

PENN SONG

PENN SOCIAL NORMS GROUP

Measuring Social Norms

Grand Challenge

**Putting Women and Girls at the Center of Development
Measurement and Evaluation Workshop**

Nairobi, Kenya
23 February 2016

What is the theory of social norms?

- What are social norms?
- How do we measure whether there is a social norm?
- How do social norms apply to your intervention?



The Basic Idea of the Workshop

- **Often people do what they do because what other people think or do matters to them.**
- If we want to have successful interventions to curb harmful behaviors, we must figure out people's reasons for doing what they do.

Not All Collective Patterns of Behavior Are Social Norms!

- Sometimes people perform some behavior because they believe it meets their needs or because they believe it is the right thing to do or because they merely expect that others perform the behavior.
 - **These are not social norms**
- Sometimes people choose to perform some behavior because they expect that others (that matter to them) perform the behavior **and** because they expect that others believe they should perform that behavior.
 - Only this is a social norm

The Theory of Social Norms

- In its essence, the theory of social norms is a theory of what motivates collective patterns of behavior.
- The theory of social norms tries to answer a very basic question.

—Why do people do what they do?

Our Simple Concepts

- Preference
- Personal Normative Belief
- Social Expectations
- Reference Network

So Why Do People Do What They Do?

- People do what they do because people **prefer** to act that way.
- Preference = a **disposition** to choose in a specific way, all things considered
 - Choices **reveal** preferences; If I choose A over B (for *whatever* reason), then I prefer A over B
 - Preferences \neq likings

Two Kinds of Preference

Socially Unconditional Preference: My preference is **unconditional** just in case I have the preference **regardless** of what I expect others do (empirical expectation) or what I expect others think I should do (normative expectation).

- **Socially Unconditional Preference → Independent Choice**

Socially Conditional Preference: My preference is **socially conditional** just in case my preference depends on what I expect others do (empirical expectation) or what I expect others think I should do (normative expectation).

- **Socially Conditional Preference → Interdependent Choice**

Ok, So Why Do People Prefer to Do What They Do?

- Possible answers:
 - (1) because they believe it meets a need
 - (2) because they believe it is the right thing to do
 - **(3) because they believe other people are doing it**
 - **(4) because they believe others think they should do it**
-
- (1) and (2) are socially unconditional preferences
 - (3) and (4) are socially conditional preferences

Personal Normative Belief

- **Personal normative beliefs** are beliefs about *what **should** happen*.
 - I BELIEVE: “People should (or should not) use latrines.”
 - I BELIEVE: “Men should (or should not) control use of a phone in a household.”
 - I BELIEVE: “Women should (or should not) report intimate partner violence to police.”
 - I BELIEVE: “Sexually active people should (or should not) use condoms.”

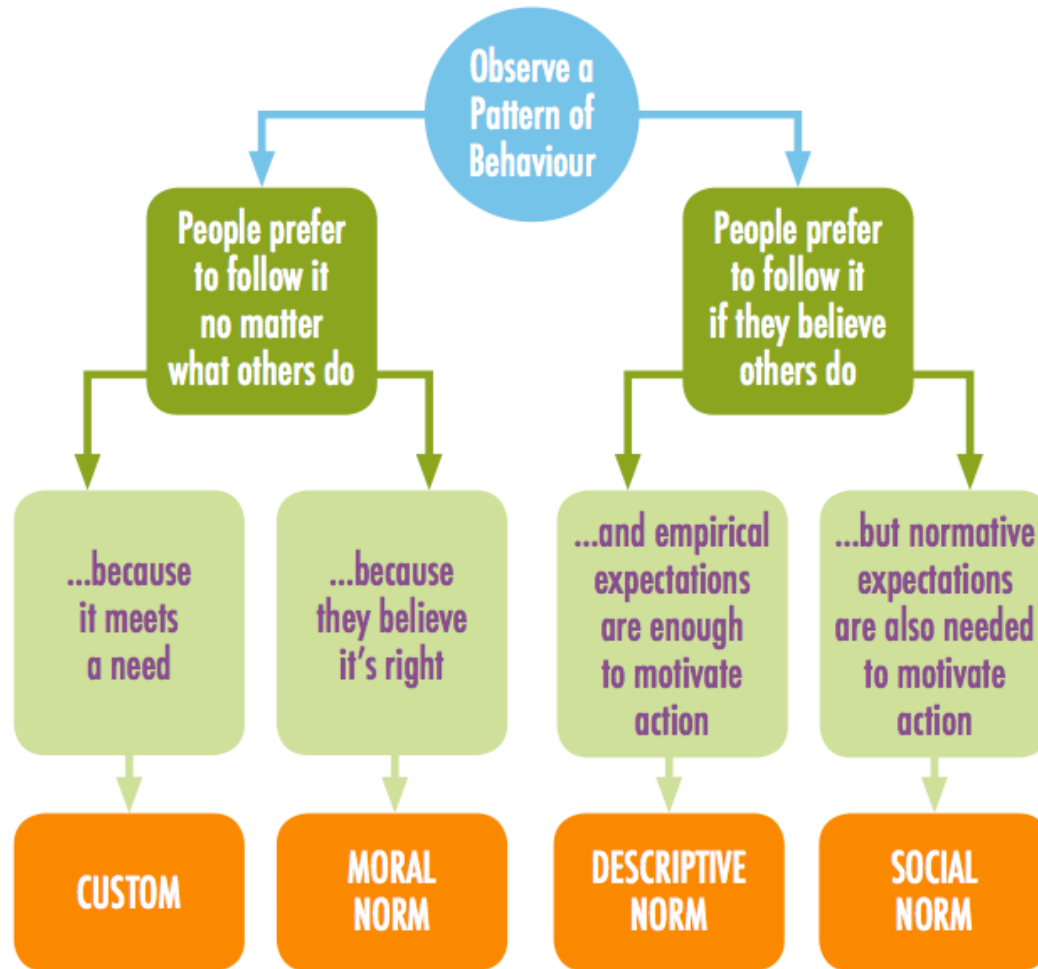
Two Kinds of Social Expectations

- **Empirical expectations** are beliefs about what we expect others to do.
 - I EXPECT: “Most women will not maintain a bank account.”
 - I EXPECT: “Most girls will marry before the age of 15.”
 - I EXPECT: “Women out at night will sell sex for money.”
- **Normative expectations** are beliefs about what others think we *should* do.
 - I EXPECT: “Men to believe that men should make decisions about food consumption, production and sale in the household.”
 - I EXPECT: “Villagers to believe that women and children should fetch the water from the local source.”
 - I EXPECT: “Wits Reproductive Health and HIV Research Institute to believe that girls should play sports.”

