

# SOCIAL NORMS ATLAS



**THE SOCIAL NORMS**  
LEARNING COLLABORATIVE

# INSTRUCTIONS AND INTRODUCTIONS



UMA BISTA PHOTOGRAPHY

# WEBINAR AGENDA

**INTRODUCTION, WELCOME,  
AND HOUSEKEEPING**

**INTRODUCTION TO THE  
SOCIAL NORMS ATLAS**

**PRESENTATIONS FROM  
THREE SECTORS**

**PRESENTATION ON THE  
CROSS-SECTOR ANALYSIS**

**PANEL DISCUSSION**

**CLOSING**

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# KEY QUESTIONS

- What is the Social Norms Atlas?
- What content is featured in the atlas sectors?
- How can researchers and practitioners use this new tool in their work?
- What are some key social norms, attitudes and behaviors in three sectors?
- What are some of the meta-norms identified across these sectors?
- Where can you access the tool?



SECTION ONE

# INTRODUCTION TO THE SOCIAL NORMS ATLAS

# Behaviors, Attitudes, and Norms



## BEHAVIOR

What we do.  
The actions we perform.



## ATTITUDES

Personal evaluations about  
how the world should be.  
Whether we evaluate something  
as favorably or unfavorably.



## SOCIAL NORMS

What I think people do and  
should or should not do in my  
community. My perceptions of  
typical and appropriate behavior  
within my social network.

# What is the Social Norms Atlas?

## What is it?

An online and PDF resource of behaviors, social norms and attitudes relevant to a variety of sectors.

## Who is it for?

Program planners, implementers, and evaluators and researchers.

## What is it's purpose?

To increase awareness and ability to address a variety of social norms and thereby enhance efficacy of behavior change programs in achieving targeted outcomes.



# The Social Norms Atlas Contains Three Main Sections

**1**

A broad introduction to the Social Norms Atlas and social norms concepts

**2**

Examples of social norms, behaviors, and attitudes across 10 sectors:

**3**

A cross-sector analysis highlighting meta-norms that cut across different sectors

1	COVID-19
2	EDUCATION
3	HARMFUL TRADITIONAL PRACTICES
4	INTIMATE PARTNER VIOLENCE
5	NUTRITION
6	PROVIDER BEHAVIOR
7	SEXUAL & REPRODUCTIVE HEALTH
8	TECHNOLOGY
9	VIOLENCE AGAINST CHILDREN
10	WOMEN'S ECONOMIC EMPOWERMENT



# Outline of Each Sector

- Introduction to the sector
- Illustrative lists of related behaviors, attitudes, and influential social norms
- Case study
- Promising practices
- Featured Resources
- Citations



# Atlas Content Development Approach



1

Crowd-source social norms via webinar

2

Engage sector leads to coordinate a process with LC collaborators to develop content

3

Review content submitted by each sector, combine with introduction and cross-sector analysis, and design for publishing

# How to Access the Atlas

<https://www.alignplatform.org/resources/social-norms-atlas-understanding-global-social-norms-and-related-concepts>

**ALiGN** Advancing Learning and Innovation on Gender Norms

[About](#) [Funding](#) [Collaborate](#) [Flagship report](#) [Blog](#) [Newsletter](#) [Norms in the news](#) [Resource hub](#)


**Toolkit**  
10 May 2021

## The Social norms atlas: Understanding global social norms and related concepts

Author: CDavin

Published by: The Learning Collaborative to Advance  
Normative Change

[Download](#)



SECTION TWO

**PRESENTATIONS FROM THREE  
FEATURED SECTORS AND THE  
CROSS-SECTOR ANALYSIS**



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# EDUCATION



# INTRODUCTION

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- Focus on formal primary and secondary education of children
- Pays particular attention to norms around gender and disability
- Focuses on norms in three main areas of programming (access, teacher practices, school-based violence) and low-, middle-, and high-income country contexts



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# ILLUSTRATIVE LISTS OF BEHAVIORS, ATTITUDES, AND INFLUENTIAL SOCIAL NORMS

