interview each of you before we start any activity and the training. Each one of you is going to be interviewed by a trained staff member, and the interview will take about 30 Minutes

Instruction for training team: Ensure that the number of people available to support the assessment are enough to cover all participants within 2 hours.

After the interviews, invite the participants for morning break refreshment before starting the change agents training.

Facilitation session 1

1.1 Introduction

Time Required: 15 minutes

Materials to Prepare:

- Flipchart #1 with the heading 'Which normative behaviours have we tried to adopt and failed?'
- Training schedule (one per participant)
- Comfort Table on a flipchart + markers (see below)
- Pre-test (only if you decide to use it)
- Flipchart #2 with a parking sign "P" (for the 'parking lot' function)
- Flipchart #3 with the heading 'What can we do to make this training great?'

Explain the key **knowledge / skills that the participants can expect to gain** from this training (see examples on the list in the table below, these are not exhaustive).

Explain that you want to **understand how confident participants feel** about their existing level of communication and facilitation knowledge and skills. Ask them to use a marker to indicate on the Comfort Table (see below) how comfortable / experienced they feel with each of the

following types of knowledge and skills. Explain that 1 means that they don't have much knowledge / experience and 5 means they can easily advise others.

Comfort Table

KNOWLEDGE / SKILLS AREA	1 - no experience	2	3	4	5 - expert
I understand the main principles of effective communication.					
I know how to use open-ended questions.					
I know the different types of violence					
I know how to change harmful gender and social norms					
I know the strategies and tools for changing social norms					
I am able to use different styles of active listening.					
I know the 8 steps of Negotiated Behaviour Change.					
I know barriers to effective communication					
I know how to conduct home visits in an effective manner.					
I know how to facilitate group sessions effectively.					
I know how to overcome the difficulties I face in my work.					
I know how to identify role models and positive deviants					
I know how to track changes in social and gender norms					

Distribute and introduce the tools and resources to be used and the **training schedule**. Encourage everyone to arrive on time for every session, and to return promptly from breaks so that participants have time to practice what they have learnt.

Show the **parking lot flipchart (#2)** and explain that whenever the participants have a question that cannot be answered at the given moment, you will write it (= park it) at the parking lot and address it later.

Ask participants how many of them have already participated in a training that they really liked. Then ask how many of them have participated in a training that was not good. **Reflect on how many good as well as bad experiences there are** in the room and explain that it would be great if we take advantage of it.

Explain that all of us want this training to be really good and useful. To do so, let's use our experience and list together what we (both the trainer and the participants) should and should not be doing to make this training as great as possible. Ask participants to brainstorm **DOs and DON'Ts**, focusing primarily on what they liked and did not like in their previous trainings. Record the key points on **flipchart #3**. Ensure that muting and not using phones during the training is included among the points.

1.2 How Adults Learn the Best

Objective: Participants understand how adults learn the best and how they can use such insights in the work they are doing.

Time Required: TBD

Materials to Prepare:

- Flipchart #1 with the heading 'What Helps Adults to Learn?'
- Flipchart #2 with the following points:
 - 1) Motivation to learn
 - 2) Building on people's existing knowledge and experience
 - 3) Active participation and engagement
 - 4) Practicing what people learnt
 - 5) Safe learning environment
- 3 flipcharts (all #3) with the heading 'How to Use Principles of Adult Learning'

Guidance:

(15 min) **Introduce** the session: *"The promotion of new social and gender norms is a lot about learning, agency to adopt new behaviours and communicating new normative behaviours. Not only about people learning from you but also about you learning from the unique knowledge and experience that people have. It is about creating a mutual learning partnership where together you come up with the best solutions to the negative and harmful social and gender norms."* Explain that since learning is such an important part of the change agent's work, it is worth **looking into what helps adults learn** and what, on the other hand, hinders learning.

Ask: *"Let's have a look at our own experience. Please take 5 minutes to discuss with the person sitting next to you when you learn the best. What helps you the most to learn new things? Record the key points in your notepad."*

Once the time is up, **ask participants to share their experiences**. To make sure that the points are specific enough, encourage the participants to always say who is doing what, e.g., *"I learn well when the trainer shows some examples"* or *"I learn best when I can practice what I learnt."*

Record participants' answers on **flipchart #1** - 'What Helps Adults to Learn?'

Reflect on what the participants said. Explain that the experiences they just shared gives good examples of what we should do if we want adults to learn well.

Explain that many people have studied how adults learn the best. They managed to identify several principles that help adults learn. Show these on flipchart #2 and explain them:

- 1) **Motivation to learn:** People need to be motivated to learn. This happens when they see that the learning content can help them address what they want and need – i.e., they feel that they can benefit from the learning process. This can be achieved by getting a good understanding of what they want to learn the most, using examples from real life situations, and teaching people practical things they can apply soon after the learning event.
- 2) **Building on people's existing knowledge and experience:** By asking people about what they already know, we are harnessing the unique knowledge and experience they have. We are also showing that we value what they know and intend to draw from it. This makes them feel more respected.
- 3) **Active participation and engagement:** Most adults do not want to sit and listen to someone talking for a long period of time. They want to share their opinions, ask questions about what interests them, put into practice the things they have learnt, work on finding solutions to issues they are facing, and do other activities where they can actively participate.
- 4) **Practicing what was learnt:** People learn the best by doing, and less by hearing or seeing. Practicing helps them understand how things should be done. It also makes it easier for them to remember. And it makes people feel that they are capable of doing what they just learnt, which is a good motivator. That is why it is important that new knowledge or skills are promoted at a time when people can use them.
- 5) **Safe learning environment:** It is important that we manage to create an environment in which people feel safe expressing their opinions and experiences. This can be done by treating people with respect, encouraging them to speak, showing appreciation for the things they do well, saying that it is okay if they make a mistake, avoiding criticism, and other supportive actions. It is essential to always consider how gender, age, ethnicity, and social status influence how safe or unsafe people feel in a given environment.

Ask: *"Which of the points that I just explained would you like me to clarify?"*

Explain that the participants will now have a look at how the principles of adult learning can be applied in their work.

Divide participants into groups of 5-6 each.

Ask them to brainstorm as a group what they are already doing or could start doing in order to follow each of these principles. Each group should record their suggestions on their own flipchart (#3). Allocate 5 minutes for group work.

Ask the groups to **stick their flipcharts on a wall** so that everyone can see them.

Ask the first group to present. Reflect on what they say. The remaining groups should present only those points that were not mentioned by the previous group(s).

If any of the following points were not mentioned, explain them to the participants:

- See yourself as a facilitator, not as a teacher. A good facilitator works with what people already know and do instead of just “educating” them.
- Before you prepare a reflection event, first talk to some of the participants about what they want to share or learn the most. You must understand and then address their needs.
- When you start to tell people something, explain how it relates to their situation (e.g., by using an example) and how it can help them.
- Before talking about a social norm, ask about people’s experience with it / opinions about it. (e.g. As a man, how often do you cook food for your wife or wash clothes for your baby/child?)
- Encourage discussion at all times.
- As much as possible, instead of just talking about something, demonstrate it to people.
- Whenever possible, let people practice the promoted skills.
- Acknowledge any good points that people make and avoid criticising them for ‘incorrect’ responses.

Emphasise: *“The more you use such good practices, the more likely it is that your work will be effective and appreciated by people.”*

(5 min) **Ask:** *“What questions or comments do you have regarding how adults learn?”*

1.3 Respecting and Being Respected

Objective: Participants are motivated and capable of communicating in a respectful manner. They also know what they can do to make it more likely that people respect them.

Time Required: TBD

Materials to Prepare:

- Flipchart #1 with the heading ‘How Can We Show Respect?’
- Flipchart #2 with the following questions:
 - o *Why is it that some people sometimes do not respect community volunteers?*
 - o *What can community volunteers do to make it more likely that people respect them?*

Guidance:

Introduce this session by explaining that it focuses on how to show respect to people and how to increase the likelihood that people respect us. Start with reflecting on the participants’ personal experience. **Ask** them: *“How do you feel when you sense that someone does not respect you? What do you think about the person?”* Reflect on their answers – **highlight the importance of showing respect** to the people we work with.

Ask the participants: *“What can you do to show respect to the people you work with?”* Reflect on their suggestions and record the answers on flipchart #1. If any of the following points were not mentioned, explain them to the participants:

- Being on time.
- Asking people about their opinions and listening to them carefully.
- Trying to understand, appreciate, and use what people already know and do.
- Learning what people need the most and responding to these needs.
- Being polite and patient.
- Giving attention to the opinions, questions, and needs of different types of people (older and younger, poorer and better-off) – encouraging and showing appreciation for their participation.
- Respecting cultural norms.
- Acknowledging when you do not have an answer (and saying that you will find the required information if possible, and then fulfilling the promise).
- Being clear about what support you can and cannot provide and avoiding any false promises.

Ask the participants: *“What happens when we show respect to people in these ways? How does it influence our work?”* Discuss their answers and say that when people feel respected, they are more comfortable with sharing their ideas and learning new things. This makes our work more effective.

Explain that the topic of respect is not just about the participants respecting people but also about people respecting them. If people do not respect you much, they might not be open to learning from you. Therefore, we will now look into the **topic of people respecting or not respecting community volunteers**. Ask some of the participants to swap places with participants sitting at other tables so that the composition of the groups changes. Show and explain the two questions written on flipchart #2. Ask half of the tables to discuss their answers to the first question and the remaining ones to discuss their answers to the second question.

When the time is up, **ask a group to present** their answers to the first question. The remaining groups should add any missing points. Then ask a group to present their answers to the second question. Again, the other groups should add any missing points.

Reflect on what the participants say. If any of the following points relating to the second question on how to be respected weren't mentioned, explain them to the participants:

- Community volunteers should treat people respectfully, using the 'good practices' that were discussed today – if they respect people, it is more likely that people will respect them.

- They should acknowledge that when it comes to some topics, some people are more experienced than volunteers are. They should show appreciation for and use the experience of these people.
- When a community volunteer does not know something or is not sure, s/he should be honest about it. It is not their role to know everything. They can find the lacking knowledge from peers / colleagues / Internet, etc., and then discuss it with people.
- If s/he has good knowledge and skills but is not respected due to age or gender, s/he can continue to be respectful and patient, and will gradually earn trust and respect.
- Community volunteers should act as role models in terms of how they behave, as their behaviour influences how respected they are by people.

(5 min) To **conclude**, ask participants whether there were any points from what was discussed that resonated with them and that they would like to use in their work. Thank people who share their 'plans' to use the skills as change agents.

Note: This is a point to identify fast movers, people who can potentially accelerate implementation of the innovation.

Ask participants whether they have any questions or comments.

1.4 Using Effective Questions

Time Required: TBD

Objective: Participants understand the advantages of open-ended questions and know how to use them.

Materials to Prepare:

- flipchart #1 with the heading 'Questions We Commonly Ask'
- handout: 'Different Ways of Asking a Question' (if possible, **adjust the dialogue to your reference group context!**) for each participant
- flipchart #2 with the following examples of closed-ended questions:
 - o *Does your wife play a role in making decisions in your family?*
 - o *Do you cook for your family?*
 - o *Have you used family planning contraceptives before?*
- handout: 'Changing Closed-Ended Questions to Open-Ended Questions'

Guidance:

*(Before the introduction, **DO NOT tell the participants** that this session will be about open-ended and closed-ended questions.)*

(5 min) **Introduce:** In the previous session, we agreed that if we want to communicate well, we need to be able to understand people's perceptions of and experiences with the normative behaviours we promote. This means that we need to ask them about these behaviours, in this case – ensuring that most change agents use open ended questions.

Ask: *"How would you feel if someone wants you to adopt a new behaviour (e.g. change how you treat your wife) but the person does not ask you about your perceptions and experiences? What would you think about the person?"* **Answers** might include:

- I would feel that the person thinks that s/he knows everything / is arrogant
- I would think that s/he is not really interested in what I think or what my life is like
- I would not feel respected and I would not be very open to follow what the person proposes

Summarize by saying that asking questions and listening to what people say can make our work much more effective, because we understand people better and they are more open to what we say.

Ask participants to tell you which questions they commonly ask the community members. Record these questions on **flipchart #1** with the heading 'Questions We Commonly Ask' and explain that you will come back to them later.

(15 min) **Explain:** Asking questions might seem easy. However, I would like to show you how some types of questions can give us much more information than others.

Distribute Handout: 'Different Ways of Asking Normative Questions'. **Ask participants** to read it individually and try to identify the difference between the questions in Dialogue A and Dialogue B.

Ask the participants: *"What is the main difference you see between the questions in Dialogues A and B?"*

- The questions in Dialogue A are called **"closed-ended questions"** (starting with 'Do you...' or 'Are you...') where the 'natural' answer is usually only 'yes' or 'no' or another short answer. Furthermore, sometimes they lead the respondent to a certain answer – such questions are called 'leading questions'.
- The questions in Dialogue B are primarily called **"open-ended questions"** (starting with 'What ...', 'How ...') that usually result in receiving a more detailed answer.

Ask: *"Which question type would you prefer to use if you needed to understand people's opinions and experiences?"* Once someone has answered, **ask her/him why s/he thinks so**. If none of the participants answer, explain why open-ended questions are most suitable for such situations.

Show flipchart #2 with examples of closed-ended questions and **ask participants how they would change them** to open-ended questions. If someone does not provide a correct answer, ask others whether they would suggest another way of asking the question in an open-ended manner.

As the next step, point to **flipchart #1 'Questions We Commonly Ask'** and ask which of the questions should be rephrased to become open-ended questions and how. Provide feedback.

(15 min) Tell participants that now they are going to do **further practice creating open-ended and closed-ended reflective questions**:

- **Distribute the handout** 'Changing Closed-Ended Questions to Open-Ended Reflective Questions'. Before you provide the handout, **fold over the last column** so that the recommended ways of rephrasing closed-ended questions are not immediately visible.
- Ask participants to **work individually** on rephrasing closed-ended questions to become open-ended.
- When they finish, they can unfold the last column to **compare** their ways of rephrasing closed-ended questions with what the handout recommends.

At this point, the participants should have a good understanding of how to create a good open-ended question that does not lead people to any particular answer. Therefore, ask the participants to **work in groups of 4-5 people** on the following task. Ask them to:

- Select any of the behaviours written on **flipchart #3**.

- Prepare a dialogue (role-play) for these behaviours that uses at least three different open-ended questions (allocate 10 minutes for this).
- Ask each group to present their dialogue in front of all the participants.
- Ask other participants for feedback on this dialogue.
- If any important feedback was not provided, tell this to the participants who presented the dialogue.

Ask participants about what they would like to clarify or ask regarding the use of open-ended questions.

1.5 Active Listening

Objective: Participants understand the importance of active listening and know what techniques they can use when listening and responding to what people have said.

Time Required: TBD

Materials to Prepare:

- Flipchart #1 with the following question: *'How do people feel when they sense that you have not listened to them very well?'*
- Flipchart #2 with the following question: *'What do you think you could do in order to listen well?'*

Guidance:

(15 min) **When** starting the session, DO NOT say that it focuses on people's listening skills. Instead, tell participants that they will now do a quick speaking exercise and explain the following steps:

- 1) Ask people to divide into groups of four and decide on roles – one person will be the 'speaker', the others will be 'listeners', and will listen quietly without interrupting the speaker.
- 2) Ask the 'speaker' to tell the 'listeners' about an interest or skill you have that the other participants may not already know about you (avoid any controversial topic). The talk should last 3 minutes.
- 3) Give the 'speakers' a few minutes to prepare their talk and then start timing the 3 minutes.
- 4) Once the time is up, randomly select one 'listener' in each group. Ask them to repeat to the group members as accurately as possible the main ideas / information that the 'speaker' shared.
- 5) Then, ask everyone to come back together and ask the 'speakers':
 - o *"Which of the ideas that are important to you did the listener repeat well?"*
 - o *"Which of the ideas that are important to you did the listener not repeat correctly?"*

6) It is likely that some 'speakers' will say that the 'listener' did not manage to accurately capture what they shared. In such a case, facilitate a discussion using the following questions:

- o *"Why do you think the listener did not manage to accurately capture what you said?"*
- o *"What are other reasons for why people sometimes do not listen well?"*

Conclude the exercise by saying that as we could see, listening carefully is not easy. It requires paying attention to what the person is saying and trying to understand it. At the same time, active listening is important for the work that we are doing. Tell participants that we can all continually improve our active listening skills by practicing. Even if we are already good listeners, we can continue to improve and become even better.