Reference Networks

- If I have a socially conditional preference to engage in some collective pattern of behavior, then my behavior depends on my empirical and/or normative expectations.
- But these expectations are about people whose behaviors and beliefs **matter** for my behavior. They are my **reference network**.

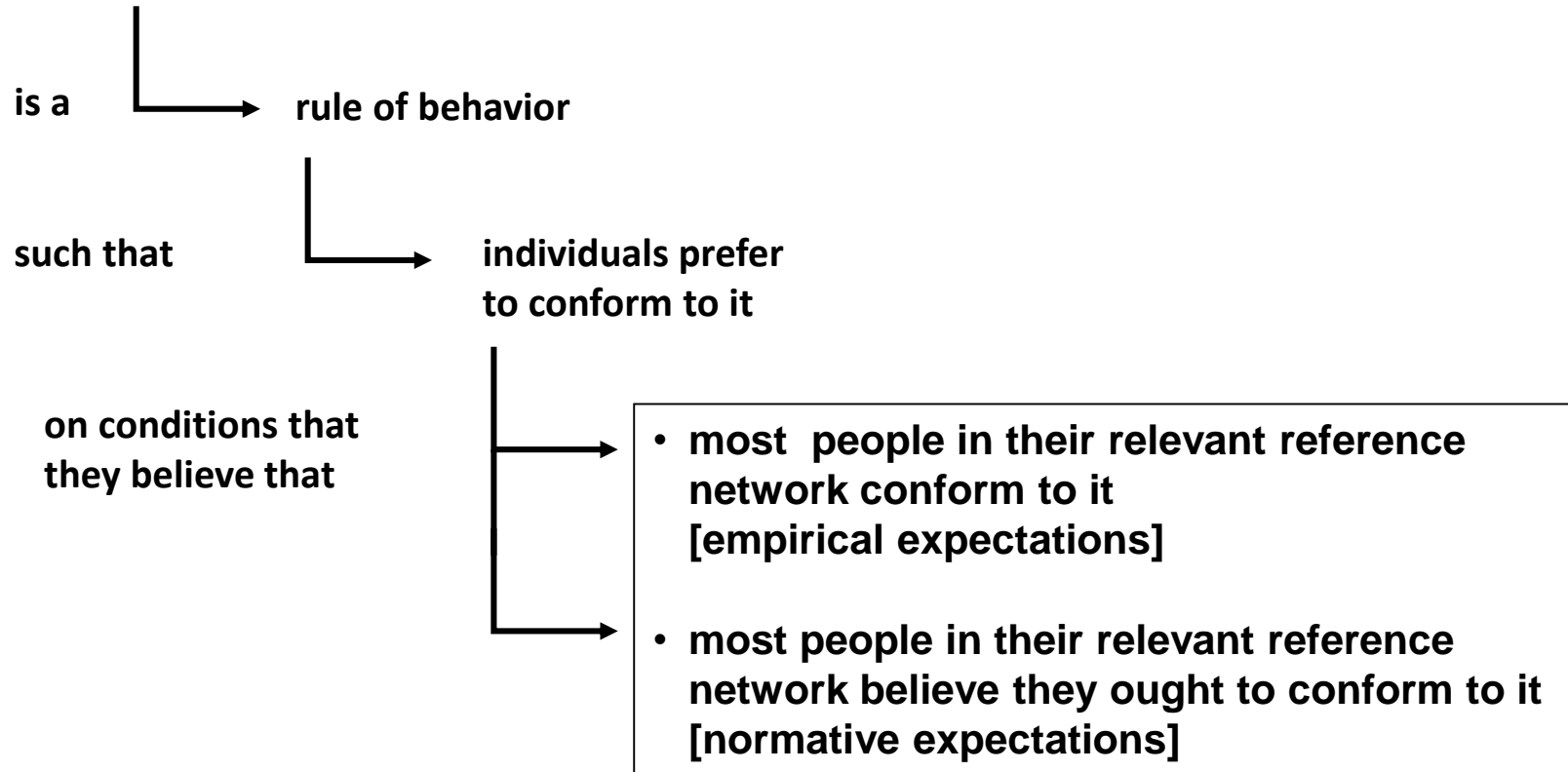
Diagnosis



Why Will We Focus Exclusively on Social Norms Today?

- Because
 - The behavior you are interested in may be a social norm.
 - The behavior you are interested in may be supported by surrounding social norms
 - You may want to create a social norm around a new positive behavior.

A **social norm** (Bicchieri 2006)



What Do We Need To Measure?

- 1. Do people expect that others (that matter to them) conform to the behavioral rule?
 - [Do empirical expectations exist?]
- 2. Do people expect that others think they *should* conform to the rule?
 - [Do normative expectations exist?]
- 3. Is the preference to conform to the behavior **conditional** on those social expectations?
 - If expectations changed, would the behavior change?
- If “yes” to all of the above, then we have a social norm. If “no” to any of the above, we are not dealing with a social norm.

Causal Powers

- Remember: social expectations matter when they have causal power.
- We need to be able to answer:
 - Would people engage in the behavior if their social expectations were different?
 - If other men stopped sexually abusing their spouses, would a man stop? (EE conditional)
 - If other parents thought that parents should not corporally punish, would a parent stop? (NE conditional)

Conditional Preference

- REMEMBER: if my preference is socially conditional, that means that I prefer to engage in the behavior **because** I expect others like me to engage in the behavior and **because** I expect others to think I should engage in the behavior.
- This means that if social expectations were to change, then the behavior would change.

Conditionality and Hypotheticals

- You can measure conditionality by using hypothetical scenarios where social expectations change or no longer exist.

Two Ways to Measure Conditionality

- 1. Directly ask about hypotheticals
 - Pros: Simple and direct
 - Cons: Can be hard for people, especially with little education, to answer; some people will reject the question out-of-hand
- 2. Use vignettes
 - Pros: Creates enough distance for people to answer; easy to understand
 - Cons: Harder to design properly; takes longer to administer

Vignettes

- Use short stories or depictions of behavior involving fictional characters with enough relevant similarity to those you are questioning.
- Alternate or vary small details of the vignette to try to figure out when, say, normative expectations matter.

Vignettes

Table 4 | Vignettes that manipulate social expectations.