## BEHAVIORS



**Parents prioritize sending their sons to school over their daughters.**



**Teachers use corporal punishment to discipline students.**



**Teachers often ignore students with disabilities.**

## ATTITUDES

**In my opinion, it is equally important to invest in education for my daughter and my son.**

**I think it is appropriate for teachers to use corporal punishment to maintain order in their classrooms.**

**I believe that it is acceptable for teachers to ignore children who can't keep up with the lesson plan.**

## INFLUENTIAL SOCIAL NORMS

**People in my community expect that parents will prioritize their sons' education over their daughters'.**

India, Pakistan

**Almost all of the teachers in my school use physical punishment to discipline students.**

Kenya, Ghana, Mozambique, India

**Teachers in my school think it is acceptable to ignore students with disabilities or to pay them minimum attention.**

Bangladesh, Ethiopia, Gaza, West Bank, Jordan, Zambia



## CASE STUDY

### PROJECT

THE SAFE AND NURTURING  
SCHOOLS PROJECT

### LOCATION

MALAWI

- Gender-transformative whole school approach to prevent and respond to school-related gender-based violence (SRBGV)
- Focus on changing gender-related behaviors by shifting attitudes and norms among teachers, students, and communities
- Strategies:
  - strengthening school leadership to create a safe learning environment
  - engaging with school staff, community members and children to shift norms and raise awareness on issues of gender, power, positive discipline etc.
  - establishing codes of conducts and reporting and accountability mechanisms
  - improving school physical environments



# PROMISING PRACTICES FOR ADDRESSING SOCIAL NORMS IN EDUCATION PROGRAMMING



Build teachers' knowledge and skills on issues of gender, equality, disability, and learning challenges



Train teachers on positive discipline approaches (to prevent corporal punishment)



Apply whole-community approaches to education initiatives (engaging students, teachers and other school staff, parents, family, and community members)

## RESOURCE

### [ALiGN Guide: Education & Gender Norms](#)



# WOMEN'S ECONOMIC EMPOWERMENT



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# INTRODUCTION

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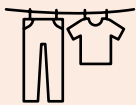
- Focus on contexts relevant to South Asia, North America, the Middle East, and West, East, and Southern Africa where marked inequality in economic outcomes is underpinned by rigid gender norms
- Shares examples where social norms and power dynamics shape household behavior and outcomes



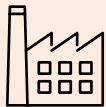
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# ILLUSTRATIVE LISTS OF BEHAVIORS, ATTITUDES, AND INFLUENTIAL SOCIAL NORMS

## BEHAVIORS



**Women perform a disproportionate amount of unpaid care work.**



**Men go to work outside the home as the primary income earner for the family (i.e., breadwinner).**



**Women make decisions on how to spend money in the home.**

## ATTITUDES

**I believe that women who care for their families are good wives and mothers.**

**In my opinion, it is the man's responsibility to generate income for the household.**

**I believe that men and women should have equal decisionmaking power in household purchases.**

## INFLUENTIAL SOCIAL NORMS

**People in my community expect that women will stay at home to care for children.<sup>1</sup>**

India, Afghanistan

**People in my community expect that men will be the sole income earners for their families.<sup>2</sup>**

Burkina Faso, Ghana

**People in my community think that men should make the final decisions about household purchases.<sup>3</sup>**

India, South Africa

1. Dhar et al., 2018; Field et al., 2019; Echavez, 2012 | 2. Elson, 2002; Poeze, 2019; OECD, 2018 | 3. Agarwal, 1997; Dhar et al., 2018; Duflo, 2003



## CASE STUDY

### PROJECT

CARE TIPPING POINT

### LOCATION

BANGLADESH AND NEPAL

- Majority of young married men in Saudi Arabia privately support female labor force participation but underestimate the support for this by similar men in their social network
- “Belief correction” intervention and evaluation to correct misperceived norms can alter norm prevalence and foster behaviors that support female labor force participation
- Men exposed to the intervention were more supportive of wives joining the labor force and wives were more likely to have applied for a job outside the home than those who did not receive the intervention

# PROMISING PRACTICES FOR ADDRESSING NORMS FOR WOMEN'S ECONOMIC EMPOWERMENT



Conduct household dialogues to address household inequality and promote equitable gender relations



Engage men and boys in household programming to shift gender norms and reduce backlash



Work with savings groups to increase women's financial inclusion and financial literacy and shift norms around women and girls earning and controlling income and accessing financial services

## RESOURCE

### Shifting Social Norms in the Economy for Women's Economic Empowerment

Shifting Social Norms in the Economy for Women's Economic Empowerment  
INSIGHTS FROM A PRACTITIONER LEARNING GROUP  
NISHA SINGH, ANAM PARVEZ BUTT & CLAUDIA CANEPA



seep  
Leading collaboration & learning

Oxfam

# HARMFUL TRADITIONAL PRACTICES



GABRIEL BOUYS/GETTY IMAGES

# INTRODUCTION

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- Includes behaviors and practices that are harmful to people's physical and mental health but are generally defended on the basis of tradition, culture, religion, or superstition
  - Female genital mutilation/cutting(FGM/C)
  - Child marriage
  - Corporal punishment
  - Other harmful traditions—such as marrying a deceased husbands brother
- Examples primarily from Central and South Asia, East and West Africa, and the Middle East



PER-ANDERS PETTERSSON/GETTY IMAGES



# ILLUSTRATIVE LISTS OF BEHAVIORS, ATTITUDES, AND INFLUENTIAL SOCIAL NORMS

## BEHAVIORS



**Young girls undergo female genital mutilation/cutting (FGM/C).**



**Parents arrange marriage for daughters below the age of 18.**



**Widows marry their deceased husbands' brothers.<sup>1</sup>**

1. This behavior refers to “levirate marriage” which is a custom or law decreeing that a widow should, or in rare cases must, marry her dead husband’s brother (McKenna, 2020).