(15 min) Point to **flipchart #1** and ask the participants: *"How do people feel when they sense that you have not listened to them carefully?"* Reflect on what the participants say. If any of the following points were not mentioned, explain them:

- They might feel that the person does not understand them.
- They might feel that the person is not interested in what they are saying.
- They might feel frustrated.
- They might not feel respected.
- They might be less willing to share any additional information.

Point to **flipchart #2** and ask the participants: *"Let's now have a look at how we can listen effectively. In your opinion, what should we do to listen properly?"*

- Pay attention to what the other person is saying.
- Avoid doing other things or thinking about other things.
- Avoid thinking so much about what your response will be that you do not really hear what the other person is saying.

Explain that it is important not only that we listen actively but also that the person who is talking knows that we are listening. Ask: *"How can we show that we are listening to what a person is saying?"*

- Making eye contact and nodding the head (if culturally appropriate – not always the case).
- Assuming an open posture (i.e., positioning the body with the torso leaning towards the speaker).
- Giving brief verbal responses ("uh huh", "yes", "hmm").
- Discuss additional examples from the local culture of how you can show that you are listening carefully even without words.

Ask: *"What can we do when we are not sure whether we understood correctly?"*

- We can ask clarifying questions, such as: *"What did you mean by ...?"*

- We can also restate in our own words what the speaker said, using statements such as: *“What I hear you saying is...,”* or *“So if I understand you correctly...”* – this method can also encourage the speaker to go into greater detail.

Conclude: *“The main benefit of listening actively is not only that we can better understand what people say but we can also show them that we are able to see things from their point of view. And if we want to make sure that people are listening to us, one of the best ways is to use the good practices promoted during this training, such as responding to what people actually need, showing them respect, facilitating good discussion, or speaking well.”*

Ask: *“What would you like to comment on or ask about?”*

1.6 Facilitating a deliberation and reflection discussion

Objective: Participants explore ways to facilitate a discussion effectively.

Time Required: TBD (Note: This tends to be a lively session but if you sense that participants are getting tired, include a short break.)

Materials to Prepare:

- Flipchart #1 with the heading DO, flipchart #2 with the heading DON'T
- Flipchart #3 with the following instructions:
 - o *1 person acts as a community volunteer; others act as ‘mothers / fathers.’*
 - o *Act out a 10-min role play using a provided scenario.*
 - o *Community volunteer reflects on his/her performance, ‘mothers / fathers’ provide feedback.*
 - o *Scenario: Most parents beat their children with sticks, canes, slippers, slaps etc as a way of instilling discipline, because they too were beaten while growing up. They see all other parents beating, so they also beat their children. You want them to adopt positive disciplining practices.*

You want to understand what the main ‘barriers’ and ‘enablers’ to positive disciplining.

(Note: Feel free to change the situation so that it is more relevant to the local context.)

Guidance:

Introduce this session by explaining that it focuses on learning how to facilitate a good discussion with a group of people.

Explain that there is often a misunderstanding about what a deliberation and reflective discussion is. Many so-called discussions are not really deliberative and reflective discussions, but rather occasions when someone gives a talk and then asks or answers questions. A good discussion should be a process of talking about something where:

- The person facilitating the discussion does not dominate the process.
- Every participant feels free to share their views, irrespective of who they are (e.g., woman / man).
- Anyone may ask or answer questions.
- There is a clear purpose to the discussion (e.g., to clarify or exchange ideas on a specific social and/or gender norm).

Say: *“Discussion is often a very effective method for understanding a given social norm, exploring what people think about changing the norm, and agreeing with them on trying one or more strategies and tools. That is why it is important that you are able to facilitate a discussion. We will now do an exercise that will give you some practical tips on how to do it well.”*

Divide people into two groups and then give the following **instructions**:

- *Imagine that each of you is supposed to facilitate a group discussion on the social norm of parents beat children because they too were beaten, they see other parents beating, and when you don't beat, other parents say that you are spoiling the child. (Or another social norm in your context)*
- *The task of the first group is to brainstorm what you SHOULD be doing to facilitate the discussion well. The task of the second group is to brainstorm what you SHOULD NOT be doing.*
- *Write the main DOs / DON'Ts on a flipchart.*
- *You have 15 minutes.*

Ask: *“What would you like me to clarify before you start?”*

Answer any questions and then give **flipchart #1** to the first group and **flipchart #2** to the second group.

Go around the groups and observe their work. If you see that they have misunderstood the task, provide clarifications. If you see that they are talking about a different topic or are spending too much time discussing a certain point, encourage them to focus on brainstorming additional tips.

After 15 minutes, ask each group to present their main tips. Reflect on what they say and ask the other group members whether they would include any additional tips.

If any of the following tips were not provided by the participants, explain them.

DO	DON'T
<ul style="list-style-type: none"> ▪ Consider agreeing on ground rules of discussion. ▪ Treat everyone politely and with respect. ▪ Explain the purpose of the discussion. ▪ If people go off topic, remind them of the objective and/or steer the focus of the discussion. 	<ul style="list-style-type: none"> ▪ Do not talk too much – focus instead on facilitating the discussion. ▪ Do not push a certain opinion – stay neutral (except when concluding the discussion and

DO	DON'T
<ul style="list-style-type: none"> ▪ Ask open-ended questions to stimulate discussion. ▪ Encourage the quieter participants to share their opinion. ▪ Actively listen to what everyone says. ▪ Ask what others think about an important opinion expressed by another person. ▪ Acknowledge and thank respondents after they share. ▪ Divide women and men into separate groups if it enables women to speak more, and more openly (the same for other groups – e.g., younger and older people). ▪ If a respondent's opinion is not very clear, ask her/him to clarify it (provide help only if needed). ▪ Highlight any important points and conclusions. ▪ Be conscious of the available time. 	<ul style="list-style-type: none"> highlighting the most important points). ▪ Do not allow the more dominant / vocal participants to take over the conversation. ▪ Do not interrupt people, and ensure that no one else interrupts others. ▪ Do not let the discussion stray off-topic.

Attach the two flipcharts to the wall, so that everyone can see the DOs and DON'Ts. They will be useful in Session 3.4 Practicing Facilitating Change.

Explain that some DOs and DON'Ts are easy to list but difficult to practice. Therefore, the remaining part of this session will focus on talking about them in greater detail and then practicing their use.

Explain that the first topic you would like to talk about is **how to start a deliberation and reflection discussion**. Ask: *"Imagine that you organize a group meeting with parents and you would like to have a discussion with them about gender equitable values (what a man and woman are expected to do). What is the best way to proceed?"* Reflect on what the participants say and appreciate any good suggestions.

If it was not said by one of the participants, explain that using open-ended questions is a great way to open a discussion. Ask: *"Can you please give me examples of such questions?"* Appreciate any good examples and if needed, add the following ones:

- *"What is your experience with ...?"*
- *"What would you do if ...?"*
- *"What happens when ...?"*

Explain that sometimes when we start a discussion, people may not respond as much. Ask: *"What can you do to **encourage reflective discussion**?"* Reflect on what the participants say. If any of the following points weren't mentioned, explain them:

- When people do not respond, it might be because they have not understood the question, so they are not sure what they should say. Consider rephrasing your question to ask it differently.
- People might also need to collect their thoughts first. Give them some time to reflect individually.
- Sometimes the participants just need someone to get the conversation started. Once a few people start talking, it often motivates others to say what they think. Discussion can be encouraged by:
 - o Using different types of open-ended questions, such as:
 - *"What have you heard about ...?"*
 - *"What do others think?"*
 - *"What is your experience with ...?"*
 - *"Why do you think so?"*
 - *"Can you say more about that?"*
 - o Explain that another way is to present two conflicting statements related to the discussed topic and ask them which one they agree with more. For example: *"Some people think that ... Other people say that ... Which opinion do you agree with more?"* Once people have expressed their preference, ask them to explain why. This simple exercise can stimulate further discussion. Say: *"Let's now practice this method."* Take the following steps:
 - Ask the participants to suggest a light, non-controversial topic that people often have a different opinion about. Avoid political or religious topics. For example: *"Some people think that having many children is prestigious. Others prefer having fewer children. What do you think? Why?"*
 - Ask for one or two volunteers who would like to facilitate the discussion using the good practices written on flipchart #1 ("DO").
 - Allocate three minutes for the discussion.
 - Then ask participants: *"What do you think about this method?"* Respond to what they say.

Explain that the next topic you would like to talk about is **how to engage everyone**. Some people don't speak much because they are shy or because they just want to listen to what others say. For others, it is for cultural reasons. Similarly, young people might be reluctant to disagree publicly with the opinions of older people.

Ask: *"How can you ensure that everyone is engaged in a discussion, even women and people who are young or shy? What can you do?"* Reflect on what the participants say. If any of the following points weren't mentioned, explain them:

- Setting the ground rules for the discussion – saying that people can say whatever comes to their mind. They do not need to worry whether their opinion is right or wrong.

- Organising learning events, such as training, in informal settings (e.g., in a community) rather than in an official training venue where some participants might feel more inhibited.
- Encouraging less-vocal people to speak, e.g., by saying: *"We would like to hear from everyone. For those who haven't had a turn yet, can you please share your thoughts about this?"* Avoid picking specific people, as it might make them feel uncomfortable.
- Allowing people to discuss the topic in smaller groups with people that they feel comfortable with (e.g., groups of women or groups of young people) and then let a representative of each group present what they discussed. Another very effective option is to discuss the topic in pairs.
- Have people reflect on their own opinions quietly first. Some participants need a moment to collect their thoughts in order to feel comfortable sharing with others.

Explain that the next topic you would like to talk about is **how facilitator change agents can help when some participants are very talkative**. Ask: *"What can you do when there are one or more people who are doing most of the talking and there isn't much opportunity for other participants to contribute to the discussion?"* Reflect on what the participants say. If any of the following points weren't raised, explain them:

- Show appreciation for what the talkative person said, then turn to the other people and ask them a question like, *"What do others think?"* or *"Let's hear from someone who hasn't shared yet"*.
- Encourage the other participants to participate more, using the tips provided earlier.
- Divide people into smaller groups, as explained earlier.

Explain that the next topic you would like to talk about is **what to do when people go off topic**. Ask: *"What can you do when people start talking about something that does not relate to the objective of the discussion?"* Reflect on the answers. If any of the following points were not mentioned, explain them:

- Directing people back to the main objective of the discussion, e.g., by saying: *"What you are saying is important, and we will have a day to discuss it deeply. Today we are focusing on a different topic, which is **children are expected to contribute to family income by their parents through gardening, working on farms and selling/hawking items**. Let's now return to it."*
- Or, asking participants to take a step back and summarize what has been discussed regarding the main objective. Then proceeding with the discussion that relates to the objective.

If the time allows, ask the participants to **summarize** the key practices that they should follow.

Say: *"Let's now put everything that we just learnt into practice. We will practice facilitating a discussion using role play."*

Divide participants into groups of 6-7 people each. Point to **flipchart #3** and explain the following instructions:

- Each group will need one volunteer who is willing to act as a facilitator. The facilitator should use the key DOs discussed during the session for facilitating discussion.
- The remaining participants will act as mothers / fathers. Encourage them to act as mothers / fathers usually do, without making it too easy or too difficult for the facilitator.
- Each group will be working on this situation – point to **flipchart #3** again and explain the instructions.
- Take 5 minutes to prepare for your role play, then start the discussion. The discussion should last about 10 minutes.
- Once you finish, the mothers / fathers provide feedback – what went well and what could be improved. The feedback should focus primarily on the good practices explained in this lesson.
- Once the first discussion is over, another person should volunteer to facilitate the second discussion, using the same steps. The topic of the discussion can be the same or you can choose something else that you deal with in your work.
- Ask: *“What would you like me to clarify?”*

Observe the role plays. If you notice the participants going off track, help them to re-focus on the given task.

When all groups have finished two discussions, ask the participants to come back together and discuss their experience using the following questions:

- *“How did it go? What went well? What was difficult?”*
- *“Next time, how can you manage the things that were difficult?”*

Reflect on what the participants say. When needed, provide required advice.

Ask: *“What would you like to ask about or comment on before we conclude this topic?”*

Explain that tomorrow the participants will have another opportunity to practice facilitating a discussion.

1.7 Wrap-Up

Time Required: 10 minutes

Materials to Prepare:

- Flipchart #1 with the following points written on it (leave space for sticky notes below each point)
 - o *What skills will you use?*
 - o *What did you like about the sessions on facilitation?*
 - o *How could the training be improved?*
- 60 sticky notes

Guidance:

Wrap up the day by **asking participants to share their feedback** with you. Ask someone to distribute sticky notes, providing three for each person. Point to flipchart #1 and explain that you would like the participants to write individually:

- On the first sticky note, write which of the skills / good practices that they learnt today they would want to use during their community work.
- On the second sticky note, write what they like about the training.
- On the last sticky note, write how could the training be improved.

Ask the participants to paste the sticky notes below the relevant questions on the flipchart. Once the participants leave, review them and use the feedback to prepare for the next days.

At the same time, **ask participants to make a note** in their notebooks to remind themselves of the skills they want to practice right away after this training.

Explain the program for the next session and ask everyone to be on time.

Break time!

Facilitation session 2.

2.1 Review of session 1

Time Required: 5 Minutes

Objective: Remind participants of the key lessons from session 1 and energize them to learn new things.

Materials to Prepare:

- Flipchart #1 with the heading 'How to Provide Feedback', including the following instructions:
 - o *How did it go?*
 - o *I liked....*
 - o *What if ...? or How about ...?*

Guidance:

(25 min) **Welcome** participants.

Tell the participants that they will be learning new things and also practicing what they learnt.

Explain that you will play a simple game reminding people of what they learnt so that they can use it again.

Ask participants to stand in a large circle, so that there is at least half a meter between them.

Explain that their task is to pass a "clap" round the circle as quickly as possible. Identify who starts the clapping and the direction of the first clap. Explain that each person can *clap once* and pass the clap in the same direction or *clap twice* and change the direction of the clap. Encourage participants to clap faster and faster. When someone gets it wrong (e.g., claps when s/he was not supposed to or if s/he forgets to clap), **the person will be asked a question related to social norms** (see the list of questions in the annex). If the person does not know the answer, ask others for advice. If s/he provides an incorrect answer, ask others for their opinion on a correct answer. The game then continues until all questions are completed (alternatively, you can change to a different game – see below).

At the end of the game, when participants return to their chairs, **ask them** what they would like to clarify regarding the topics you covered yesterday. Together with the participants, clarify whatever is not clear.

Explain that the participants will practice a lot of what they have learnt. A part of it is observing other participants and then providing them with constructive feedback. Explain that sometimes telling people how well they do their work is sensitive. Therefore, it is important that we are able to do it well. Show flipchart #1 and explain that providing good feedback involves the following four steps:

- 1) Ask the person whom you observed **what s/he thinks** about how well s/he did during the activity, e.g., using the questions *“How did it go?”*, *“What went well?”*, and, if needed, *“Can you tell me more?”* Such a step makes the person reflect on her/his performance, allowing her to point out possible weaknesses (instead of you telling them).
- 2) Say **what you liked** about her/his performance, starting by saying *“I liked that ...”*.
- 3) Only then should you focus on any weaknesses that you observed. To make sure that they are presented sensitively and to help the person improve, you should present the weaknesses as **positive suggestions** of what the person can improve on and how. Start by saying *“What if you ...”* or *“How about ...”*. Hearing such suggestions for improvement can give the person receiving feedback clear advice on how to improve her/his performance.
- 4) The person receiving the feedback should just respond with a polite **thanks**.