	Empirical expectations	Normative expectations
Marry early	"Mr. Badji has been visited by a very respectable family who want their son to marry Mr. Badji's daughter. It is a very good opportunity, but Mr. Badji's daughter is 15 years old and still going to school. Most girls in the village marry before they are 16 years old. "	"Mr. Badji has been visited by a very respectable family who want their son to marry Mr. Badji's daughter. It is a very good opportunity, but Mr. Badji's daughter is 15 years old and still going to school. People in the village say a good father arranges a good marriage as soon as a good opportunity arises. "
Marry late	"Mr. Badji has been visited by a very respectable family who want their son to marry Mr. Badji's daughter. It is a very good opportunity, but Mr. Badji's daughter is 15 years old and still going to school. Most girls in the village marry after finishing high school, at 18 years old or later. "	"Mr. Badji has been visited by a very respectable family who want their son to marry Mr. Badji's daughter. It is a very good opportunity, but Mr. Badji's daughter is 15 years old and still going to school. People in the village say a good father arranges a good education first, and only after that he arranges a good marriage. "

The part of the story that differs is in bold. Questions to be asked about these vignettes are: In your opinion, will Mr. Badji ultimately agree to the marriage of his daughter (behavior)? Why (preferences)? What (if anything) might drive Mr. Badji to agree to the marriage (preferences)? What (if anything) might drive Mr. Badji to say no to the marriage (preferences)? Do you think Mr. Badji should agree to the marriage (personal normative belief)?

Precaution with Respect to Vignettes

- Pitfalls
 - Vignette must not be complex. Participants must be able to understand story.
 - Vignettes must not be alien. Participants must relate to the characters and setting.
 - People may “fill in” missing information in the vignette in ways that distort answers. For example, someone might think Mr. Badji is Muslim. Others may think he is Christian. This can color responses.

Solutions

- Make sure that the vignette is comprehensible to your target audience by working with those who have local knowledge
- Do the same to make sure that the vignette is not alien.
- Make any critical details explicitly stated. Minimize opportunities for “filling in.”
- **Crafting vignettes is both an art and a science.**
 - There are experts at crafting vignettes, especially vignettes that target social expectations. Work with those experts.

Remember the Steps of Measurement

- Step 1: Picked a well-defined behavior
 - The more well-defined, the better
 - Ex: “Condom use” versus “Condom use by men of this age in this community”
- Step 2: Measure empirical expectations
 - (1) Measure behavior
 - Monitors vs. self-reports; consider privacy techniques for community-wide statistic
 - (2) Measure beliefs about behavior
 - Incentivize questions; measure against behavioral data
- Step 3: Measure normative expectations
 - (1) Measure personal normative beliefs
 - Consider privacy techniques for community-wide statistic; ask many questions and triangulate
 - (2) Measure beliefs about others’ personal normative beliefs
 - Incentivize questions; measure against PNB data; try measuring beliefs about sanctions as proxy
- Step 4: Measure conditionality
 - Direct hypothetical questions vs. vignettes

Aside: What Are Gender Norms?

- Everyone here is concerned, in some way or other, with gender norms.
- We all have ideas about gender norms.
- But can we gain traction on these ideas?
 - Can we measure gender norms?

Gender Schemas / Gendered Norms



- Schemas are socially shared beliefs that apply to people and situations on the basis of their belonging to a category.
- Schemas involve beliefs (factual and personal normative), social expectations (empirical and normative), and behavioral rules.

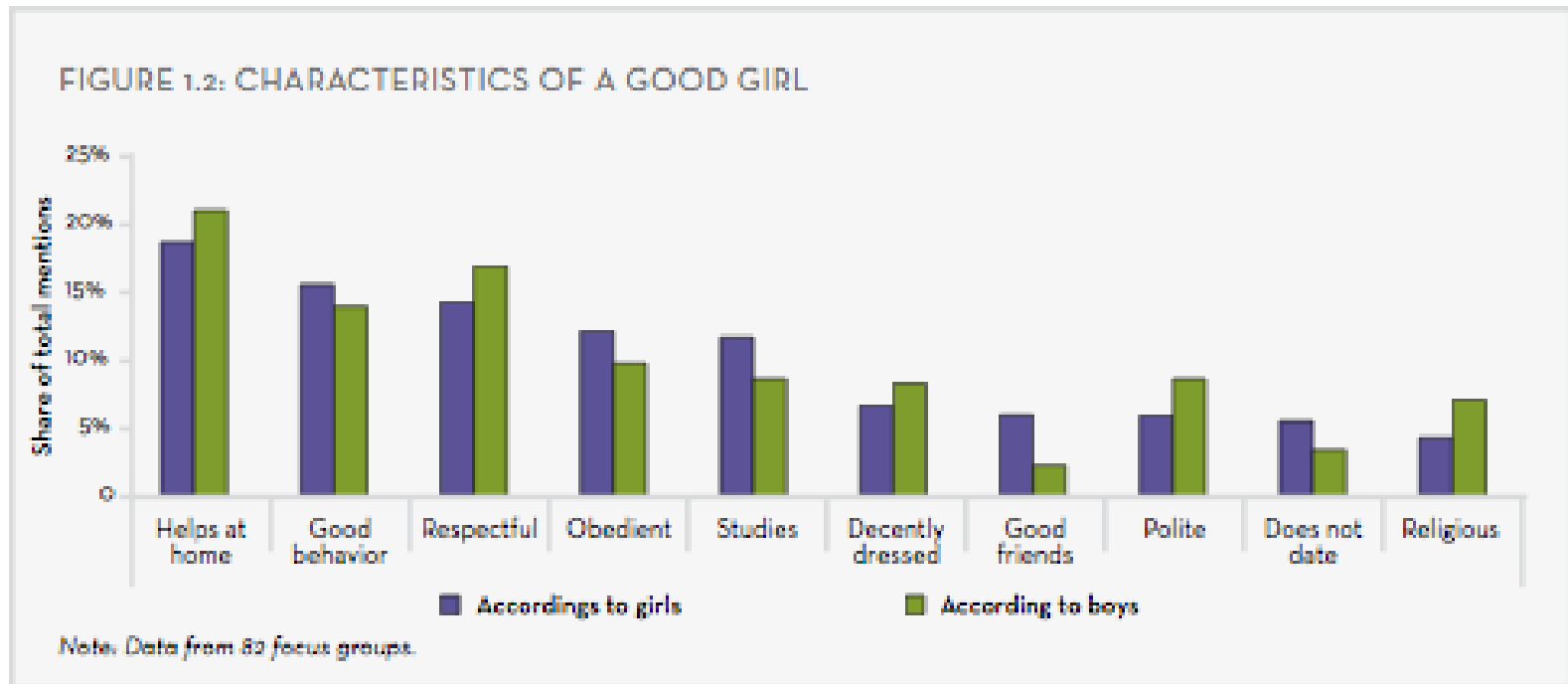
Scripts Tell Us How to Act

- They describe socially expected sequences of events in well-know situations.
- They contain roles and rules.