## ATTITUDES

**I think that girls who are cut are pure and chaste.**

**I believe that girls should get married when they reach puberty to protect the family honor.**

**In my opinion, a woman should marry her deceased husband’s brother because she will be financially protected.**

## INFLUENTIAL SOCIAL NORMS

**In my community, people expect girls to be cut to be suitable for marriage.<sup>1</sup>**

Uganda, Senegal, South Sudan, Yemen, Kenya

**Most people in my community think that a girl should be married as soon as she reaches puberty to prevent premarital sex.<sup>2</sup>**

Sub-Saharan Africa, Latin America

**In my community, people expect a widow to marry her deceased husband’s brother.<sup>3</sup>**

Pakistan, India, South Africa

1. PRB, 2018; Kimani et al., 2020 | 2. Petroni et al., 2017; Steinhaus et al., 2019; Greene et al., 2019; Taylor et al., 2019 | 3. Labuschagne & van den Heever, 1997; Chandrakantha, 2014



## CASE STUDY

### PROJECT

CARE TIPPING POINT

### LOCATION

BANGLADESH AND NEPAL

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- Evaluation of intervention to address the root causes of child, early, and forced marriage (CEFM)
- Promotes the rights of adolescent girls through community level programming, and multi-level advocacy and learning initiatives
- Initiative theory of change proposes that expanding girls' agency, transforming their relationships, and shifting gender norms are all needed to end CEFM
- Found increased girls' reproductive health and mobility and shifting of norms to justify delay of CEFM

# PROMISING PRACTICES FOR ADDRESSING SOCIAL NORMS IN EDUCATION PROGRAMMING



Focus on grandmothers as the entry point to preventing FGM/C



Include child marriage in school curriculum for adolescents



Combine a public health information approach with a theological/scriptural approach and engagement of faith leaders

## RESOURCE

[Gender and Development Networks: Harmful Traditional Practices: Your Questions, Our Answers](#)



# CROSS-SECTOR ANALYSIS



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## META-NORMS

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Connect with deeply rooted determinants, operate at a more profound level of society, and influence multiple behaviors.

## PROXIMAL NORMS

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Act directly or close to directly on a behavior or outcome.



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## META NORMS IDENTIFIED ACROSS THE 10 SECTORS



### **Authority**

Norms that allow for the use of individual or group power and authority over another.



### **Privacy**

Norms related to what information should be shared with other individuals or groups.



### **Control & Violence**

Norms that relate to the individual and social acceptance or use of control and violence.



### **Gender Ideology**

Gender ideology and gender role ideology refers to the norms regarding the appropriate roles, rights, and responsibilities of women and men in society (i.e., masculinities and femininities).



### **Protection**

Encourage protection of people for a range of reasons (e.g., from abuse, poor health outcomes).