Explain that in the following sessions, participants will practice giving feedback. Stick the flipchart on the wall so that participants can look at it in the following sessions.

2.2 Verifying People's Understanding

Objective: Participants know how to verify whether people understand what was shared with them.

Time Required: TBD

Materials to Prepare:

- Flipchart #1 with the heading 'How to Verify People's Understanding'

Guidance:

(5 min) **Introduce** this session by explaining that today the participants will continue learning how to communicate with people in a way that is clear and attractive. At the same time, explain that communicating well is not enough – we also need to know how to check how well people have understood what was shared with them.

Ask: *"How many of you have experienced a situation where you were saying something to mothers or fathers and you later realised that some of them had not fully understood what you told them?"* (Most likely, they've all had this sort of experience.)

Say: *"It often happens that some people do not fully understand what we have explained to them. Why do you think they don't understand?"* Reflect on what the participants say. Acknowledge that while it is possible that people did not listen to us properly, it is equally possible that the "mistake" is on our side. Perhaps we did not speak clearly or what we said was not very useful to the people.

Explain: *"Whenever we – or someone else – share something important with people, it is important that we verify how well they have understood it. Otherwise, we might assume that everything is clear even when it was not correctly understood."*

Say: *"Let's now discuss how we can verify whether people understood what we shared with them."* Ask participants to **work in groups** with people sitting at the same table and give them the following task: *"Imagine that you talked to people about something, and you want to know whether they have understood you correctly. Please discuss and write down how you can do it."* Allocate 5 minutes. Once the time is over, ask the groups to share their suggestions and record them on **flipchart #1**. If any of the following points were not mentioned, write them on the flipchart and explain them to the participants:

- Asking people to summarize what you told them, as you want to know whether you explained it clearly – *"Could someone summarize what I said?"*
- Asking people for their opinion – *"What do you think about what I just said?"*
- Giving people the opportunity to practice immediately what they learnt and observing them.
- Asking people to tell you what was not clear – *"What would you like me to clarify?"*

Ask: *“Do you think that the question ‘Do you understand me?’ is a good question or not?”*
Reflect on what participants say. If needed, explain that the participants should not use such a question because:

- People might not be willing to admit that they did not understand you.
- People might think that they understood you when in fact they did not understand you correctly.

Important: Explain that it is equally important that we verify whether we understood people correctly. This can be done by summarizing what they said (e.g., *“If I understood you correctly, you mean that ...”*) and asking them whether you understood it correctly.

Ask: *“What questions or comments do you have regarding this topic?”* Respond to any questions and explain that in the following session, the participants will practice using this skill.

2.3 Giving a social and gender norms' talk

Objective: Participants practice how to give a short talk about a social norm in a way that people find interesting and motivating.

Time Required: TBD

Materials to Prepare:

- Flipchart #1 with heading 'How to Give a Great Talk'
- Handout 'Tips for Giving a Talk'
- Flipchart #2 with the following instructions:
 - o Give a 2-minute talk about a social norm
 - o Speaker verifies participants' understanding.
 - o Others provide feedback.

Guidance:

Introduce this session by explaining that it focuses on something that the participants have lots of experience with – giving a talk about norms on violent disciplining of children or intimate violence or one specific social or gender norm.

Ask: *Who amongst you has experienced a person giving a really good talk, on any topic? Can you please raise your hand?"* Reflect on how many participants had a positive experience.

Ask: *"Who amongst you has experienced someone who talked quite poorly? Can you please raise your hand?"*

Say: *"As we can see, you have lots of both positive and negative experiences with people giving a talk. And this is something that I would like to build on during this session."*

Say that you have a quick task for the participants. Explain the following instructions: *"Individually, think about what a person should be doing in order to give a really great talk. Write down the key points in your notepad."*

Once the participants have recorded the 'good practices' they experienced, ask them to share them with others. Record the key 'good practices' on **flipchart #1** 'How to Give a Great Talk'.

Distribute the **handout** 'Tips for Giving a social and gender norms' talk' and ask the participants to read it and try to identify whether it includes any 'good practices' that were not mentioned yet. If so, record them on the flipchart.

Emphasize that one of the most common mistakes is that people talk for too long, and the others then lose attention. Behaviour change is primarily about discussions, not about delivering long speeches. When we give a talk, it should not be longer than 5-10 minutes.

Then we should again engage people (e.g., by starting a discussion or getting them to practice what you talked about).

Explain that while it is relatively easy to make such a list of ‘good practices’, it is much more difficult to make sure that we use them, even when we are aware of them. Therefore, the remaining part of this session will focus on practicing these skills.

Divide the participants into groups of 3 (if possible, put together people who do not know each other well as giving a talk in front of them is likely to be a more useful learning experience). Point to **flipchart #2** and explain the following instructions:

- Each group member will have the task of giving a 2-minute talk about any social norm. Another group member will monitor the time.
- The presenter should do his/her best to follow the ‘good practices’ that we just discussed (point to **flipchart #1**).
- The remaining participants will observe the extent to which these ‘good practices’ are used – i.e., focus on HOW the talk is delivered, NOT on whether the presented information is technically correct, etc.
- Once the talk is finished:
 - o The speaker will verify how well people understood what s/he said using the practices recommended in Session 2.2.
 - o The remaining participants will provide feedback using the method we learnt today. Point to the **flipchart** from Session 2.1 explaining how to give feedback and summarize the four steps.
- This will be repeated until everyone has given a talk.
- Ask whether anything should be clarified.

Ask participants to begin the exercise. They should first decide individually which social norm they will talk about and remind themselves of the ‘good practices’ written on the flipchart. Assuming that there are 5 members in each group and each member needs up to 10 minutes to give a talk, verify understanding, and receive feedback, the entire exercise should take about 35 minutes.

Go around the groups, observe the talks, and especially the provided feedback. Once everyone has finished the task, ask them whether anyone would like to give a talk in front of all the participants. As it is a more challenging task, it can be a useful learning opportunity. Others should then provide their feedback.

Once everyone has given at least one talk, ask the participants to sit together again. Ask them about their experience: *“What went well? What was difficult?”*

(5 min) **Ask:** *“What would you like to comment on or ask about?”*

2.4 Negotiated Social-Normative Behaviour Change

Time Required: TBD

Objective: Participants are familiar with the main steps of the process Negotiated Behaviour Change and are able to use them in their work.

Materials to Prepare:

- Flipchart #1 with the heading 'Promoted Normative Behaviours'
- Flipchart #2 with the heading 'Advantages of Negotiated Social-Normative Behaviour Change'
- Handout: 'Steps in the Process of Negotiated Behaviour Change' for each participant

Guidance:

Explain that you will keep talking about how we can promote behaviours in an effective manner.

Ask participants to share some of the desired behaviours that they promote in their day to day lives and work. Write them on **flipchart #1** with the heading 'Promoted Behaviours'.

Ask participants if it is always possible or easy for people to practice the ideal behaviour. The participants will likely answer "no". If they answer "yes", ask them to think of a time when they tried to change their own behaviour and if they faced any barriers.

Ask for some reasons why community members might not adopt some of the behaviours we promote. Answers may include:

- Lack of money, time, or energy;
- Difficulties with getting the materials or inputs they need;
- Fear of what others will think of them when they practice the promoted behaviour;
- Cultural taboos or religious views;
- Difficulty remembering how/when to do the behaviour;
- Fear of negative consequences of doing the behaviour;
- Thinking that the problem the behaviour addresses/prevents is not likely to happen to them; or
- Thinking that the problem is not serious.

Ask: *"When community members, such as mothers, fathers, shamba owners, farmers, or youth, have trouble changing their behaviour, **what is the role of change agents like you?**"* Answers should include:

- We need to **understand** why people are having difficulties with adopting the promoted behaviour – i.e., what the '**barriers**' are (lack of awareness of the behaviour and its benefits is usually NOT the main barrier, it is normally the social and gender norms plus their sanctions);

- We need to understand what could **motivate** people to adopt the behaviour; and
- Then we need to **support them in overcoming the barriers and appreciating the motivators.**

Explain that one way to help people overcome barriers is called **negotiated behaviour change**.

Ask the participants: *“What do you think the phrase ‘negotiated behaviour change’ might mean?”*

Explain: Negotiated behaviour change (or ‘NBC’) means that you discuss with a person or group their current situation, normative behaviours, influencers, practices, and the things that could take them closer to practicing their new desired normative behaviour. **You do not force people to change or do something.** You listen respectfully to what the other person is saying, promote the benefits of the new norm and, in the end, **you agree on one or more small steps** that will bring them closer to practicing the behaviour (e.g., you agree with a father that to increase the chances of her daughter performing well and finishing school, he needs to support his daughter, and talk to her about sexual reproductive health).

Ask participants to **imagine two different scenarios** from their own lives:

- 1) First, someone comes to them and tells them what they should be doing and why. For example, why they should use modern family planning methods.
- 2) Second, someone comes to them, discusses with them how they are doing these days, how they feel about family planning methods, what they see as its advantages, what makes it difficult to use them... and s/he agrees with them on what small steps and options they could do to in order to use family planning services. (Could be first speak to a long term male user and supporter of FP, visit a health worker, get knowledge on side effects, benefits etc). Each step is a movement closer to the desired state.

Ask: *“Which approach will be more effective? Why do you think so?”*

Discuss the answers and **record the key reasons** for why the second situation is likely to be more effective on **flipchart #2** ‘Advantages of Negotiated social normative behaviour Change’.

Highlight the following points about NBC by asking questions and explaining the points in detail.

- **Engagement of influencers and reference groups:**

Questions: *“Among whom should you promote the desired behaviour? Is it enough to only involve the person who is supposed to practice it? Why do you think so?”*

Explanation: Often, **a person needs the support and the approval of other people** to be able to practice a behaviour (e.g., when wives decide about expenditures, when men help with domestic tasks, etc.). That is why it is important that we also engage these ‘influencers’.

The importance of agreeing on smaller steps that lead to behaviour change:

Question: *“In the case of the second example, the promoted behaviour was ‘using family planning methods. However, the change agent did not tell the mother ‘You must use family planning methods.’ Why did the change agent not say it so directly?”*

Explanation: People need to know what the ‘ideal’ behaviour is. At the same time, when we ask people to do something new, they might reject it because they feel that it is too difficult or because they face some barriers difficulties. Therefore, it is also important to agree with people on taking **smaller steps that are feasible and lead towards the behaviours.**

For example:

- Instead of just telling a mother use modern family planning methods, agree with her to start by talking to her husband about it, visit a health facility or invite a CHW to learn more about the FP methods, speak to other men (role modelling and positive deviance) who are already supporting their wives to use family planning methods and start by giving it a trial i.e. short-term method.

If you **break the big goal of adopting a given behaviour into smaller steps**, you are likely to be more effective because it is easier for people to take smaller steps.

Emphasize that **agreeing on a clear action(s) is crucial** for ensuring that something positive happens as a result of the meeting. Agreeing on a specific action also makes it easier for people to act upon what they learnt. **Explain** to the participants that the action does not need to be proposed by them – instead they can ask people: *“What is one action that you can take before I see you again?”*

- **Longer-term approach:**

Questions: *“When using such an approach, do you think that one visit is enough or that you have to visit the person more times? Why do you think so?”*

Explanation: People often have to take **more than one step before they manage to break a social and/or gender norm.**

2.6 Wrap-Up

Time Required: 10 minutes

Guidance:

Wrap up the day by asking participants to **discuss with the person sitting next to them** which of the skills / good practices they learnt today they want to start using right away in their community work. Allocate five minutes, and then ask whether anyone would like to share their plans (not mandatory).

Ask participants to **write down their suggestions on** what is still unclear or confusing to them; Ask them to write it on a page from their notepad and show them where they can leave the feedback.

Facilitation session 3

3.1 Facilitating Group Sessions

Time Required: TBD

Objective: To help participants understand and practice how to conduct group sessions effectively.

Materials to Prepare:

- Flipchart #1 with the heading 'The Key Steps During Group Sessions'
- Handout: 'Steps for Group Sessions' for each participant
- Handout: 'Quality Improvement Monitoring Checklists for Group Sessions' for each participant
- Flipchart #2 with the following questions:
 - o *What are such checklists good for?*
 - o *How should the checklists be used?*
 - o *How should feedback be provided?*
- Sets of behaviour change communication materials from the previous session (one set per table)
- Flipchart with phrases for providing constructive feedback (from Session 2.1)

Guidance:

Note: *If the participants were already trained in conducting group sessions using a certain methodology, such as Care Groups, Mother-to-Mother Support Groups, or Farmer Field Schools, consider whether the content of this session fits well with the methodology, otherwise it might be confusing. If required, change this session accordingly.*

Ask participants who amongst them has already promoted various normative behaviours to a group of people; which will most likely be all of them, unless some are newly trained volunteers. Reflect on how much experience there is in the room.

Explain to the participants that each **group session consists of many steps**, starting with greeting people and finishing with saying goodbye to everyone.

Ask the participants to **divide into groups of 4-5 people**. Explain that each group will be **responsible for making a list of all the steps that should be taken during a group session** that promotes the organization's priority behaviours, irrespective of the sector. As a small hint, encourage them to think of what they learnt during the session related to the eight steps of the **Negotiated Social Normative Behaviour Change process**.

Allocate 10-15 minutes for participants to come up with their list of the key steps. To ensure that they understand what they are supposed to be doing, ask them for a few examples of the steps before they start.

When the groups finish their lists, **ask them what the first step should be**. Record the correct answer on **flipchart #1**. Keep asking about and recording the subsequent steps, making sure that they are recorded in a meaningful order.

Provide participants with the handout 'Steps for Group Sessions'. Explain that these steps are based on the Negotiated Behaviour Change approach, which they practiced yesterday. Go

through the key steps with the participants, explaining their meaning and importance. Reflect also on which steps the participants have already mentioned and recorded on the flipchart and which ones are new. **Among the main steps are:**

- Greet everyone.
- Introduce yourself. If you do not know the participants or if they do not know each other, ask them to introduce themselves as well.
- If the session is a follow-up of a previous meeting, then:
 - o Ask people about any conclusions / agreements made during the previous meeting (e.g., asking how things went, whether they faced any difficulties, etc.).
 - o Listen to what people say.
 - o Show appreciation for any progress made.
 - o Discuss how they can overcome any difficulties they faced.
- Explain why you are meeting together today. Mention a benefit that people will find attractive (e.g., “*What can we do to make sure that men start helping their wives with home chores?*”)
- Use open-ended questions to ask reference group members about their current knowledge and practices related to the promoted desired social norm.
- Listen and reflect on what people are saying.
- Appreciate good practices, highlight the ‘*motivators*’ (i.e., things that motivate people to practice the behaviour).
- Jointly prioritize people’s most important ‘*barriers*’ that prevent them from practicing the desired behaviour or make it very difficult to practice.
- Discuss with people how they can address the barriers they are facing while providing your inputs (e.g., advice, experience, stories, etc.) – inputs that help them address some of these barriers, especially those related to beliefs, misconceptions, lacking knowledge, negative social norms, etc.
- Verify to what extent people understand the main points / messages you shared.
- Agree or negotiate with people on a doable action(s) they will take that would bring them closer to practicing the promoted behaviour before the next meeting.
- Make an appointment for a follow-up meeting.

When you finish reviewing the key steps, **ask participants for feedback on the list.** *To what extent do they feel that they can follow these steps? Which steps are not clear?* Clarify whatever is required. Encourage participants to use the handout ‘**Steps for Group Sessions**’ for planning their group sessions with the community members.