The “Good [Gender Role]” Script

- When a child misbehaves, a good mother will .
..
- When the husband comes home from work, a good wife will . . .
- In dealing with the in-laws, a good husband will . . .

Who is a good girl? (According to boys and girls)



Gender Norms Are Rules for Gender Roles

- Remember that gender is a role!
 - What a gender typically does (empirical expectation)
 - What a gender should do (personal normative belief)
 - What others think a gender should do (normative expectation)

Cases

- 1: Empowering Girls for Improved Health and Wellbeing in Two National Regions in Swaziland
- 2: Improving Women's Access and Usage of Digital Financial Services
- 3: Smart Payment Schemes as a Gateway to Women's Financial Inclusion and Socioeconomic Empowerment
- 4: First Girls' Education Life Skills Evaluation in a Developing Country Context
- 5: Couple Power' Project in Jharkhand, India
- 6: Girls for Health: Empowering Rural Girls' Transition from School to Employment as Health Workers
- 7: The 5th H: Her – Empowering Girls Through 4-H's Methodology of "Learning by Doing"
- 8: ListenUp: Amplifying girls' voices through sanitary pads and health information
- 9: A Win-Win for Gender, Agriculture and Nutrition: Testing a Gender-Transformative Approach from Asia in Africa
- 10: Promoting Female Empowerment at the Household Level with Family Planning Use, Financial Literacy and Gender Socialization Education Among Couples in Ibadan, Nigeria

Cases

- 11: *Umodzi* – Men, Women, Boys and Girls in Alliance to Achieve Gender Equality
- 12: Measuring Change in the Decision-Making Role of Pastoral Women at the Household Level as a Result of their Financial and Social Empowerment
- 13: Strengthening livelihood strategies of vulnerable women in South Kivu, DR Congo
- 14: Empowering Girls to End Child Marriage in Southern Malawi: A Solution and Evaluation to *Stop Child Marriage Now*
- 15: GAP Year Program (Girls Achieve Power) – Using sport to empower girls at critical time of adolescent transition
- 16: Digital Sub-Wallets for Increased Financial Empowerment of Women
- 17: Women-Centered Homestead Food Production as a Means to Improve Food Security, Nutrition and Women's Empowerment
- 18: Empowering women and increasing sanitation: making the rural WASH market work
- 19: Piloting menstrual hygiene management interventions among urban and rural schools in Bangladesh

Cases

- 20: Plan-It Girls: Empowerment, Employability and Entrepreneurship for Older Adolescent Girls in India
- 21: Role Models to Combat Violence Against Women in India
- 22: Room to Grow: Integrating Gender Equity, Family Planning, and Nutrition into an Agriculture Intervention in Niger

Note

- We cannot discuss all the cases, unfortunately.
- And for each case, we can not talk about each and every relevant behavior.
- But we can run through examples of when the behavior is a social norm, when the behavior is surrounded by social norms, and when you want to see if you've created a social norm. For each proposal, I will isolate **some** behaviors that may be relevant to your goals.
 - Any question that has an item in parenthesis – for example, (men) or (nutrient-rich food) – is using that item as a placeholder for a variable. You can fill it in with different individuals and behaviors depending upon who and what you are surveying.
- However, I have provided some feedback for each and every proposal.
- I will provide you with access to these slides so that you can both remember what we've done and look at feedback on your proposal (in case we don't get to it).

1: Empowering Girls for Improved Health and Wellbeing in Two National Regions in Swaziland

- Organization: Swaziland Action Group Against Abuse (SWAGAA)
- Location: Swaziland
- Description:
 - Empowering Girls for Improved Health and Wellbeing is a project that aims, through participation in a Girls' Empowerment Program, to increase girls' social assets, knowledge of and self-efficacy related to sexual behavior, violence and HIV, and ability to access services. The project will also test and implement several innovative approaches, which will contribute to improved results for the girls in the program area as well as provide valuable learning for the global community.

1: Empowering Girls for Improved Health and Wellbeing in Two National Regions in Swaziland

- Organization: Swaziland Action Group Against Abuse (SWAGAA)
- Location: Swaziland
- Behaviors:
 - Gender-based violence
 - Intimate partner violence
 - Reporting
 - Seeking services for violence
 - Condom use
 - HIV testing

1: Measurement: Is the Behavior You're Interested In a Social Norm?

- Step 1: Reporting
- Step 2: Measure empirical expectation for reporting
 - (1): Measure behavior: If you have experienced IPV, did you report to authorities?
 - Privacy technique; May want to ask separate questions about IPV and reporting followed by cross-check
 - (2): Measure EE: How many women do you think report?
- Step 3: Measure normative expectation for reporting
 - (1): Measure personal normative beliefs: Do you think it's right for women to report?
 - (2): Measure NE: How many (women) think that women should report?
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior.

2: Improving Women's Access and Usage of Digital Financial Services

- Organization: REPOA LIMITED (Research Institution)
- Location: Tanzania
- Description:
 - Repoa Ltd. in Tanzania, in collaboration with Philip Roessler of the College of William and Mary and Daniel Nielson of Brigham Young University, will evaluate, through a randomized control trial, the effects both on the uptake of mobile financial services and on women's welfare from the cost-free distribution of basic mobile phones, smartphones, data plans, and solar electrical chargers. The study will also examine the effects of group vs. individual distribution, along with the subgroup effects of the phones on urban vs. rural residents, especially smallholder farmers; literate vs. illiterate women; and on subjects with more or less openness to new technology. A total of 2,000 low-income women in Tanzania will be recruited for the study.

2: Improving Women's Access and Usage of Digital Financial Services

- Organization: REPOA LIMITED (Research Institution)
- Location: Tanzania
- Behaviors:
 - Phone Sharing
 - Men controlling access to phones in household
 - “social norms [that] discourage women from accessing mobile technology”
 - Use of cash

2: Measurement: Are There Social Norms Surrounding Our Behavior?

- Step 1: Men controlling access to phones in households
- Step 2: Measure empirical expectation for access control
 - (1): Measure behavior: Who controls access to phones in your household? (Select all that apply . . .) Do men control access to phones in your household?
 - Consider privacy technique for second question
 - (2): Measure EE: Do men control access to phones in most households in your community?
- Step 3: Measure normative expectation for access control
 - (1): Measure personal normative beliefs: Do you think it's right for men to control access to phones in households?
 - (2): Measure NE: How many (men) think that men should control access to phones in household?
- Step 4: Measure conditionality
 - Use vignette. Consider using a female character who controls the phone in the household. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions to see if normative expectations matter.