### **Social Status**

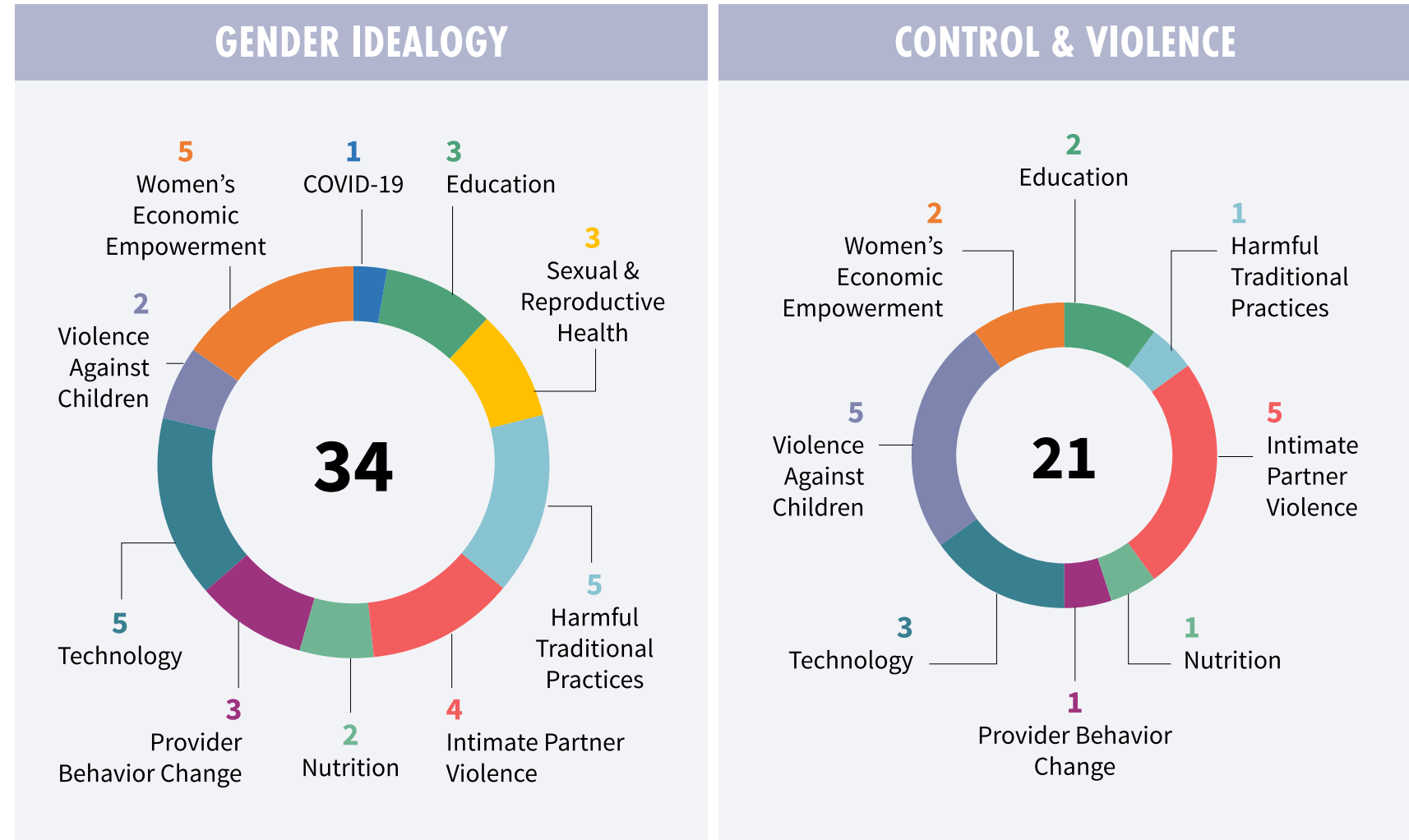
Norms that give or remove social status (e.g., respect) from a person, couple, or family.



### **Other**

Anything that does not fit into the above categories.

# DISTRIBUTION OF METANORMS BY SECTOR



# META NORMS IDENTIFIED ACROSS THE 10 SECTORS

## EDUCATION

People in my community expect that parents will prioritize their sons' education over their daughters'.



Almost all of the teachers in my school use physical punishment to discipline students.



Teachers in my school think it is acceptable to ignore students with disabilities or to pay them minimal attention.



Most students who identify as LGBTQI+ in my school are bullied.



Teachers in my school expect boys to participate and excel more than girls in subjects of math and science.





# META NORMS IDENTIFIED ACROSS THE 10 SECTORS

## WOMEN'S ECONOMIC EMPOWERMENT

People in this community expect that women will stay at home to care for children.



People in this community expect that men will be the sole income earners for the family.



People in this community think that men should make the final decisions about household purchases.



People in this community think that women should not have control over income and assets (e.g., earnings from work, access to a bank account).



Women who leave the home without approval in my community are punished.



# META NORMS IDENTIFIED ACROSS THE 10 SECTORS

## HARMFUL TRADITIONAL PRACTICES

In my community, people expect girls to be cut to be suitable for marriage.



Most people in my community think that a girl should be married as soon as she reaches puberty to prevent premarital pregnancy.



In my community, people expect a widow to marry her deceased husband's brother.



In my community, parents who have sons have a better social status than parents with daughters.



Most people in my community think that men who have multiple wives receive more respect than men who do not.



SECTION THREE

# AUDIENCE DRIVEN PANEL SESSION



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QUESTIONS?



# CLOSING



# How to Access the Atlas

<https://www.alignplatform.org/resources/social-norms-atlas-understanding-global-social-norms-and-related-concepts>

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**Toolkit**  
10 May 2021

## The Social norms atlas: Understanding global social norms and related concepts

Author: CDavin

Published by: The Learning Collaborative to Advance  
Normative Change

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## ACKNOWLEDGMENTS

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The Social Norms Learning Collaborative (the Learning Collaborative) facilitates building knowledge and developing tools among researchers and practitioners across regions and disciplines to advance effective, ethics-informed social norm theory, measurement, and practice at scale.

The Social Norms Atlas presents the work of the Learning Collaborative's sector-specific Atlas Working Groups. Co-led by Learning Collaborative members, each sector conducted a virtual participatory process of brainstorming, drafting, and refining their sector content.

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