Explain that group sessions are not only about what we do but also about how we do it. During the previous two days, we learnt what we can do to communicate and facilitate meetings in an effective way. Ask participants to brainstorm a few examples.

Explain that since it is **not easy to remember** all the good practices, adapting Quality Improvement Monitoring Checklists to support change agent's work is important.

Ask participants to summarize 1) what such checklists are good for, focusing especially on what benefits their use brings to change agents; **2) how the checklists should be used**; and **3) how feedback should be provided**. If anything important was not mentioned, explain it to the participants. If needed, as a reminder, show them the flipchart with the key phrases for providing constructive feedback from Session 2.1.

Distribute the Quality Improvement Monitoring Checklists that ICS will use for monitoring community level change agents' group sessions.

Together, go through the main practices described in the checklist, explaining their importance, and verifying whether participants understand them well.

3.2 Facilitation practicum and role playing

Explain that now it is time to practice what they learnt today as well as in the previous days. Ask the participants to **divide into three groups of 6-7 participants each**. In each group, participants divide the following roles:

- 2 change agent volunteers who will facilitate a group session
- 1 supervisor who will be using the checklist
- Form 2 groups of community members (Each group will play a role of a reference group)

Once participants have divided up the roles, ask them to take 30 minutes during which:

- **The two community volunteers** select any social or gender norm that was identified, without letting the other participants know what they chose, and then:
 - 1) Tell the 'community members' whom they should play so that their role is relevant to the selected social norm.
 - 2) Discuss how to facilitate the group's session which should not last more than 20 minutes.
-
- **The supervisor** carefully reviews the Quality Monitoring Checklist and reminds herself/himself how s/he should provide feedback.
- **The participants**, who play the community members, prepare for their role, trying to "put themselves in the community members' shoes."

When everyone is ready, ask them to **start the role-play**. **Observe** all role-plays and take note of what is going / not going well. Focus on how the communication is done. Advise only if participants ask for support.

When a group finishes their role-play, **first ask the supervisor to provide feedback to the change agent volunteers**. This must be done using the guidance explained in Session 2.1 and remind them again before the role-plays. Again, show the flipchart with phrases for providing feedback.

When the supervisor provides her/his feedback, **ask the ‘community members’ to share their feedback** on:

- The extent to which the volunteers followed the good practices taught during this training (e.g., principles of effective communication / facilitation, effective use of materials, steps of group sessions, etc.).
- The extent to which the supervisor provided feedback to the volunteers in the recommended manner.

All feedback must be provided using the same system that the supervisor used.

Continue the role-plays of group sessions until each participant acts once as a community volunteer. This means that at least three rounds of group sessions will be needed.

(20 min) As the last step, **discuss with all the training participants about their experience**. Ask them:

- *What went well?*
- *What was difficult? How would they suggest overcoming the difficulties?*
- *How helpful did they find the checklist?*

What would they like to ask about?

Stage 5: Solidarity and local alliance building for change agents

Objectives

- To equip change agents with skills on how to build solidarity and local alliances for change
- Orient change agents on strategies and tools for social norms change
- Equip change agents with capability to choose social norms change tools
- To co-develop an implementation action plan for change agent

Overview	In this session, change agents will attend a 1.5days workshop to strengthen their capacity in conducting a solidarity and local alliance and developing action plans
In this session change agents will	<ul style="list-style-type: none"> - obtain skills on how to build solidarity and local alliances for change - obtain knowledge on strategies and tools for social norms change - have capability to choose social norms change tools

	<ul style="list-style-type: none"> - co-develop an implementation action plan for change agent
Activities / workshop content	<p>Activity 5.1: Understanding the connection between social accountability and social norms [Tips on how to build solidarity and local alliances for change] (2 hours)</p> <p>Activity 5.2: Strategies and tools for social norms change (2 hours)</p> <p>Activity 5.3: Social norm network mapping</p> <p>Activity 5.4: Developing implementation action plan for change agent (3 hours)</p>
Preparation needed	<ul style="list-style-type: none"> - Selecting the target participants: Divide the target geography into zones and identify mixed categories of change agents from the different zones. - Input presentation on the connection between social accountability and social norms - Resource sheet on social norms tools - Template for developing action plans
Time	1.5 days (9 hours)

Activity 5.1: Understanding the connection between social accountability and social norms (2 hours)

Objectives:

- Define social accountability
- Orient change agents with knowledge on the connections between social accountability and social norms

Instruction

- Input presentation
- Plenary discussion

Reference content about social accountability and social norms

Accountability can be defined as the obligation of power holders to account for or take responsibility for their actions. “Power-holders” refers to those who hold social, cultural, political, financial or other forms of power.

Social accountability can be defined as an approach where ordinary citizens, local organised groups and/or civil society organizations participate directly or indirectly in exacting, demanding and influencing accountability. Mechanisms of social accountability can be initiated and supported by the state, citizens or both, but very often they are demand-driven and operate from the bottom-up. Social accountability mechanisms are therefore intended both to complement and enhance conventional mechanisms of accountability. “Internal” (state) and “external” (social) mechanisms of accountability can and should be mutually reinforcing.

Similar to social normative injunctive behaviour, one key feature of social accountability mechanisms is their use of a range of rewards and sanctions. These sanctions and rewards influence how people behave, thus there is a close linkage between social norms and social accountability. In relation to violence against children, 3 underlying concepts show a clear intersection between these two fields (norms and accountability) and these are responsibility, responsiveness and relationships.

Responsibility: Individuals, family members/households and community members take responsibility for promoting non-violent behaviour for women and children. They identify, mediate, refer, report violence cases.

Responsiveness: Parents as duty bearers for childcare and wellbeing are expected to use family resources effectively for caring for women and children, are available and provide wellbeing as per government standards and minimum care package (where applicable), and the government officers responsible for child wellbeing act timely, adequately and responsively to safeguard women and children from violence.

Relationships: Safe communities for children and women can be established and sustained through mutual understanding, collaboration, and trust between parents, local government, community members, duty bearers and reference group members/influencers among others etc. This relationship sets the ground for a social-normative early warning prevention system for violence against women and children. Includes better understanding of each other's constraints and barriers.

The social normative change agents are guided by a collective social accountability action Plan. This is a document which includes specific actions (with assigned roles, responsibilities and timeframes) to address normative priority issues related to wellbeing in the community. The action plan is developed by the village change agents' group, through an interface meeting. It forms the basis for monitoring progress and tracking the implementation process.

Facilitating factors for the 3Rs

1. **Building relationships** – Establish trust between change facilitator, community and child wellbeing staff.
2. **Identifying concerns** – Provide space for people to discuss issues that affect them deeply and reflect on how to change these.

3. **Exploring concerns** – Probe deeper so community members discuss the values and behaviours that are connected to their concerns.
4. **Making decisions & committing to action** – Help community members to make decisions about what can be done to address these concerns and establish action plans.
5. **Acting responsibly** – Encourage community members to act on these commitments and start to see change.
6. **Reviewing & reflecting** – Support this continuous process of thinking about how everyone is contributing to positive changes.

Activity 5.2: Social normative network mapping

Social network analysis for social-normative behaviour intervention: This session is directly informed and builds on the identification of leverage points already done. The main task is to connect the individual change agents/influencers to relevant leverage points and leverage point institutions where social and gender norms have a high potential for shifting, changing or being transformed.

Objectives:

1. To identify and list social groups and influential persons to engage in social-normative change activities
2. Align the identified groups by nature of leverage i.e. high leverage, moderate leverage and low leverage (These will be defined)
3. Develop a community map of the normative change system that will coordinate different but related activities to address social and gender norms
4. Obtain the permission of administrative and local village authorities to begin discussions with the groups.

Materials:

A group assessment matrix for each group. *(A group is a relatively structured, organized and constituted collective of persons with the same interests, aspirations, values and ideology)*

Participants: Change agents

The Social Network Mapping is a set of exercises that are facilitated with community groups by field agents to identify, list and select social groups and influential persons in communities to help the team make the best decisions possible in terms of selecting at least 5 - 7 socially-influential groups (women, men, mixed groups) and five to ten socially-influential persons with whom to engage in activities. Community social mapping is conducted in each village and involves meeting with community leaders to introduce the activities and exercises, followed by several exercises to guide discussions and analysis with several groups in each village (that represent different viewpoints in each village)

Instructions:

1. Segment the change agents by village locality, so that mixed teams emerge and get constituted to target their respective villages

2. Be very clear that activities will be undertaken on a volunteer basis, and there will not be any financial motivation for groups or for Influential persons targeted.
3. Ask the participants to list active, existing groups women's, men's and mixed groups' within their community – in which change agents are members (direct influence) and where they are not but have indirect influence, for example: village associations, community work groups, agricultural cooperatives, women's groups, savings groups, microcredit groups, etc.
4. Provide to each village change agent group a matrix and explain that they will use a matrix to describe and compare the listed groups to make an informed analysis.
5. For each group, pick one leader to document and guide other participants to mark the appropriate box to describe the group, e.g., age range, size, meeting frequency, connectivity, and level of influence of each group. They will use the legend below:
6. Select the groups that will be targeted with relevant influencers, reference groups and other priority populations for intervention.

Legend to guide the filling of matrix

Category	Low Rating	Middle Rating	High Rating
Age of group members	X (young) = majority are 18-25 years old	XX (adult)= majority are 26-50 years old	XXX (old)= majority are over 50 years old
Size	X= 2-10 people	XX= 11-30 people	XXX = more than 30 people
Meeting frequency	X = less than one activity per month	XX= one activity per month	XXX= more than one activity per month
Connectivity (membership of group members in other groups)	X = 0 members	XX= 1-10 members	XXX= 11 members and more
Level of influence in the general community (Influence: to be well known by the majority of the community, who involves many people in his/her activities, who can mobilize many people)	X = Not too influential with other groups	XX= Influential with other groups	XXX= Very influential with other groups
Includes behaviour reference group(s) members (The participants are of same category as change agents)	X = Doesn't include other influencers and reference groups for target behaviour	XX = Some members are reference group members or have characteristics of reference groups	XXX = Almost all group members are reference group members

Community mapping matrix

Instruction: Guide the group to use the table below, to conduct community mapping per norm

[illegible]

Selecting appropriate social norms change tools and pathways to use at community level

Instructions: Explain to the group that they will now rank the proposed tools according to how feasibility and potential impact that they are likely to have.

1. Start by discussing criteria for ranking the potential norms change tools identified. Explore what constitutes a ‘good strategy’ for achieving changes in social norms.
2. Once criteria have been established, ask the change agents for each norm to each choose up to five social norms change tools, and enter the chosen change strategies into a matrix.
3. Carefully examine each suggested tool and assess how far it matches the chosen criteria in relation to the social norm in question
4. Ask the members to tally, plot their feedback onto the matrix, and use results to rank each proposed norms change tool
5. Allow the team to dialogue and to collectively agree to the top five tools. The team may agree on ties or substitutions

Social and/or gender norm:	Children beat their peers because they see their fathers beating their mothers when there is an issue between them.						
Criteria/social norms change tool	Will this tool allow you to reach the reference and priority groups easily? (Yes = 1, No = 0)	Is it possible to use the tool to carry out this activity with ease? (Yes = 1, No = 0)	How economical is it to use the tool, do you have resources to use it? (Yes = 1, No = 0)	How much will the reference groups, priority populations and community like the use of this tool? (Yes = 1, No = 0)	Is there potential for significant/big impact likely to result from the change? (Yes = 1, No = 0)	Are there any negative consequences that might result from using this tool? (Yes = 1, No = 0)	Total tally
Deliberation and reflection							
Trendsetters and positive deviant							
Creating a new “reference group							
Public commitments or declarations							
Providing feedback on performance vis-à-vis the norm							

Social and/or gender norm:	Children beat their peers because they see their fathers beating their mothers when there is an issue between them.						
Criteria/social norms change tool	Will this tool allow you to reach the reference and priority groups easily? (Yes = 1, No = 0)	Is it possible to use the tool to carry out this activity with ease? (Yes = 1, No = 0)	How economical is it to use the tool, do you have resources to use it? (Yes = 1, No = 0)	How much will the reference groups, priority populations and community like the use of this tool? (Yes = 1, No = 0)	Is there potential for significant/big impact likely to result from the change? (Yes = 1, No = 0)	Are there any negative consequences that might result from using this tool? (Yes = 1, No = 0)	Total tally
Organized diffusion							
Modelling behaviour							
Changing laws or regulations							
Social norms marketing							

Activity 5.3: Developing implementation action plan for change agent (3 hours)

Instructions

- Print copies of the list of norms for each community
- Print copies of the social norm action planning template
- Guide the group to fill the action plan template. One template per norm

Date:

Social-Normative action planning template

Norms of interest: Children beat their peers because they see their fathers beating their mother when there is an issue between them.

Our goal: Parents / couples and children in Kore resolve conflicts in a peaceful manner / non-violent way

Our objectives:

1. Reduced family conflicts and physical violence
2. Reduced peer conflicts and physical violence

Category(ies) of change agents

1. Parent
2. Teacher
3. Student leader
4. Local administrator
5. Religious leader

Action planning table

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
Parent	<p>Deliberation and Reflection – organize weekly meetings with chama members (women group); targeted sessions with men at the joints (once a week) after work; Support positive deviants to conduct home visits to selected families</p> <p>Role modelling - identify positive deviants and pair them with families to support in follow up after home visits</p>	Meeting reports accompanied by attendance lists	<p>Time – I reside in the community and can easily reach other parents</p> <p>Networks – I am a member of self-help groups, a parent representative in the local school and a business persons hence can connect with different people</p>	<p>Village elders</p> <p>Religious leaders</p> <p>Police</p> <p>Bar operators</p> <p>Boda boda operators</p>	<p>Writing materials</p> <p>IEC materials – poster and t-shirts for the change agent</p> <p>Airtime to mobilize parents</p>
Teacher	Role modelling: Use of practical examples during	Success stories from parents and	Refreshments during the school	Village elders	External facilitator such as Mentor and

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	<p>parent meetings of the parents whose children excelled because of their parents solving conflicts peacefully</p> <p>Deliberation and reflection: Enhancing parental engagement in school activities to create forums of sensitizing and awareness creation of peaceful family conflict resolution</p> <p>Deliberation and reflection: Instilling effective conflict resolution skills among children</p>	<p>children on reduced family conflicts</p> <p>Increased attendance of parents during the school meetings,</p> <p>Significant decrease in the number of bullying cases among the learners in the school</p>	<p>meetings for instance once a month –this will motivate attendance of parents – Budget can be taken from the school savings and parents contributions</p> <p>Appreciation and awards to the most peaceful homes as identified by parents themselves – Budget drawn from school account, school</p>	<p>Family elders</p> <p>Religious leaders</p>	<p>Children officer to sensitize parents</p> <p>Teamwork among teachers</p> <p>Presence of local administration in some of the parent meetings</p>

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	Norms marketing: Distribute fliers that contain social behaviour change messages; Talking walls		<p>alumni, friends to the school</p> <p>Having been trained on the Life Skills, I can effectively mentor children identified of bullying cases to embrace empathy and other interpersonal skills</p>		
Local administrator	Public declaration: Organizing Community Fun Days, such as talent shows and Public Declaration Walks, advocating for the community to be a "Violence-Free Zone."	<p>Reduced cases of violence within family settings</p> <p>Parents joining counselling groups to find amicable</p>	<p>Local Law Enforcement</p> <p>Social Services</p> <p>Education and Awareness Programs</p>	<p>The Backing of other symbols of authority e.g church leaders, teachers, parents, children etc</p> <p>Social Workers</p>	<p>Funding: Financial Support from the Government</p> <p>Security</p>

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	<p>Norms marketing: Mobilizing funding for resources such as billboards, posters, and charts advocating for the end of violence and peace keeping in the community</p> <p>Changing laws or regulations: Introducing bylaws to address consequences for the crime of violence.</p> <p>Deliberation and reflection: Introducing community support services such as couples counselling, youth programmes and economic empowerment strategies to support families.</p>	<p>solutions to marital conflicts</p> <p>Accountability among community members reporting cases of violence to the local authority</p>	<p>Information Education and Communication materials</p> <p>Public Facilities</p>	<p>Medical Practitioners</p> <p>The Government both at Subcounty and County level</p>	<p>Corporation from community members</p> <p>Policy implementation</p> <p>Resources</p>

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	<p>Role modelling: Recognizing families living peacefully and children performing well in schools to set an example for others within the community</p> <p>Deliberation and reflection: Organizing monthly community "Barazas" to sensitize the community about the harmful consequences of violence and the benefits of peaceful coexistence and conflict resolution.</p>				
Religious leader	Deliberation and Reflections: Use the religious platforms such as churches to preach and teach respectful	Positive feedback from the congregations on sermons and	Education material including religious scriptures, and teaching that	Parents and caregivers Local administrators-village elders to invite	Getting professional counsellors to speak on family relationships and effects of family conflicts.