3: Smart Payment Schemes as a Gateway to Women's Financial Inclusion and Socioeconomic Empowerment

- Organization: Harvard Kennedy School, Evidence for Policy Design (EPoD)
- Location: India
- Description:
 - This grant will provide partial funding to support two large-scale randomized controlled trials (RCTs) which will investigate whether female-friendly modifications to the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGS) program in India can improve program efficiency and increase rural women's employment, financial inclusion, and empowerment. We will also test the efficacy of transparency tools to document wage payment delays to understanding whether hold local implementers accountable can decrease payment delays to women.

3: Smart Payment Schemes as a Gateway to Women's Financial Inclusion and Socioeconomic Empowerment

- Organization: Harvard Kennedy School, Evidence for Policy Design (EPoD)
- Location: India
- Behaviors:
 - (Linked to direct deposit in women's accounts): Domestic Violence
 - Women abandoning their accounts (slippage)
 - Particular problem: newly banked wives vs. new banked husband
 - Corruption MGNREGS

3: Measurement – Have We Created a Social Norm?

- Step 1: Women keeping their accounts
- Step 2: Measure empirical expectation for keeping accounts
 - (1): Measure behavior: Did you keep your account after opened? If you did not keep your account, when did you drop it (give time ranges)?
 - Monitoring against available data
 - (2): Measure EE: How many women keep their accounts?
- Step 3: Measure normative expectation for keeping accounts
 - (1): Measure personal normative beliefs: Do you think it's right for women to keep their accounts?
 - (2): Measure NE: How many (men) think that women should keep their accounts?
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior.

4: First Girls' Education Life Skills Evaluation in a Developing Country Context

- Organization: Room to Read
- Location: India
- Description:
 - Room to Read proposes to improve completion of secondary school and to improve longer-term life outcomes among disadvantaged girls through an evidence-based program that develops life skills and provides mentoring through female role models. Although the concept of life skills in itself is not new, a recent proliferation of evidence (US-based) on non-cognitive (or life) skills suggests that such skills have a large impact on adult economic outcomes. This evidence, combined with Room to Read India's own learning on how to be effective in this area, has helped Room to Read India create a unique program that has a greater chance of being highly effective. It is also the first time that such a program will be evaluated in a developing country context.

4: First Girls' Education Life Skills Evaluation in a Developing Country Context

- Economic support and incentives were not enough to get desired outcome.
 - “To educate, motivate, and equip girls with the skills to make positive changes in their own lives.”
- You would want a social norm around the good behavior.
- Behaviors:
 - Enrollment of girls in secondary schools
 - Child labor

4: Measurement – Have We Created a Social Norm?

- Step 1: Families enrolling girls in secondary school
- Step 2: Measure empirical expectation for enrollment
 - (1): Measure behavior: Did you enroll your daughter in secondary school.
 - Monitoring against available data
 - (2): Measure EE: How many families enroll their daughters in secondary school?
- Step 3: Measure normative expectation for enrollment
 - (1): Measure personal normative beliefs: Do you think it's right for families to enroll their daughters in secondary school?
 - (2): Measure NE: How many (households) think that families should enroll their daughters in secondary school?
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior.

5: Couple Power' Project in Jharkhand, India

- Organization: Child in Need Institute (CINI)
- Location: India
- Description:
 - The Child In Need Institute (CINI) is collaborating with the International Center for Research on Women (ICRW) and Accenture for the 'Couple Power' project. This project seeks to ensure that couples (where women are 15-24 years) are empowered and have skills to promote in equitable decision making leading to increased intention to use appropriate family planning (FP) methods for better maternal health outcomes in Gumla and Khunti districts of Jharkhand in India. Jharkhand state is a predominantly tribal state and one of the poorest states in India. One third of the its districts identified as a gender critical (Census 2011), the state has high maternal mortality rate, low age at marriage, low contraceptive prevalence and high unmet need especially for spacing.

5: Couple Power' Project in Jharkhand, India

- Organization: Child in Need Institute (CINI)
- Location: India
- Behaviors:
 - “Socio-cultural and gender related barriers to plan and space families”
 - Contraception use
 - When contraception use, majority (66%) is female sterilization
 - Child marriage
 - Inadequate spacing between births
 - Family planning as a woman's domain
 - Husbands and mother-in-laws encouraging women not to attend group meetings

5: Couple Power' Project in Jharkhand, India

- There is lots of talk of use man-women dyads to overcome socio-cultural and gender related barriers to family planning.
- But we need to be very specific about which behaviors constitute those barriers.

5: Measurement – Is the Behavior You're Interested in a Social Norm?

- Step 1: Husbands and MIL encouraging women not to attend group meetings
- Step 2: Measure empirical expectation for discouraging attendance
 - (1): Measure behavior: To husband/MIL: have you encouraged your wife/DIL not to attend group meetings?
 - Privacy shielding technique
 - (2): Measure EE: How many (husbands) encourage their (wives) not to attend group meetings?
- Step 3: Measure normative expectation for discouraging attendance
 - (1): Measure personal normative beliefs: Do you think it's right for (MIL) to encourage (DIL) not to attend group meetings?
 - (2): Measure NE: How many (MIL) think that (MIL) should encourage their (DIL) not to attend group meetings?
 - Ask about sanctions.
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

6: Girls for Health: Empowering Rural Girls' Transition from School to Employment as Health Workers

- Organization: HPI Institute
- Location: Nigeria
- Description:
 - Support the transition of adolescent girls from secondary school into health-related careers such as medicine, midwifery, and nursing to address the shortage of female health workers specifically in rural northern Nigeria. Social norms dictate that women only receive reproductive health care from females, so a shortage means that many, particularly in the North, do not receive any health care during pregnancy. Additionally, women who pursue careers are more likely to delay childbirth, which is associated with better health outcomes for women and children. They will integrate existing and new education strategies, including coaching particularly female teachers in student-centered learning methods, to improve core academic and vocational training, and enhance life skills for girls. Girls for Health will be evaluated using a rigorous controlled trial design randomizing at the school level to assess its impact on key outcomes of interest.

6: Girls for Health: Empowering Rural Girls' Transition from School to Employment as Health Workers

- Organization: HPI Institute
- Location: Nigeria
- Behaviors:
 - Child marriage
 - Early birth
 - Contraception use
 - Women should receive health treatment from other women only
 - Students from urban areas refusing to serve in rural areas or abandoning their posts
 - Parents in the poor and rural north refusing to send daughters to secondary school

6: Measurement – Is the Behavior You're Interested in a Social Norm?