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	<p>relationships and non-violent means of handling family issues</p> <p>Deliberation and Reflections: Conduct one on one counselling sessions with couples on importance of family relations</p> <p>Trendsetters and positive deviants: Invite professional family counsellors to talk to the families during Sunday service.</p> <p>Deliberation and reflection: Organize seminars,</p>	<p>teachings on healthy family</p>	<p>promote positive family relations</p> <p>Platform with people to share my message with since I am since already a religious leader with huge following.</p> <p>Safe private place to hold the counselling sessions</p> <p>Outsources professional</p>	<p>community members to churches</p> <p>Teachers to pass some of the key messages to children on family relations to learners in schools</p>	

Category of change agent	What ACTIONS are you committed to undertaking to change beliefs, norms and practices around VAC?	What will indicate that you have successfully COMPLETED these actions?	What RESOURCES do you have to complete the action? How will the resources be utilised?	WHO ELSE will help you in taking the actions forward so that your impact reaches bigger audiences?	What specific SUPPORT do you require to complete the actions?
	<p>dialogues awareness campaigns on healthy relationships and prevention of domestic violence.</p> <p>Modelling behaviour: Engage children in Sunday school with skits, talent shows depicting positive family relations</p>		<p>counsellors to counsel families on health non-violent living- members of the congregation can volunteer</p> <p>Information Education and communication materials (IEC) such as posters, flyers with key messages for awareness raising.</p>		

Detailed workplan

Norm 1: Children beat their peers because they see their fathers beating their mother when there is an issue between them

Objectives:

- Reduced family conflicts and physical violence
- Reduced peer conflicts and physical violence

Unique ID of change agent	Specific Activities	Frequency	No of people	Result	Estimated cost
1 – Parents	Organize monthly meetings with chama members (women group)	1 meeting per month per change agent			
	Targeted sessions with men at the joints (once a week) after work	4 meetings per month per change agent			
	Support positive deviants to conduct home visits to selected families	2 home visit per PD per family			
	Identify positive deviants and pair them with families to support in follow up after home visits	Once			
2 - Teachers	Invite parents (role models) to attend PTA meetings and give inspirational talks. Enhancing parental engagement in school activities to create forums of sensitizing and awareness creation of peaceful family conflict resolution. Role models will give practical examples during parent meetings. A parent whose children excel in academic performance, yet they solve conflicts peacefully	Once a term			
	Instilling effective conflict resolution skills among children	Weekly			
	Paint talking walls in school	Once per school			
	Distribute fliers that contain social behaviour change messages	Once a term			

Unique ID of change agent	Specific Activities	Frequency	No of people	Result	Estimated cost
3 – Local administrator	Introducing community support services such as couples counselling, youth programmes and economic empowerment strategies to support families.	Daily as part of their work			
	Organizing monthly community "Barazas" to sensitize the community about the harmful consequences of violence and the benefits of peaceful coexistence and conflict resolution.	Monthly			
	Public declaration: Organizing Community Fun Days, such as talent shows and Public Declaration Walks, advocating for the community to be a "Violence-Free Zone."	Twice a year			
	Norms marketing: Mobilizing funding for resources such as billboards, posters, and charts advocating for the end of violence and peace keeping in the community.	Once a year			
	Changing laws or regulations: Introducing bylaws to address consequences for the crime of violence.	Based on need			
4 - Religious	Use the religious platforms such as churches to preach and teach respectful relationships and non-violent means of handling family issues	Weekly			
	Conduct one on one counselling sessions with couples on importance of family relations	Once a week			
	Trendsetters and positive deviants: Invite professional family counsellors to talk to the families during Sunday service.	Weekly			
	Deliberation and reflection: Organize seminars, dialogues, awareness campaigns on healthy relationships and prevention of domestic violence.	Monthly			
	Modelling behaviour: Engage children in Sunday school with skits, talent shows depicting positive family relations	Weekly			

Stage 6: Implement, monitor, learn, document

The concept of implementation:

Ask participants to define key terms

1. What is change?
(Write down 3 of their own ideas)
Change is a process of modifying, altering or transforming something or making something different. It means progressively moving from one step, stage or status to another. It is important to be sure and track to ensure that the change is positive.
2. What is social-normative behavioural change?
(Write down 2 of their own ideas)
This means changing the behavioural expectation of an influential group or community towards a specific group or portion of community.
3. How does normative change happen?
(Pick one social norm below and allow them to brainstorm)
“Elders in Kore approve marriage of girls below 18 years”
“Women expect men to beat them, if Men don't beat, it means they don't love their wives and will cause quarrels in the home”
 - Ask them and write down their ideas on how they think a change in this norm would happen
 - Ask them and write on a flip chart which categories of people they think are responsible for acting and implement normative change?

6.1 Understanding the concept of implementation:

We define implementation as carrying out of planned, intentional and normative-change oriented activities that aim to turn normative knowledge (new and existing) into practices that work for people, for improved outcomes in the real world. It is about a dedicated, convinced and empowered team and community putting a plan into action. In social norms change, it is the intentional use of normative information and knowledge to change the mindset of influential community members and reference groups, who are looked up to by others, in relation to practices or behaviours of interest.

6.2 Defining a community

A Community does not refer to a specific geographic area but to the individual's own definition of their community— this can be their family, friends, neighbours, or schoolmates; who influence how they behave. Thus, to achieve social and gender norms change, the community of the priority populations will be defined by the boundaries of their social networks and the extended networks of the reference group members.

This innovative intervention is both community-based and community-led, i.e. community-based that it works with a whole community or a representative subset, but also community-led where change agents do not try to do change the normative status quo by doing actions 'to' people or on their behalf, but rather, they are facilitators of change, who aid, influence and

help people to through normative deliberation and reflection – and build agency among communities to take-up, use and spread new normative knowledge. For the ICS SN-BC intervention, the centre piece of implementation is knowledge transfer, knowledge diffusion, and knowledge translation into practice. Deliberation and reflection is a core aspect of this SN-BC intervention and will be applied through all activities, including for power-based individual influencing activities for targeted behaviour influencers.

Implementation strategies can be used in combination or independently, and no single strategy is effective in all contexts/settings; there is no “one size fits all” (LaRocca et al., 2015). Therefore, we plan to make some adaptations and tailor our implementation strategies.

- It is vital not to ignore the indirect influence on the behaviour or practice of interest. Intimate partner violence (IPV), for instance, might be sustained by the norms: “you’re not supposed to intervene in another family’s affairs”; “women are not supposed to disclose family matters to others”; and “women are supposed to keep the family together at any cost” (Beniamino Cislighi)
- Under looking protective attitude while focusing on the harmful norm is one pitfall we must avoid. In real life, the protective attitude can be a tool that is used to nurture the mindset of people around the behaviour. Capitalize on the positive belief/attitude as a springboard for normative change.
- Publicizing the prevalence of harmful social norms is another pitfall we must avoid. The eventual consequence can be unintentionally raising interest in the negative norm and other people can adapt the harmful behaviour.
- Social norms are not the only driver of harmful practices; therefore, we need to be open minded, and look at other contextual factors that may drive conformance to the social norms – and implement them with the whole context in mind.

6.3 Major change agent activities:

6.3.1 Administrative, institutional and cultural buy-in

- Orient and engage the local administrative authorities buy-in
- Orient and engage cultural/clan/traditional authorities for buy-in
- Conduct community influencer orientation and inception meeting for buy-in
- Conduct duty-bearer orientation for engagement and buy-in
- Conduct institutional orientation and buy-in meetings
- Train change agents in documenting significant social-normative change stories
- Develop data collection and reporting tools to track implementation

6.3.2 Multi-media production and printing of social normative messages

- Identify the multi-media materials needed
- Print/prepare the materials needed for respective social norms
- Pretest the multi-media materials at community level
- Refine and distribute materials to change agents in target population

Effective implementation of knowledge-based interventions requires a systematic and comprehensive approach that combines indigenous knowledge (which we have harvested and

re-produced), technology (which knowledge can be transmitted through media), collaboration, monitoring and learning. These strategies enhance knowledge transfer, knowledge use and can support scale-up of the change initiative.

ICS will assess the extent to which the knowledge materials are social-normative and attempt to confront the social and behavioural norms in question. Knowledge materials will include group meeting informational guides, normative message flyers, community SN-BC posters, communicative T-shirts, community radio flyers, Influencer talk and dialogue sheets, online visual SN-BC content and as possible, TV kits.

Social-normative deliberation and reflection at individual, group and institutional level

Instructions:

- Mobilise/confirm target groups and obtain permission to deliberate and reflect
- Prepare necessary logistics
- Print/acquire/pick the deliberation and reflection session tool (*See annex xx*)
- Populate the tool with vital information i.e. current social norm and associated negative effects/outcomes, future/desired state with associated benefits/positive outcomes
- Share tool (physically/telephone) with ICS for technical quality assurance of knowledge being shared
- Conduct deliberation and reflection session
- Document report and where available MS-SNCS and submit report to responsible change leader

6.4 Elective implementation tools

Organised diffusion: This is an intentional process of expanding positive effects through a social network or connected community by systematically sharing “new normative knowledge” and understanding with others. Positive deviants begin to act in ways that are new to themselves and others, they speak differently and initiate new actions for example Men in Kore speaking in public against gender-based violence, IPV and adolescent sexual and reproductive health of their daughters, men doing household chores jointly with their wives etc. These changes require deliberation and reflection sessions/meetings to motivating non-participating members of the community to join in the movement for change. The key aspect here is that the participants who adopt the new norms and practices will themselves reach out to others in their community, using the words and concepts that motivated them to change, and eventually expanding the group of motivated agents of change.

Tools needed:

- Key change trigger message posters and wall-word maps
- Deliberation and reflection tool
- New change agent buy-in commitment form

- Follow-up register

6.5 Monitor knowledge uptake and use

Monitoring knowledge use is important because this phase determines how, and to what extent, the new norms and practices or knowledge is used by the target users, such as point-of-care staff (RNAO, 2012; Strauss et al., 2013). We will track the extent to which the new normative knowledge is communicated to target users who need to be aware of the knowledge or to use the knowledge, how it is accepted and applied; and whether there is any backlash around the normative knowledge. In addition to the Monitoring and evaluation data collection plan discussed above, it is vital to capture both descriptive and injunctive indicators as illustrated below:

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

6.6 Monitoring activities

- Collect monthly change agent activity reports. This will capture:
 - Backlash i.e. negative reception to the new knowledge. (*You can't predict or avoid negative implications, track resistance or backlash early*)
 - Deliberation and reflection meeting reports
 - Social-normative dissemination of knowledge materials
- Collect **individual MSC stories** from individuals
- Quarterly assessment of beliefs and attitude shifts to the social norms
- Quarterly assessment of normative knowledge uptake
- Collect semi-annual data on social-normative changes

Sample of a monitoring matrix

Indicator	Indicator type, norm type	
Number of community radio drama/TV spots newly developed that model desired social norms	Output	
Number of community radio drama episodes/TV spots broadcasted that model desired social norms	Output	
Number of community-based facilitators who participated in training addressing priority norms	Output	
Number of change agents who are oriented to facilitate targeted social-normative change activities at community level	output	
Number of priority group members engaged in social-normative activities that focused on household chores	Coverage and reach	
% of parents who believe that it is okay to support their wives in doing house chores	Intermediate	
% of fathers who report that their clan elders, peers and religious leaders approves of them to do house chores	Intermediate outcome, injunctive norm	
% of fathers who report that men like them do house chores	Intermediate outcome, descriptive norm	

6.7 Data collection tools:

(a) Deliberation and reflection tool:

This is a data collection, learning and reporting tool for this intervention. It is designed to be simple, usable and helps to document follow-up activities. As noted earlier, deliberation and reflection is a core component of this SN-BC innovation. See annex 5

(b) New change agent buy-in commitment form

This tool will be important in documenting and profiling first level organised diffusion of the intervention. The intervention participants who opt to and demonstrate capability to further spread the change will be identified and engaged based on this data.

(c) Most significant social-normative change (MS-SN-C) stories:

Many times, names communicate the obvious and/or hidden nature of something, a process, an item, intervention or change. In the same way, the words used to adapt and reframe this approach to MS SN-BC give us a '*peek*' into its nature of the change i.e. now involving **social influence (pressure, invocation, threat of punishment)** to the change behaviour. The change is benefiting the whole community. See annex 2 for the tool

6.8 Signs that the norm is changing

	Signs of change	What will be happening at community level
1	A norm is no longer common	When a practice is a social norm, people believe that most other people follow the norm. When some people think it has become common not to follow the norm, this change can indicate that the norm is shifting.
2	A norm is no longer approved of	When a practice is a social norm, people perceive that other people will disapprove if they do not follow it. This can include taboos for even talking about a norm. When there are changes in perceptions of social opposition or support for not complying with a norm, this change can indicate a norm is shifting.
3	There is no longer consensus about a norm	Social norms are shared perceptions about which behaviours are typical and appropriate within a group. When individuals' perceptions start to differ from one another, and there is no longer agreement about a norm, it can indicate a norm is shifting.
4	When the sanctions and rewards are ignored	Sanctions and rewards are key factors that influence conformity through fear and gratification respectively. When individuals confront and go against an injunctive norm, this can be an indicator that the sanctions and rewards no longer matter on a particular behaviour
5	There is no Backlash	When a practice is a social norm, people perceive that others will disapprove if they do not follow the norm. This can include taboos for even talking about a norm. Changes in perceptions of social backlash or support for not complying with a norm can indicate a norm is shifting.

Therefore, the indicator matrix developed should track changes along these four aspects of the social and gender norms being targeted.

6.9 Learning from social-normative changes and outcomes

- **Pause and reflect sessions:** Conduct community-based learning and normative shift/change interface dialogues between priority populations, reference groups, influencers and duty bearers. If there is a lack of practice, change agents and ICS staff will find it challenging to use monitoring data as a starting point for discussing evidence-based adjustments. Jointly monitoring signs of social norms change is the best way to keep a pulse on and be timely in managing normative change processes. Data will signal issues in implementation and community reactions i.e. negative and positive, to new ideas catalysed by change agent activities. On a quarterly basis, ICS will conduct pause and reflection sessions – designed with social accountability for behavioural change in mind.
- **Document and popularise the change:** Once normative changes and shifts are identified, it is vital to develop **community-level MS-SNC stories** for each geography. In addition, use the stories to develop social-normative visual story boards that can be placed within the community to further illustrate the change. In addition, the teams will develop, and disseminate quarterly learning brief from all change agent activities for wider adoption and adaptation.