- Step 1: Women receiving treatment from other women only
- Step 2: Measure empirical expectation for receiving treatment
 - (1): Measure behavior: Do you receive treatment from women only?
 - Privacy shielding technique
 - (2): Measure EE: How many women receive treatment from women only?
- Step 3: Measure normative expectation for receiving treatment
 - (1): Measure personal normative beliefs: Do you think it's right for women to receive treatment from women only?
 - Privacy shielding technique
 - (2): Measure NE: How many (women) think that women should receive treatment from women only.
 - Ask about sanctions. "What would happen to a women who received treatment from a man?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

7: The 5th H: Her – Empowering Girls Through 4-H's Methodology of “Learning by Doing”

- Organization: 4-H Ghana
- Location: Ghana
- Description:
 - 4-H Ghana will support 600 new and existing 4-H school and community clubs in Ghana, which teach livelihood and life skills such as business planning, farming and communication, with a stronger focus on girls. This will serve to enhance the economic and education opportunities particularly for young girls who are more vulnerable to unemployment. They will recruit and train more women to run the clubs and engage girls by acting as mentors, and to act as district advisers. They aim to develop a successful approach that can then be implemented across Africa.

7: The 5th H: Her – Empowering Girls Through 4-H's Methodology of “Learning by Doing”

- Organization: 4-H Ghana
- Location: Ghana
- Behaviors:
 - Sex work
 - “Deeply rooted cultural practices that prohibit girls from some social and economic activities”
 - Families discouraging girls from studying in “male domains” (e.g., agriculture)
 - School dropout

7: Measurement – Are There Social Norms Surrounding Our Behavior?

- Step 1: Sex work for money
- Step 2: Measure empirical expectation for transactional sex
 - (1): Measure behavior: Have you engaged in sex work for money?
 - Privacy shielding technique
 - (2): Measure EE: How many girls engage in sex work for money?
- Step 3: Measure normative expectation for transactional sex
 - (1): Measure personal normative beliefs: Do you think it's right for women to engage in sex work for money?
 - (2): Measure NE: How many (families) think that women should engage in sex work for money?
 - Ask about sanctions. "What would a family do if a daughter did not engage in sex work?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

8: ListenUp: Amplifying girls' voices through sanitary pads and health information

- Organization: ZanaAfrica Group Limited
- Location: Kenya
- Description:
 - ZanaAfrica seeks to implement safe, accurate, and cost-effective reproductive health innovations for girls—in the form of disposable sanitary pads coupled with girl-centered reproductive health information and resources—and to evaluate this approach against traditional facilitation-based methods for impact on girls' educational attainment, sexual behavior, reproductive health, and self-determination in order to expand the global evidence base surrounding the role of menstrual health-focused interventions in gender parity, health, and development.

8: ListenUp: Amplifying girls' voices through sanitary pads and health information

- Organization: ZanaAfrica Group Limited
- Location: Kenya
- Behaviors:
 - School drop-out
 - Sexual assault
 - Risky sexual activity (-> HIV and teen pregnancy)
 - Child marriage
 - Households outsourcing “rites of passage” to schools
 - Lack of interaction with others while menstruating
 - Also lack of engagement in activities such as going to church

8: Measurement – Is the Behavior You're Interested in a Social Norm?

- Step 1: Not attending church while menstruating
- Step 2: Measure empirical expectation for not attending church during menstruation
 - (1): Measure behavior: Do you attend church while on your period?
 - Privacy shielding technique; Spot-check monitoring
 - (2): Measure EE: How many girls do not attend church while on period?
- Step 3: Measure normative expectation for not attending church during menstruation
 - (1): Measure personal normative beliefs: Do you think it's right for girls not to attend church while on their period?
 - (2): Measure NE: How many (mothers) think that girls should not attend church while on their period?
 - Ask about sanctions. "What would a (religious leader) do if a girl attended church while on her period?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

9: A Win-Win for Gender, Agriculture and Nutrition: Testing a Gender-Transformative Approach from Asia in Africa

- Organization: CARE
- Location: Burundi
- Description:
 - CARE Burundi will evaluate the impact of an intensive gender transformative approach among women smallholder farmers relative to a current “gender-light” approach for delivering income, food security and women’s empowerment outcomes through agricultural development interventions. Their transformative approach focuses more deeply on gender by generating awareness of the issues, building personal skills, and directly challenging underlying inequalities through dialogue and collective action involving male relatives and the wider community. They will train facilitators and recruit a total of 7,500 women in two provinces in Burundi for a four-year study. The research will provide essential evidence- based policy recommendations for the agricultural sector to help improve global food security and well- being.

9: A Win-Win for Gender, Agriculture and Nutrition: Testing a Gender-Transformative Approach from Asia in Africa

- Organization: CARE
- Location: Burundi
- Behaviors:
 - Male head of household controlling decisions about resource allocation and use
 - Gender-based violence
 - Unequal sharing of workloads

9: Measurement – Is the Behavior You're Interested in a Social Norm?

- Step 1: Violence against women when they disagree about resource allocation
- Step 2: Measure empirical expectation for GBV over allocation disagreement
 - (1): Measure behavior: Do you hit your wife if she disagrees about resource allocation?
 - Privacy shielding technique
 - (2): Measure EE: How many husbands hit their wives if they disagree about resource allocation?
- Step 3: Measure normative expectation for GBV over allocation disagreement
 - (1): Measure personal normative beliefs: Do you think it's right for husbands to hit their wives if they disagree about resource allocation?
 - (2): Measure NE: How many (husbands) think that husbands should hit their wives if they disagree about resource allocation?
 - Ask about sanctions. "What would (other men) do if a husband did not hit his wife if she disagreed about resource allocation?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

10: Promoting Female Empowerment at the Household Level with Family Planning Use, Financial Literacy and Gender Socialization Education Among Couples in Ibadan, Nigeria

- Organization: College of Medicine, University of Ibadan
- Location: Nigeria
- Description:
 - The University of Ibadan in Nigeria will conduct a cluster randomized control trial to evaluate a multi- pronged approach for empowering Nigerian women within the household and thereby the wider community. Their program targets both partners of couples, both individually and together, and involves training on gender socialization and finance, and access to family planning. The aim is to generate rigorous evidence on how to promote gender equality in household decision-making and improve family health and wellbeing.

10: Promoting Female Empowerment at the Household Level with Family Planning Use, Financial Literacy and Gender Socialization Education Among Couples in Ibadan, Nigeria

- Organization: College of Medicine, University of Ibadan
- Location: Nigeria
- Behaviors:
 - Primarily men making financial and medical decisions for the family
 - Husbands preventing wives from working outside the home
 - Intimate partner violence
 - Men choose whether and when to use contraception
 - Child labor (“street hawkers”)

10: Measurement – Have We Created a New Social Norm?