Stage 7: Evaluate, plan for scale and spread

7.1 Conduct social-normative end line evaluation

Evaluation design considerations: In the social normative and behavioural science field, it is generally agreed that there is no one perfect design for SN-BC oriented interventions. It is acknowledged that although randomization of individuals, groups, facilities, or communities to control or intervention groups provides compelling evidence of effectiveness, it is not practical for programs that include mass media, organized diffusion or those intended to reach the entire communities and populations. Many interventions are designed for maximum reach and it is often difficult to prevent contamination in control areas. (Keating, J., et al 2012). Therefore, for evaluative purposes, a non-experimental multi-method approach will be ideal and can be determined based on the purpose of the evaluation.

For the first phase, ICS will adapt a Pre – Post multi method approach to the evaluation. In comparison to the baseline evaluation, ICS will conduct an end-line evaluation, identify key behavioural outcomes and shifts in social/gender norms arising out of the uptake and diffusion of new social-normative knowledge. Some of the questions that must be answered include; whether the knowledge-based innovation results in normative behaviour change, context and fit, extent to which children are safe and whether the results justify continued allocation of funds to VAC social norms change innovation. We will also learn about what and how the social norms strategies and tools work, in which context and those that don't work appropriately.

The evaluation's focus will be how much social norms have changed and how this has reduced the different types of violence against children and girls.

The normative change indicator and desired state matrix: This includes the future state of the social and gender norms that will be tracked.

Data collection tools: A survey tool will be developed by ICS and an external consultant and used to collect data on all indicators – to ascertain the extent to which the beliefs and conformity to the norms has changed at population level. The evaluation questions will capture changes on all key aspects i.e. shift, change or transformation of the social norm, change in the beliefs around the social norms, changes around the social sanctions and rewards.

In addition, qualitative inquiry will be used to provide an in-depth understanding of people's experience and insights into their values, motivations, attitudes and behaviour towards the new normative state, the implementation process, learning how change is happening and why the change pattern is as will be achieved.

7.2 Develop scale and spread materials for key reference groups and influential institutions

It is very important to understand the social system in which we want to spread an innovation (Rogers 2003), thus for this SN-BC innovation, the social networks of the reference groups and the priority populations are the target scale and spread frame. Their interactions with institutions of power and leverage play an important part in opening up more pathways for spreading change.

Our scale and spreads approach is guided by diffusion theory, extension agents approach, and the collaborative improvement approach. A major advantage of collaborative improvement is the peer-to-peer learning that takes place between teams as they are exchanging their improvement experiences. This motivates and energizes teams, creating healthy competition. It also enables the rapid testing of multiple changes around shared aims, measures, and goals (IHI 2003; Fraser 2008).

Adapting the EAST Framework to scale and spread

Helping communities to help themselves could also result in more meaningful interactions between people and change agents or community development practitioners. Where change agents have the sense that they are sustainably supporting people to improve their livelihood and family wellbeing (Fidelitas, 2021)

Our framework for scale and spread is composed of seven components:

- **Leadership:** This is a grass roots led approach to change, and thus the change agents will design the interventions to implement and spread within their networks of influence and contact.
- **Better Ideas:** The social normative change ideas and future state is developed by the communities targeted by the change. The collaborative improvement approach will allow ideas to be tested and based on results, they will be adopted for spread, modified for re-testing, or abandoned to allow for co-designing of new ideas.
- **Normative communication:** Communication will aim for normative social change, as opposed to general behaviour change communication.
- **Social system:** The scale and spread will target the whole system that has contact with the social norm and related behaviour. Therefore, the spread will be systemic in nature.
- **Measurement and feedback:** The scale and spread will be guided by ongoing measurement of shifts on all aspects related to the social norm. It will help in identifying ideas and activities that are more impactful, and require scale and spread.
- **Normative knowledge locus:** The intervention is guided by knowledge to action framework, and thus, the unit of scale and spread is new normative knowledge (the desired or future state, new beliefs) and spreading already existing helpful norms.

Spreading change, especially behavioural change requires the use of both person centred and community centred approaches if interventions are to achieve sustained impact. If change actors/agents want to encourage a behaviour or a practice, it is important to make it Easy, Attractive, Social-cultural and Timely (Fidelitas, 2021)

Key points

- The core message of EAST framework is that if you want to encourage a behaviour, you should make it Easy, Attractive, Social and Timely.
- It features a number of indigenous, low-tech, pragmatic and manageable activities which can increase the reach of person and community centred wellbeing programs.
- The EAST framework targets people who champion person and community centred approaches in health and social care, and community-based organisations.

Annex 1: Example of a harmful (current state) and helpful/positive (Desired/future state) social norms matrix

	Current state	Future state	Reference groups and key Change messages	Strategies, tools and activities
	Physical violence			
1	<p>Children see their parents drink, so they also drink; and when parents realize this, they beat them (R&C) (Descriptive norm)</p> <p>Parents are expected to drink alcohol with their friends and those who don't drink become isolated and segregated by their friends. (R&C)</p> <p>Many women in Muhoroni take alcohol, and so other women also take it.</p>	<p>Parents and caregivers in Kore don't take alcohol</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> • Local brewers • Caregivers • Friends of caregivers • Religious leaders <p>Behavioural influence messages</p> <ol style="list-style-type: none"> 1. Responsible parents and caregivers do not take alcohol. 2. If you want respect from responsible people, control alcohol consumption. 3. Responsible and hardworking women in Kore don't get drunk. 	<p>Strategies: Change the social norm and/or create a new social norm</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Collect baseline data on the prevalence and extent of influence of this social norm among children. In addition, establish the proportion and number of parents who drink alcohol. This data should be disaggregated by gender. 2. Identify parenting groups (including non-SP groups) and develop community influence maps for parents for targeted implementation. The baseline data will guide the locations to target. 3. Adapt family relations, and roles of a skillful parent from SP to the context of alcohol to develop talking points against alcohol. Through deliberation and reflection sessions and platforms, compose and use songs that speak to the dangers to overuse of alcohol

			<p>4. I am a responsible brewer, I only open between 6pm and 8 Pm and sell to only adults.</p> <p>5. I am wise, I don't copy harmful practices and behaviour</p>	<p>4. Identify community role models – who don't take alcohol, spend more/enough time with their children.</p> <p>5. Identify brewers who are models and deviants who don't sell alcohol to children. A new norm <i>"brewers who sell alcohol to children and during worktime are isolated or segregated"</i></p> <p>6. Create a new reference groups of men who used to take alcohol but have now stopped and are proud of their decision. These can be composed of positive deviants.</p> <p>7. Document norms shifts and norm change stories routinely.</p>
2	<p>Children beat their peers because they see their fathers beating their mothers when there is an issue between them. (R&C)</p> <p>(Descriptive norm)</p>	<p>Parents/couples are not expected to fight but they solve issues privately and peacefully</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> • Parents • Children (peers) • Religious leaders • Teachers <p>SBCC messages (to be pre-tested)</p> <p>1. A lovely couple solves their issues privately and peacefully</p>	<p>Strategy: Change the social norm</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Collect baseline data on the prevalence of the social norm. This should collect data from children and parents so that actions are designed at those two levels. 2. Correct misperceptions about the social norms using the data collected – this will be done through deliberation and reflection sessions with parents and with children. 3. Through school-based deliberation and reflection sessions, engage children on discipline and good

			<ol style="list-style-type: none"> 2. I love my wife, I don't beat or abuse her 3. I am a loving wife, I don't abuse my husband 4. I love my spouse, we don't fight 5. My parents are responsible, they don't fight 6. Me and my wife are special. We are special, we solve our misunderstandings peacefully 	<p>interpersonal relations with fellow children using rethinking discipline module from WSA. At the parents' level, adapt SP module on Family relations during which implementers will infuse the SBCC messages co-designed and tested by the community.</p> <ol style="list-style-type: none"> 4. Create a new norm or create normative expectation targeting children i.e. children who beat others are suspended. This tool in school setting works well with the regulations/guidelines tool. The new norm can be embedded in the schools' rule and regulations. 5. Adapt the communication content from SP and develop deliberation and reflection talking points to guide religious leaders, parenting facilitators and local/village leaders in dialoguing with communities. 6. Document norms shifts and norm change stories routinely.
3	Parents approve and expect the teachers of their children to discipline them by beating, and thus the teachers beat students. If you fail to discipline they lose respect by the parent. (Injunctive norm)	Parents do not approve beating, pinching or slapping of children	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> • Parents • Teachers • Head teachers • Children • Local government officers 	<p>Strategy: Change the social/gender norm</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Collect baseline data on parents who approve and expect the teachers of their children to discipline them by beating. We will also find out the proportion of teachers who beat because they believe that parents expect them to beat.

	<p>Every parent is expected by the community members to correct their children, mostly by beating or slapping</p>	<p>Parents are expected by the community members to correct their children, and they do so using positive disciplining methods</p>	<p><u>SBCC messages (to be pre-tested)</u></p> <p>Beating affects learning ability of a child and teacher – child/learner relationships</p> <p>Caring parents don't beat their children, they teach them good behaviour</p> <p>Teachers and parents use positive methods to discipline children</p> <p>Teachers dialogue with children on the consequences of indiscipline</p> <p>Children honour elders</p>	<ol style="list-style-type: none"> 2. Use tested content from the values and discipline module, and child protection in SP to conduct deliberation and reflection sessions with parents and teachers to understand positive disciplining methods. Explore integration of new norms through the WSA session of rethinking discipline 3. Create a new norm or create normative expectation i.e. "Parents don't expect teachers to beat their children", and sanctions that when a child reports a violent teacher (all forms of violence), then the school administration intervenes. The new norm will be embedded in the schools' rule and regulations – so it becomes part of the school culture. 4. Use school annual general meetings – integrate a light parenting session. 5. Document norms shifts and norm change stories routinely.
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			Pinching a baby is as bad as beating a grown-up child	
	Sexual Violence			
4	<p>Parents approve of their children to get married to a man with whom they have sex for the first time. If the girl fails to go, her dowry and dignity is lowered.</p> <p>Girls who become pregnant are forced to get married by their parents, because if the girl fails to go, her dowry and dignity is lowered. In addition, the parents will be mocked, laughed and disrespected.</p> <p>Women who are married due to early pregnancy are not respected and have no</p>	<p>Parents don't and are not expected to marry off young girls who get involved in sex or get pregnant before 18 years</p> <p>Parents still love and care for their daughters who get pregnant or enter into sexual relations before 18 years.</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> Caregivers/parent Clan leaders <p><u>SBCC messages (to be pre-tested)</u></p> <p>Completing education before marriage brings high dignity for girls</p> <p>A parent who gives a child proper care makes the child to reach her desired dream at the right time</p>	<p>Strategy: Correct misperception of the norm and create a new norm</p> <p>Activities</p> <ol style="list-style-type: none"> Conduct localised knowledge, norms, attitudes/beliefs and practices assessment to establish the prevalence and identify conformant and non-conformant parents to teenage girls + those who have pregnant daughters under 18 years Identify trendsetters/positive deviant parents who have pregnant or have ever had pregnant teenage daughter(s) but stayed with them and protected them. Using the data collected, analyse for misperceptions and use the data to inform the discussions during deliberation and reflection dialogue sessions. Correct (if any) the misperceptions about this norm. Identify clan leaders and community influencers who have had an experience of a daughter getting pregnant, but they supported her up to birth, and helped her back into school. Capture their stories

	power in the family where they get married to.		<p>It is shameful to marry an underage girl</p> <p>Education is most important for me and my daughter</p> <p>Parents should educate their children so that they reach their future</p> <p>Marrying a girl below 18 years takes you to prison</p>	<p>and convert them into behaviour change positive vignettes to be used in targeted group-based deliberation and reflection sessions.</p> <p>5. Adapt knowledge from the roles of a skillful parent module of SP, and work with trendsetters, role models and positive deviants to create a new reference groups of supporting parents who defy and support their pregnant children</p> <p>6. Document norms shifts and norm change stories routinely.</p>
5	<p>Parents are not expected to care for non-biological children the same way as their biological children. If you do, the children will go and help their own relatives.</p> <p>Parents believe that non-biological children take away the family luck, resources and blessings</p>	Caregivers are expected to protect and care for biological and non-biological children under their roof equally	<p>Reference groups:</p> <ul style="list-style-type: none"> • Parents • Religious leaders • Clan leaders • In-laws <p><u>SBCC messages (to be pre-tested)</u></p>	<p>Strategy: Correct misperception of the norm</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Conduct localised knowledge, norms, beliefs and practices assessment to establish the prevalence and identify norm conformant and norm non-conformant caregivers of non-biological children. 2. Use deliberation and reflection to dialogue and plan a diffusion of the knowledge of caregiving to

			<p>Children are all children, love them equally</p> <p>Children can help in safe household wellbeing activities but they don't earn income for homes</p> <p>God blesses caregivers who protect and treat both biological and non-biological children equally</p> <p>Both biological and non-biological children are a gift from God</p> <p>Caregivers who expose girls under their care to sexual violence are at risk</p> <p>Children who make it in life always help and support the</p>	<p>parents. SP knowledge from roles of a skillful parent, family relations, child Protection; family budgeting bonding and attachment modules will be sieved, adapted to inform talking points/facts and guide the behaviour change deliberations.</p> <ol style="list-style-type: none"> 3. If the baseline data shows a divergence between the norm and reality, we shall use the data to provide feedback on performance vis-à-vis the norm. 4. Identify trend setters and positive deviants who against all odds are taking care of non-biological children like their own. 5. Use the talking points and work with religious and cultural leaders to diffuse and spread them in different platforms and fora. These have power, influence and an audience. 6. Document norms shifts and norm change stories routinely.
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			<p>caregivers who helped them in school</p> <p>Children appreciate people who love and care about them</p> <p>Children don't forget people who cared for them</p>	
6	<p>"When defilement happens in a home/family, women are not expected to report and if she reports, a family member for defilement, she is chased away from the family."</p> <p>It is important to protect and uphold the image of the family even when defilement occurs.</p> <p>The perpetrator is guarded to avoid shame.</p>	<p>Women are expected by clan and family elders to report family member who commits defilement to her daughter.</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> • Clan leaders • Older women <p><u>SBCC messages (to be pre-tested)</u></p> <p>Protecting innocent children is a sign of love and care</p> <p>Women who hide information will face the judge/court</p>	<p>Strategy: Change the social norm, create a new social norm</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Collect baseline data on the prevalence of this social norm. This data should give an indication of the magnitude of the problem i.e. defilement, women who are conforming, those defying and reporting, clan leaders who are pro and against so that we identify role models and positive influencers. 2. Correct misperceptions about the social norms using the data collected i.e. analyse to find out if most clan leaders, elders in the community support the practice of silence. If not, do not popularise. 3. Use deliberation and reflection to dialogue, and plan a diffusion of the knowledge of caregiving to

	Girls are looked at as a source of wealth through dowry and bride price.		<p>Am a clan leader I don't hide defilement cases</p> <p>Silence is violence</p> <p>Money eaten to cover for defilement is a key to jail</p> <p>Reporting defilement cases is important to protect and uphold the image of the family</p> <p>If you are defiled, talk to me</p> <p>You cannot hide defilement</p> <p>Kangaroo courts do not handle defilement cases _ send these cases to courts of law</p>	<p>parents. SP knowledge from roles of a skillful parent, family relations, child Protection; family budgeting bonding and attachment modules will be sieved, adapted to inform talking points/facts and guide the behaviour change deliberations.</p> <p>4. Use the talking points and work with clan leaders (especially deviants and role models) to diffuse and spread them in their clans</p> <p>5. Document norms shifts and norm change stories routinely.</p>
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			Defilement leads to death _ you defile, you die	
7	<p>“Boys are prioritized for education than girls”.</p> <p>Parents prefer educating boys to girls because girls grow up and get married hence they do not benefit for their investment in girls’ education.</p> <p>Girls are looked at as a source of wealth through dowry and bride price.</p>	<p>Daughters and sons of Kore are equally supported to go to school, get educated and prosper.</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> • Teachers • Parents • Clan leaders • Religious leaders • Police <p>SBCC messages (to be pre-tested)</p> <ul style="list-style-type: none"> • Investing in girl education is more beneficial to parents than the value from bride price • Education gives the girl child power • Education is a lifetime investment to our daughters • Girls who are supported to complete education are more helpful to their 	<p>Strategy: Change the social norm</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Collect baseline data on the prevalence of this social norm. This data should give an indication of the magnitude of influence of the social norm. The baseline should identify which parents are conformant and those that are non-conformant – this will inform targeted intervening. 2. Adapt content from SP on Family relations, Roles of a skillful parent and develop behavioural outcome messages to be used in deliberation and reflection sessions with parents, clan leaders and religious leaders 3. Identify role models and positive deviants who have gone against the norm and educated both their girl and boy children. Learn from them and support them to conduct deliberation and reflection sessions with groups of majority (not more less than 70%) non-conformant men. They will share their stories, experiences and benefits. They also will share how they managed to go about it.

			<p>parents and live happy lives</p> <ul style="list-style-type: none"> • Wise parents educate both boys and girl children • Responsible parents educate and guard girls jealously • Girls who complete education are more valuable, more loved and respected when they get married • A man who marries an educated girl is highly respected society • A man who married a respectful girl is highly respected in society • A girl's respect comes from the parent's good behaviour • Girls who are married due to early pregnancy are not respected and have no power in the family where they get married to. • Early pregnancy disempowers the girl child 	<p>4. Infuse the SBCC messages co-designed and tested by the community using different means. These include digital radio, TV, community radio, print media and through different types of group meetings</p> <p>5. Document norms shifts and norm change stories routinely.</p>
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			<ul style="list-style-type: none"> Girls are valuable over and above bride price and dowry Educate a girl child, you educate the whole world 	
8	<p>Parents don't expect their children to ask them details concerning sex and sexuality.</p> <p>Fathers are not allowed to speak into details about sex with girls. It is unspeakable.</p>	<p>Parents and teachers are expected to work together in providing accurate and complete sex education to all children.</p>	<p>Refence groups:</p> <ul style="list-style-type: none"> Teachers Clan leaders Government leaders Religious leader's Fathers to girl children Teachers Young girls <p>SBCC messages (to be pre-tested)</p> <p>An intelligent child asks their parent about sex</p> <p>Children with good sex education know how and why to avoid early sexual <i>debut</i></p>	<p>Strategies: Change the social norm</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Collect baseline data on this social and gender norm. This data should give an indication of the magnitude of influence of the social norm. The baseline should identify which parents are conformant and those that are non-conformant – this will inform targeted intervening. 2. Use deliberation and reflection sessions with parents to discuss SHRH topics through Barraza's, churches, clans, and other social gatherings. Adapt and apply content from SP module of "roles of a skillful parent" to craft messages and a guide for the deliberations. 3. Identify role models who have not been influenced by the norm and use them to diffuse the messages through their networks 4. Work with religious leaders to develop their capacity in influencing parents to speak openly

			<p>Loving and responsible parents discuss sex with their children</p> <p>As a loving parent, I discuss sex education with my daughter</p> <p>I am a caring parent, I discuss sex education with my daughter</p> <p>Sanitary pads are a basic need to girls.</p> <p>“Sex education by fathers empowers and protects the girl child”</p>	<p>about sex education. This can be integrated through their church programs and sermons.</p> <p>5. Document norms shifts and norm change stories routinely.</p>
	Economic Violence			
9	Caregivers expect orphaned children under their care to	Rice and sugar shamba owners	<p><u>Reference group</u></p> <ul style="list-style-type: none"> Shamba owners 	Strategies: Create a new social norm

	<p>support and contribute to family income</p> <p><i>It is acceptable/normal for children in Muhoroni to work in rice and sugar cane gardens</i></p> <p><i>(Descriptive norm)</i></p> <p>Care givers lure girls into sleeping with fishermen so as to get omena (for selling).</p>	<p>do not expect to find children working in their farms.</p> <p>Children don't work in commercial shambas</p>	<ul style="list-style-type: none"> • Children • Parents • Police • Local administration • Teachers <p>SBCC messages (to be pre-tested)</p> <p>Going to school guarantees knowledge of obtaining gainful work.</p> <p>Education is the key to success.</p> <p>Responsible parents value education and don't allow their children to work in rice fields</p>	<p>Activities</p> <ol style="list-style-type: none"> 1. Collect baseline data on this social and gender norm. This data should give an indication of the extent to which parents believe that children are expected to contribute to family income. The baseline should identify the parents are conformant and those that are non-conformant. 2. Adapt content from child protection and roles of a skillful parent from the SP program and develop material to use in deliberation and reflection sessions. These will be conducted with parents, teachers, law enforcement and shamba owners and fisher men. 3. Adapt knowledge from child protection and roles of a skillful parent modules and tailor the message to rights of children. This will be diffused into community groups, schools, churches, clan meetings, local meetings to advocate against child work. 4. Diffuse the new social norm and sanctions through community groups, schools, churches, clan meetings, local meetings. 5. Identify concerned Teachers who are working with parents to track the wellbeing and discipline of the children, who encourage children to shun shambas
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			<p>Children in commercial shambas is not acceptable</p> <p>Working in shambas interrupts your education schedule and future</p> <p>Child labour reduces opportunities of better paying jobs</p> <p>Responsible Teachers follow up absentee children</p> <p>Children don't contribute to family income.</p>	<p>and commercial work and help them to introduce child labour deliberations through school clubs.</p> <p>6. Adapt the teens talk program – children in higher classes talk to pupils: those that had bad experiences in shambas can speak to pupils in school</p> <p>6. Work with positive deviants among the shamba owners to develop a local regulation that stops children from working in the shambas</p> <p>7. Local leaders enforce the law that stops children from working in shambas</p> <p>8. Document norms shifts and norm change stories routinely.</p>
10	Girls do not inherit property from their parents, they have property in the families where they get married.	Parents are expected to include girls in their property inheritance wills	<p><u>Reference Groups:</u></p> <ul style="list-style-type: none"> • Clan leaders • Parents • Male siblings • Girl child 	<p>Strategy: Change the social norm</p> <p>1. Collect baseline data on this social and gender norm. This data should give an indication of the extent to which parents are conformant and those that are non-conformant.</p>

	<p>The law allows girls to get inheritance from their parents.</p> <p>Therefore, the law on property inheritance and succession conflicts with culture.</p> <p>A man who selects his daughter as heir is despised by the clan</p>	<p>Women who inherit land have blessed children</p>	<p>SBCC messages (to be pre-tested)</p> <p>The law allows girls to get inheritance from their parents.</p> <p>Our culture supports the law on inheritance</p> <p>Wise men distribute inheritance equally among boys and girls</p> <p>Girls are as good property heirs as their brothers</p>	<ol style="list-style-type: none"> Adapt content from child protection and roles of a skillful parent from the SP program and develop material to use in deliberation and reflection sessions. These will be conducted with parents, teachers, law enforcement and shamba owners and fisher men. Work with local leaders, clan leaders and parents to conduct <i>public Barraza</i> to deliberate and reflect on inheritance, child protection for children. Develop a new gender norm and diffuse normative change messages through baraza's. Educating the male siblings on the law regarding inheritance. As a parent, should tell them that all shall share a portion of my wealth (prepare their sons very well on the reality that girls will also inherit part of their wealth) Work with religious leaders to develop messages about property inheritance and gender equality before God and before man. These messages and knowledge to be diffused through religious platforms, structures and systems.
11	<p>Children are expected by their parents to do house chores. E.g. cooking,</p>	<p>Parents who love their children give age appropriate household</p>	<p><u>Reference groups:</u></p> <ul style="list-style-type: none"> Parents Caregivers Children 	<p>Strategy: Correct the misperception of the norm</p> <p>Activities:</p>

	<p>fetching firewood and water.</p> <p>Denying a child food especially if they do not house chores</p>	<p>chores without condition</p> <p>Children are expected by their parents to do house chores. E.g. cooking, fetching firewood and water.</p>	<ul style="list-style-type: none"> Community/local leaders Religious leaders Teachers <p><u>SBCC messages (to be pre-tested)</u></p> <p>I do age appropriate house chores</p> <p>I can't refuse to do chores that am able to</p>	<ol style="list-style-type: none"> 1. Collect baseline data and use the information to correct (if any) the misperceptions about this norm (e.g. the proportion of parents who do not follow the norm. 2. Conduct deliberation and reflection meetings with model parents, caregivers, local leaders, religious leaders using child protection content (adapted to home chores for children) – and who will diffuse the knowledge through their group level networks. 3. Develop social and behaviour normative oriented messages on children and chores, and disseminate them through various media avenues. 4. Build the agency of children especially girls to have knowledge on their rights, but be able to make decisions that don't allow them to miss school. Agency will enable them to have honest and warm discussions with conformant parents 5. Document norms shifts and norm change stories routinely.
12	Men who have more than one wife and more children have authority among their peers	Respect for men comes from how well they care and provide for their wives children	<p>Reference groups</p> <ul style="list-style-type: none"> Peers/friends Clan leaders Religious leaders 	<p>Strategy: Create a new social norm</p> <p>Key activities:</p> <ol style="list-style-type: none"> 1. Conduct localised knowledge, norms, attitudes/beliefs and practices assessment to

	<p>Children are abandoned hence they engage in economic activity.</p> <p>In Luo, Men are expected to marry more than one wife. If you have one wife, then your peers and community will say that you are partially blind.</p>	<p>Elders and other men expect their peers to marry and have children that they can ably take care of well.</p>	<p><u>SBCC messages (to be pre-tested)</u></p> <p>Men with authority are those who take care of their wife and children</p> <p>Responsible men trust family planning and space their children</p> <p>Respect from peers and elders comes from how well a man takes care of his wife and family</p> <p>Good men don't mind whether they have girls only or boys only, they love children that God has given them</p>	<p>establish the prevalence and influence of this norm among men targeted locality. Identify conformant and non-conformant young fathers</p> <ol style="list-style-type: none"> 2. Identify trendsetters and positive deviants who are not polygamous but have the ability to do so – these can be role models against the practice of polygamy. Create a new reference group of model men – so that new deviants will have social support. 3. Identify, equip influencers with knowledge and guide them to conduct deliberation and reflection sessions adverse effects of polygamy on the children's wellbeing and on the wife. 4. Use Islam male colleagues to groom others on how to take care of their spouses – pick out good practices that can be emulated by other men 5. Document norms shift and norm change stories routinely.
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Annex 2: Example of a social-normative change results framework



Annex 3: Sample workshop Agenda for designing a VAC social norm's change intervention for ICS

Participants: ICS will invite reference group members and other VAC influencers

Day one: Example of a workshop agenda for elaborating the norms

Time	Topic	Method	Facilitator / Moderator	Output
8:30 – 9:00	Arrival and registration of participants	Registration sheet		List of participants
9:00 – 9:30	Starting the workshop <ul style="list-style-type: none"> Self-introduction Overview of workshop objectives Opening remarks by ICS and brief background / need for the VAC Social norm's change intervention 	<ul style="list-style-type: none"> Self-introduction: Each person will personally mention their name, work and area/region they come from Workshop objectives will be projected on one slide and explained by the moderator Opening remarks will be written and read by a representative from ICS 	Samalie	Workshop report that includes the workshop objectives, remarks and list of participants.
9:30 – 10:30am	Understanding VAC and social norms and how to design VAC social norms intervention	Input power point presentation followed by plenary discussion (Q&A)	Aloysious	Workshop report that includes highlights on what social norms are and the approach used by ICS to design the VAC social norms intervention.
10:30 – 11:00am	Health break			
11:00 – 1:00pm	Elaborating key issues under each form of VAC	Group work: Split into groups, each group discusses the three types of violence, then selects the top two manifestations for each type of VAC Identify the top three reasons why each of the 2 manifestations has persisted in Shinyanga.	Demonstration and then group facilitators	List of key reasons why VAC manifests in the 3 dimensions
1:00 – 2:00pm	Lunch			

Time	Topic	Method	Facilitator / Moderator	Output
2:00 – 4:30pm	<p>Elaborating social or gender norms – i.e. we will use experience-based co-design in the absence of empirical data given that social and gender norms are complex and hidden.</p> <ul style="list-style-type: none"> Sexual VAC <ul style="list-style-type: none"> 2 manifestations of sexual violence and why they occur (Use problem tree and 5-whys – identify norms and normative beliefs/attitudes) Physical VAC <ul style="list-style-type: none"> 2 manifestations of physical violence and why they occur (Use problem tree and 5-whys) Economic VAC <ul style="list-style-type: none"> 2 manifestations of emotional violence and why they occur (Use problem tree and 5-whys) 	<p>Group work: 6 groups (Mothers/female care givers, Fathers/Male care givers, teachers, <i>children in-school</i>, <i>children out-of-school</i>, grandparents, religious leaders/clerics, <i>local government child protection staff</i>, <i>police/child protection</i>, <i>traditional leaders</i>), each group will discuss root causes of the top two manifestations of a) sexual violence, b) physical violence and c) emotional violence against children.</p> <ul style="list-style-type: none"> Identify the attitudes/beliefs that promote VAC (all 3 dimensions) Deep dive into the social and gender norms propelling VAC under each form of and manifestation of VAC Use data on IPV and child marriage reports to identify any interconnectedness between child marriage + IPV with the identified VAC gender and social norms <p>Each group will mark/circle the gender and social norms and normative factors under each problem tree.</p> <p>Materials:</p> <ul style="list-style-type: none"> 18 problem tree templates (we have 6 groups and each will use 6 templates) Pen-like markers (small) Each group will use their own colour of templates i.e. problem tree templates, VIP cards, pens/small markers etc to allow for comparisons after the supplementation session. 	<p>6 facilitators, one for each group</p> <ul style="list-style-type: none"> Kirunda RB Samalie Aloysious 	<p>Social and gender norms around all VAC dimensions diagnosed, validated and documented</p>
16:30 – 17:00hrs	Evening tea and end of day one			

Day two: Elaborating social and gender norms continued

Time	Lunch	Methods	Moderator	
9:00am – 10:30pm	<p>Elaborating social or gender norms – i.e. we will use experience-based co-design in the absence of empirical data given that social and gender norms are complex and hidden.</p> <ul style="list-style-type: none"> Sexual VAC <ul style="list-style-type: none"> 2 manifestations of sexual violence and why they occur (Use problem tree and 5-whys – identify norms and normative beliefs/attitudes) Physical VAC <ul style="list-style-type: none"> 2 manifestations of physical violence and why they occur (Use problem tree and 5-whys) Economic VAC <ul style="list-style-type: none"> 2 manifestations of emotional violence and why they occur (Use problem tree and 5-whys) 	<p>Group work: 6 groups (Mothers/female care givers, Fathers/Male care givers, teachers, <i>children in-school</i>, <i>children out-of-school</i>, grandparents, religious leaders/clerics, <i>local government child protection staff</i>, <i>police/child protection</i>, <i>traditional leaders</i>), each group will discuss root causes of the top two manifestations of a) sexual violence, b) physical violence and c) emotional violence against children.</p> <ul style="list-style-type: none"> Identify the attitudes/beliefs that promote VAC (all 3 dimensions) Deep dive into the social and gender norms propelling VAC under each form of and manifestation of VAC Use data on IPV and child marriage reports to identify any interconnectedness between child marriage + IPV with the identified VAC gender and social norms <p>Each group will mark/circle the gender and social norms and normative factors under each problem tree.</p> <p>Materials:</p> <ul style="list-style-type: none"> 36 problem tree templates (we have 6 groups and each will use 6 templates) 	<p>6 facilitators, one for each group</p> <ul style="list-style-type: none"> Kirunda RB Samalie Sabrina Kudely ICS Aloysious 	<p>Social and gender norms around all VAC dimensions diagnosed, validated and documented</p>
Break tea: 10:30 – 11:00 am				
11:00pm – 1:00pm				
1:00pm – 2:00pm (Lunch break)				