- Step 1: Husbands allowing wives to work outside the home
- Step 2: Measure empirical expectation for husbands allowing wives to work outside the home
 - (1): Measure behavior: Do you allow your wife to work outside the home?
 - Privacy shielding technique; if you have economic data, then you can check to see whether responses correlate with economic strata, and, if you have IPV data, you can cross-check against that as well
 - (2): Measure EE: How many husbands allow their wives to work outside the home in your community?
- Step 3: Measure normative expectation for husbands allowing wives to work outside the home
 - (1): Measure personal normative beliefs: Do you think it's right for husbands to allow their wives to work outside the home?
 - (2): How many (husbands) think that husbands should allow their wives to work outside the home?
 - Ask about sanctions. "What would (other men) do if a husband did not allow his wife to work outside the home?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

11: *Umodzi* – Men, Women, Boys and Girls in Alliance to Achieve Gender Equality

- Organization: CARE
- Location: Malawi
- Description:
 - CARE Malawi is implementing the the Umodzi project to promote gender equality for women and girls by engaging adolescent girls and boys, along with supportive adult male and female role models, to integrate gender equitable attitudes and behavior in schools as a basis for changing attitudes nationwide. Umodzi, which means “oneness” in the local Chichewa language, will build upon and adapt existing gender equality approaches including integrating efforts into the school curriculum, training teachers who convene teen club meetings, and working with adults who are also engaged in CARE’s pro-women agriculture and savings programs in the school catchment areas.

11: *Umodzi* – Men, Women, Boys and Girls in Alliance to Achieve Gender Equality

- Organization: CARE
- Location: Malawi
- Behaviors:
 - Early pregnancy
 - Child marriage
 - Gender-based violence
- Focus on GBV: research indicates that 13% of female respondents age 15-49 find GBV justified in at least one of the following circumstances: (1) goes out without husband, (2) neglects children, (3) argues with husband, (4) refuses sex, (5) burns food
- But what about normative expectations?

11: Measurement – Is the Behavior a Social Norm?

- Step 1: Husbands hitting wives for burning food
- Step 2: Measure empirical expectation for husbands hitting wives for burning food
 - (1): Measure behavior: Do you hit your wife for burning food?
 - Privacy shielding technique
 - (2): Measure EE: How many husbands hit their wives for burning food?
- Step 3: Measure normative expectation for husbands hitting wives for burning food
 - (1): Measure personal normative beliefs: Do you think it's right for husbands to hit their wives for burning food?
 - (2): Measure NE: How many (wives) think that husbands should hit their wives for burning food?
 - Ask about sanctions. "What would (wives) do if a husband did not hit his wife for burning food?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

12: Measuring Change in the Decision-Making Role of Pastoral Women at the Household Level as a Result of their Financial and Social Empowerment

- Organization: The BOMA Project, Inc
- Location: Kenya
- Description:
 - The BOMA Project, Inc. in Kenya will investigate, measure and document how participation in BOMA's Rural Entrepreneur Access Project (REAP)—a holistic two-year program of sequenced interventions— translates to such gender-influenced outcomes as increased household financial decision-making by women, increased education opportunities for girls and increased food security and use of healthcare by the household. REAP is a high-impact poverty graduation program that addresses the geographic and socio-economic context of the arid and semi-arid lands of Africa, where the harsh effects of climate change and endemic extreme poverty persistently undermine the well-being of women and children. The project provides ultra-poor Kenyan women cash grants, business skills training, mentoring and the opportunity to set up their own business to help lift their families out of poverty. Giving women more power over household spending tends to lead to improved family health care and education. They will recruit 750 women living in extreme poverty in pastoral communities to their two-year poverty graduation program. Upon these women exiting REAP, they will analyze its impact on improving the education and social standing of women and girls, and the physical and financial wellbeing of their families.

12: Measuring Change in the Decision-Making Role of Pastoral Women at the Household Level as a Result of their Financial and Social Empowerment

- Organization: The BOMA Project, Inc
- Location: Kenya
- Behaviors:
 - Control of resources
 - Financial decision-making
 - Ability to leave household

12: Measurement – Have We Created a Social Norm?

- Step 1: Women keeping control of liquid and committed savings
- Step 2: Measure empirical expectation for women keeping control of savings
 - (1): Measure behavior: Do you control your savings?
 - Privacy shielding technique
 - (2): Measure EE: How many women control their savings?
- Step 3: Measure normative expectation for women keeping control of savings
 - (1): Measure personal normative beliefs: Do you think it's right for women to control their savings?
 - (2): Measure NE: How many (men) think that women should control their savings?
 - Ask about sanctions. "What would (men) do if a woman did not keep control of savings?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions, if they exist.

13: Strengthening livelihood strategies of vulnerable women in South Kivu, DR Congo

- Organization: International Center for Advanced Research and Training
- Location: Democratic Republic of Congo
- Description:
 - The project will test if simultaneous multi-sector interventions addressing economic, nutritional and social status issues can provide vulnerable women and girls in Kinshasa, with the means to permanently improve their livelihoods and reintegration in society. The targeted women and girls have been involved in prostitution.

13: Strengthening livelihood strategies of vulnerable women in South Kivu, DR Congo

- Organization: International Center for Advanced Research and Training
- Location: Democratic Republic of Congo
- Behaviors:
 - Prostitution
 - Control of economic resources
 - Violence against sex workers
 - Limited access to land

13: Measurement – Have We Created a Social Norm?

- Step 1: Women feeding their children nutrient-rich food
- Step 2: Measure empirical expectation for women feeding their children nutrient-rich food
 - (1): Measure behavior: Do you feed your child (nutrient-rich food)?
 - Spot-check monitoring
 - (2): Measure EE: How many women feed their children (nutrient-rich food)?
- Step 3: Measure normative expectation for women feeding their children nutrient-rich food
 - (1): Measure personal normative beliefs: Do you think it's right for women to feed their children (nutrient-rich food)?
 - (2): Measure NE: How many (women) think that women should feed their children (nutrient-rich food)?
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior.

14: Empowering Girls to End Child Marriage in Southern Malawi: A Solution and Evaluation to *Stop Child Marriage Now*

- Organization: Public Health Institute
- Location: Malawi
- Description:
 - The Girls Empowerment Network (GENET) of Malawi, Let Girls Lead (LGL), and the International Center for Research on Women (ICRW) propose to scale, refine and rigorously evaluate a promising and groundbreaking intervention (“Solution”) that will empower adolescent girls (ages 10 to 19) and civil society allies to improve girls’ education, family planning, sexual and reproductive health, and gender equality outcomes by reducing the prevalence of child marriage. This Solution – Stop Child Marriage Now – will empower girls and civil society leaders to engage traditional and religious leaders, male authority figures, and other community gatekeepers in reducing the prevalence of child marriage and related harmful traditional practices, thereby contributing to improved outcomes in the areas of girls’ education, sexual and reproductive health (SRH), and family planning in Southern Malawi. The Solution will employ a multi-pronged approach to empower the most vulnerable adolescent girls to increase their autonomy and decision-making agency at individual, household, and community levels. The Solution scales up a pilot program implemented by GENET and LGL in the Chiradzulo District of Southern Malawi, which through a post-test qualitative evaluation has demonstrated significant success in reducing child marriage in the program area. The Solution will be evaluated through a three-arm, quasi experimental study design utilizing quantitative and qualitative evaluation methodologies.