Time	Lunch	Methods	Moderator	
2:00pm – 4:30pm		<ul style="list-style-type: none"> • Pen-like markers (small) • Each group will use their own colour of templates i.e. problem tree templates, VIP cards, pens/small markers etc to allow for comparisons after the supplementation session. 		
4:30pm – 5:00pm (Evening tea)				

Day three: Develop desired future state of norm, messages and norms change activities

Time	Topic	Method	Facilitator / Moderator	Output
8:30am – 9:30am	Exploring social norm strategies and tools	Input presentation and plenary discussion	Aloysious	Participants know the different strategies and tools that can be used to shift social norms
9:30 – 11:00hrs	Stating the desired / future state of norms	Group work <ul style="list-style-type: none"> • Converting the harmful social and gender norms into future/desired state, while at the same time framing positive norms for fortification. Participants will write on cards and state the desired/future state for each social and/or gender norm • Information on the cards will be clustered, summarised into one statement for each norm and plotted on the intervention spread sheet 	Samalie	Desired / future state norms profiles developed
11:00 – 11:30hrs	Health break			
11:30 – 13:00hrs	Activities that will lead to the achievement of the future state.	Each reference group will develop activities related to the social and gender norm of interest	Kirunda R.B	

Time	Topic	Method	Facilitator / Moderator	Output
		<ul style="list-style-type: none"> • What activity • Targeting who • Why target this audience 		
13:00 – 14:30hrs	Lunch			
14:30 – 16:30hrs	Developing SBC messages. These will target both social and individual drivers of VAC, will be contextualised and examined for any potential backlash	<p>Message development: Work with positive deviants and key behavioural influencers to co-design compelling messages to counter harmful gender and social norms.</p> <ol style="list-style-type: none"> 1. Create message that communicate the benefits that come with the desired state, and the negative consequences 2. Develop a call to action message i.e. what the target audience needs to practically do 3. Pre-test the message and other material(s) to determine whether they are appealing, credible, believable, and can resonate with the target audience. <p>ICS will test whether influencers are credible and appeal enough to the target audiences and also ensure materials (key visuals, posters, etc) are tested with respondents who are representative of the targeted audience.</p> <p>Materials: Attributes of norms shifting interventions</p>	Kirunda R.B	<p>Compelling messages to counter harmful gender and social norms</p> <p>Promotional messages for positive social and gender norms, values and traditions around child protection</p>
16:30 – 17:00hrs	Evening tea and end of day			

Day four: Results framework and indicator

Time	Topic	Method	Facilitator / Moderator	Output
8:30 – 9:00hrs	Arrival and recap of previous day			
9:00 – 11:00hrs	Results framework Visualising the change pathway	Based on the information that is collected within the first three days, the IIDC team will design a clear results framework (day three evening work) and present it to the participants for validation. Notes: Based on the knowledge among the influencers and other change agents, ICS will agree specific "actions" that change will undertake. Their actions are aimed at catalysing actions at family and community level. The aim will be to influence the first critical mass of about 30% critical mass.	Kirunda R.B Sabrina	Results framework the VAC Social norms intervention
11:00 – 11:30hrs	Health break			
11:30 – 13:00hrs	Indicator monitoring and evaluation plan	Plenary discussion and refinement of social norms change indicators and indicator monitoring plan	Kirunda R.B	VAC norms indicator monitoring and evaluation plan
13:00 – 14:30hrs	Lunch			
14:30 – 16:30hrs	Intervention costing	Plenary discussion of costing guide	Samalie	Costing guide embedded.
16:30 – 17:00hrs	Evening tea and end of day			

Annex 4: Deliberation and reflection activity form

Name of change agent _____ ID _____ Village _____

Sublocation _____

Activity Date ____/____/____ Group ID: _____

Activity location: Health Centre/Church/Mosque/School/group
venue _____

Priority population affected by the norm:

Behaviour of interest:

Activity description:

Type of engagement: a) First engagement (Yes/No): _____ b) Follow-up engagement (Yes/No): _____

Reference group	Sex	10 – 19 Years	20 – 35 Years	40 – 59 Years	60+ Years	Total
E.g. Clan leaders	Male					
.....	Female					
	Male					
.....	Female					
	Male					
.....	Female					
Total						

Current social norm	Future/desired state

Rewards for current state	Sanctions for going against current state

Negative effects of current state of norm	Benefits to adopting new normative state

Deliberation and reflection guide on violence against children
<ol style="list-style-type: none"> 1. What is our understanding of different forms of violence against children? 2. How could the future/desired state affect the child's wellbeing now and their future? 3. How does your family/peers/community expect you to contribute to your child's wellbeing? 4. What stops you from promoting the desired normative state? 5. Let's listen to some of you who are already seeing the benefits of the desired state (One role model and one positive deviant). Why are you already supporting the desired state/acting against the norm? How did you change? What motivated you to change? What are you proud of today as a result of believing and behaving differently? Who else among your peers is behaving and acting positively like you? 6. From this discussion and deliberation, what have you learnt and what would you like to say about your role in preventing all forms of VAC in your sphere of influence? 7. What are you going to practically do on your own to ensure that your community achieves this desired normative state for the sake of children? 8. How will we (your peers, ICS, local government etc.) know that you are playing your part in supporting efforts to achieve the desired state

Main body of deliberation (Notes on what was deliberated and reflected on in the activity)
De-mystification, Information given/agreed steps/actions taken/information gap covered/etc.

Lessons learnt/insights from discussions

<p align="center">Secondary reference groups</p> <p>Change agent asks members to provide names of people they listen to, trust and go to for advice relating to the behaviour or practice in question.</p>	
<p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	

Items for action by participants and follow-up at next meeting		Date(s)
Organized Diffusion actions:		
Positive deviance actions:		
Role modeling actions:		
New reference group engagement actions		
High leverage institution actions		

Homework:

Ask participants to go and discuss the potential of adopting a new normative behaviour with one of the above reference groups and come with feedback at the next meeting.

Date for next meeting: _____

Location of next meeting: _____

Annex 5: Most significant normative change story collection form

Background

We would like to capture stories of significant change that may have resulted from any community or social and gender norms specific project work in this area. This will help us document positive and negative changes together.

The stories and information collected from these interviews will be used for several purposes including:

- To explore and learn from what the community change agents, reference groups and priority populations have already achieved together
- To acknowledge and publicise what has already been achieved or what is still to be achieved
- To demonstrate that change in normative behaviour is possible, safe and contributes to positive outcomes for women, children, families and community at large

Confidentiality

We **may** like to use your stories for reporting to our funders or sharing with other people in the district – such as other people in other working with other community stakeholders and/or service providers.

Do you, (the storyteller):

Want to have your name on the story (tick one) Yes ☐ No ☐

Consent to us using your story for publication (tick one) Yes ☐ No ☐

Content to having a photograph taken Yes ☐ No ☐

Signature/ Thumb print

Contact Details

Name of
storyteller*: _____

Name of person recording story: _____

Occupation of story teller: _____

Project

Date of recording:

** (If they wish to remain anonymous, don't record their name or contact details – just write 'Community member' or Health worker)*

Write on the back of the page if there was not enough room under the questions

Tell me how you (the storyteller) first became involved in any community, or project activities/ processes, and what your current involvement is:

1. Please list the good and bad changes that have resulted from your involvement – just list them (no need to discuss)

1.

2.

3.

4.

5.

In your opinion, which of these was the **MOST significant social normative change** of all the changes you listed above? It can be a positive or negative change

2. From your point of view, describe a story (*i.e. a beginning (what it was like before), a middle (what this process, project or activity did that caused the change) and an end (what it is like now)*) that symbolises the most significant change that you have just mentioned?

3. Why was this story significant for you?

4. What/who has contributed to this change?

Annex 6: Reflective and open-ended questioning guide

Handout: Changing Closed-Ended Questions to Open-Ended Questions		
A	B	
Closed-Ended Question	Rephrase to Open-Ended Reflective Question	Suggested Ways of Rephrasing the Questions (hide this column before you the handout)
<i>Do you understand what I just explained about alcohol consumption in Kore?</i>	<i>In your own words, could you please summarize what I just explained concerning alcohol consumption in Kore?</i>	
<i>Can you cook food for you wife without any reason, just by free will?</i>	<i>Tell me what you think about men who regularly cook for their wives out of their own free will and love?</i>	
<i>As a father, do you give your daughter information about sex and menstrual health?</i>		<i>As a father, how would you approach a situation where your daughter needs or requests for your counsel or guidance on sex and menstrual health?</i>
<i>Do you have any questions?</i>		<i>What would you like me to clarify?</i>
<i>Were you satisfied with the deliberation and reflection session on positive discipline received last week?</i>		<i>What did you think about our session on positive disciplining that you received last week? (Probe, quality, time, value, areas for follow-up, etc)</i>
<i>Do you think that keeping quiet towards your husband/wife is a good idea?</i>		<i>What do you think about the idea of keeping quiet towards your husband/wife when she annoys you?</i>

Annex 7: Quality Improvement checklist (QICL) for change agent's facilitation skills

Name of the person filling out QIVC: _____

Name of the change agent evaluated: _____

Location: _____ Date: _____

Number of "Yes" boxes checked: _____ Number of questions used: _____

Present score: _____ % Previous score (if applicable): _____ %

Calculate the score by counting the number of "Yes" boxes checked and dividing by the total number of questions that were applicable to the situation.

Question	Yes	No
Preparation and setting up for deliberation and reflection		
1. Did the change agent seat so that they could see participants' faces?		
2. Did the change agent sit at the same level as the other participants (if appropriate)?		
3. Did the change agent introduce the social or gender norm well?		
4. Did the change agent ask questions to relate the norm(s) to the participants' experiences?		
5. Did the change agent ask about the current practices of the participants?		
<i>Comments:</i>		
Methods of Activity		
6. Did the change agent speak loud enough so that everyone could hear?		
7. Did the change agent change the tone of their voice?		
8. Did the change agent speak slowly and clearly?		
9. Did the change agent make appropriate eye contact with everyone?		
10. Did the change agent encourage comments by nodding, smiling, or other actions to show they were listening?		
11. Did the change agent always reply to participants in a courteous and respectful way?		
12. If using visual aids, did the change agent explain the meaning of each picture?		
13. If using visual aids, did the change agent read each caption aloud to the participants?		
14. Did the change agent demonstrate any skills that they were promoting?		
15. Did the change agent use a participatory method (game, skit, song, exercise, etc.)?		
16. Specify methods:		
17. Did the change agent use examples/terminology that were culturally appropriate?		
18. Did the change agent ask about the current practices and norms of the participants?		
19. Did the change agent give participants adequate time to answer questions?		
20. Did the change agent ask participants if there were barriers that might prevent them from trying the new social and gender norms?		

Annex 8: Tips for giving a social norms' talk

The following tips will enhance your ability to give an engaging brief talk about a given topic.

Before giving a talk:

- Review the social norm, reference groups and select ideal target audience
- Fill the deliberation and reflection form accurately and complete all sections
- Talk to people to figure out their existing beliefs around the norm in question and explore their needs around the norm. (*Needs on respect, belonging, cultural preservation, etc*)
- Select a future state of norm that addresses what people want and need – they must find it relevant.
- Make sure that you are knowledgeable of the topic around the norm you will be talking about. (For example violence for IPV related norms)
- Prepare the main points of your talk (The norm, the desired state, the benefits of desired state, data to correct misperceptions, local examples/models/deviants, etc).
- Focus on several key normative points only e.g. benefits of girl child education, advantages of a peaceful home, how to role model, positive deviance, etc
- Plan to use not more than 1 hour or the time allocated to you. The content should be on the point. If you don't complete, it is an opportunity to **request** follow-up time

When giving a talk:

- Welcome everyone. Introduce yourself. Have people introduce themselves, if necessary.
- Smile and be friendly.
- Speak slowly and clearly / loudly.
- Use language that is easy to understand for the participants.
- Look at different members of your audience while you talk.
- Use gestures to emphasise your points.
- Whenever possible, demonstrate what you are talking about.
- Important: Do not speak for longer than 5 to 10 minutes at a time. Engage people periodically to maintain their focus – e.g. by starting a discussion or getting them to practice what you talked about, asking them what they think to identify positive deviants and role models or people with lived experience of benefits of the desired state.

















After giving a talk:

- Verify whether people correctly understood what you said.
- Give space for people to ask questions and raise comments.
- You may not answer all questions, plan responding back with accurate information
- Agree with people on a follow-up visit (or any other type of support).

Annex 9: List of Questions for a Game

1. *How is this training going to help you, other participants and the community?*
2. *Some people say that if you want to change social norms, one of the most important things is to learn facilitation skills. Is this correct or incorrect? Why do you think so?*
3. *How can you find out why some community members do not practice the behaviours you promote or the new normative state you aspire to achieve?*
4. *We talked about effective communication practices and skills. We mentioned 4 practices that are very important and each of you should remember and use these. What are these 4 practices?*
5. *What other communication practices and skills did we learn?*
6. *How can we show respect to the community or group members?*
7. *What can we do so that community or group members respect us?*
8. *What does a 'leading question' mean? Please give an example.*
9. *What is the difference between a closed-ended question and an open-ended reflective question? Please give examples of at least 2 closed-ended questions and 2 open-ended questions.*
10. *What are the benefits of using open-ended questions?*
11. *What can we do to ensure that we listen well?*
12. *What are some of the social norms change tools that you can use?*
13. *What is empathy and why is it important?*
14. *What are the examples of reference groups and influencers in your context?*
15. *What are the main types of violence that you have seen around your community*

Annex 10: Steps in the Process of Negotiated Behaviour Change

		Greet the person you are visiting in a friendly manner and introduce yourself to/greet the head of the household (if present). Ask if other members of the family are present who might need to participate in the discussion (influencing groups). If the farm is next to the home, ask if you can have the discussion while on the farm.
		Ask the person/people how things are going with current and new behaviours, with a focus on issues relevant to the program.
		Listen and reflect on what the other person is saying.
		Identify difficulties/barriers and select one to work on. <i>Optional Step:</i> If this is not the first home visit, review the key points of the last meeting, if relevant to the difficulties/barriers. If there are urgent issues (such as a sick child or pest outbreak), make these a priority.
		Discuss ways in which the person or people can overcome the difficulties.
		Recommend and negotiate doable actions and help select one option/action to try.
		The person agrees to try one or more of the options and repeats the agreed-upon action.
		Make an appointment for the follow-up visit. Congratulate the person on their good work, thank them for making time to talk with you, and remind them when you will be coming back for a follow-up visit.
Adapted from Pro-Wash plus.		

Annex 11: Steps in conducting group meetings

STEPS OF GROUP SESSIONS	YOUR NOTES
GREET	
INTRODUCE	
FOLLOW-UP	
EXPLAIN PURPOSE / BENEFIT OF THIS MEETING	
ASK PEOPLE ABOUT THEIR PRACTICES & PERCEPTIONS	
LISTEN	
APPRECIATE GOOD PRACTICES	
PRIORITIZE KEY BARRIERS	
DISCUSS SOLUTIONS WHILE PROVIDING YOUR INPUT	
VERIFY	
AGREE ON SMALL DOABLE ACTION(S)	
MAKE APPOINTMENT	

Annex 12 Group level comfort Table

	KNOWLEDGE / SKILLS AREA	1 - no experience	2	3	4	5 - expert
1	I understand the main principles of effective communication.					
2	I know how to use open-ended questions.					
3	I know the different types of violence					
4	I know the strategies and tools for changing social norms					
5	I am able to use different styles of active listening.					
6	I know the 8 steps of Negotiated Behaviour Change.					
7	I know barriers to effective communication					
8	I know how to conduct home visits in an effective manner.					
9	I know how to facilitate group sessions effectively.					
10	I know how to overcome the difficulties I face in my work.					
11	I know how to identify role models and positive deviants					
12	I know how to track changes in social and gender norms					

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