14: Empowering Girls to End Child Marriage in Southern Malawi: A Solution and Evaluation to *Stop Child Marriage Now*

- Organization: Public Health Institute
- Location: Malawi
- Behaviors:
 - Child marriage
 - Kusasa fumbi (forced sexual initiation)
 - Village chiefs have control over whether laws are enforced

14: Measurement – Have We Created a Social Norm?

- Step 1: Girls completing school before marriage
- Step 2: Measure empirical expectation for girls completing school before marriage
 - (1): Measure behavior: Did you complete school before you got married?
 - Monitoring against public records, if available
 - (2): Measure EE: How many girls in your community completed school before marriage?
- Step 3: Measure normative expectation for girls completing school before marriage
 - (1): Measure personal normative beliefs: Do you think it's right for girls to finish school before marriage?
 - (2): Measure NE: How many (village leaders) think it's right for girls to finish school before marriage?
 - Ask about sanctions: "What would happen to a girl who married before finishing school?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary for sanctions.

15: GAP Year Program (Girls Achieve Power) – Using sport to empower girls at critical time of adolescent transition

- Organization: Wits Reproductive Health & HIV Institute
- Location: South Africa
- Description:
 - Wits Reproductive Health & HIV Research Institute (RHI) in South Africa, along with Grass Root Soccer (GRS), Sonke Gender Justice, and the Population Council, will empower adolescent girls in South African townships as they progress in education by increasing their educational, health, social, and economic assets, while at the same time shifting gender attitudes and encouraging positive behavior among adolescent boys. The “Girls Achieve Power” (GAP) Year Program will work with schools and communities to encourage a culture of health and safety, and promote school retention among adolescent girls. Using soccer as a program platform, and enlisting local coaches as facilitators, the program will enable a healthy and productive progression for adolescent girls through secondary school. Aside from these direct benefits, the program will also expand the evidence base around the impact of asset-building approaches for adolescent girls.

15: GAP Year Program (Girls Achieve Power) – Using sport to empower girls at critical time of adolescent transition

- Organization: Wits Reproductive Health & HIV Institute
- Location: South Africa
- Behaviors:
 - Gender-based violence
 - Sexual violence
 - School dropout
 - Risky sexual activity (-> early pregnancy and HIV)
 - Peer violence in school

15: Measurement – Is the Behavior A Social Norm?

- Step 1: Peer violence in school
- Step 2: Measure empirical expectation for peer violence in school
 - (1): Measure behavior: ASK OF PEOPLE FOR RELEVANT PEER CLASS: Do you use physical violence against other (girls) in school?
 - Privacy technique
 - (2): Measure EE: How many (girls) use physical violence against other (girls) in school?
- Step 3: Measure normative expectation for peer violence in school
 - (1): Measure personal normative beliefs: Do you think it's right for (girls) to use physical violence against other (girls) in school?
 - (2): Measure NE: How many (girls in school) think it's rights that (girls) use physical violence against other (girls) in school?
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior.

16: Digital Sub-Wallets for Increased Financial Empowerment of Women

- Organization: CARE
- Location: Uganda
- Description:
 - CARE Uganda will analyze whether motivating women to use mobile financial technology increases their involvement in making household financial decisions, and subsequently improves family health and education. They will develop mobile money subwallets for specific purposes such as school fees and pregnancy so that women can more securely manage their savings. They will also work with influential members of a subset of households to help promote gender equality and develop a consensus towards a household financial action plan.

16: Digital Sub-Wallets for Increased Financial Empowerment of Women

- Organization: CARE
- Location: Uganda
- Behaviors:
 - Men controlling financial decisions in household
 - Wife saves, husband decides
 - Women receive but do not send money
 - Women use formal financial products less than men
 - Domestic violence

16: Measurement – Is the Behavior A Social Norm?

- Step 1: Men making financial decisions in household
- Step 2: Measure empirical expectation for men making financial decisions in household
 - (1): Measure behavior: ASK OF MEN. Do you make all financial decisions in household? Do you make more or less than 70% of decisions? Do you make most decisions?
 - Privacy technique
 - (2): Measure EE: How many men in your community make (all) financial decisions in household?
- Step 3: Measure normative expectation for men making financial decisions in household
 - (1): Measure personal normative beliefs: Do you think it's right for men to make most of the financial decisions in household?
 - (2): Measure NE: How many (men) in your community think it's right for men to make most of the financial decisions in household?
 - Ask about sanctions: "What would happen to a man if his wife made most of the financial decisions in household?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

17: Women-Centered Homestead Food Production as a Means to Improve Food Security, Nutrition and Women's Empowerment

- Organization: Helen Keller International, Inc
- Location: Cambodia
- Description:
 - The Cambodia office of Helen Keller International will evaluate the additional impact of promoting gender equality on households' food security and health. They will recruit households spanning 180 rural communities in Kampong Cham Province to evaluate the impact of a gender-transformative Enhanced Homestead Food Production intervention, which will provide agricultural training and resources through primary contact with the female head of household, as well as sessions addressing gender issues with all main-decision makers in the family. They will then test the impact of this women-centered approach on household food security and nutritional status.

17: Women-Centered Homestead Food Production as a Means to Improve Food Security, Nutrition and Women's Empowerment

- Organization: Helen Keller International, Inc
- Location: Cambodia
- Behaviors:
 - Unequal distribution of food intra-household
 - Male control of food access and distribution intra-household
 - One-in-four women never attending school (compare to one-in-eight for men)
 - Domestic violence (1/2 of women agree it's a man's "right")
 - Unequal distribution of food outside the household

17: Measurement – Is the Behavior Surrounded by Social Norms?

- Step 1: Unequal distribution of food outside the household
- Step 2: Measure empirical expectation for unequal distribution of food outside household
 - (1): Measure behavior: ASK OF THOSE WHO DISTRIBUTE FOOD. Do you distribute food to (women) equally to men?
 - Privacy technique; Community spot-check monitoring
 - (2): Measure EE: How many of those who distribute food in your community distribute food equally to (women) and men?
- Step 3: Measure normative expectation for unequal distribution of food outside household
 - (1): Measure personal normative beliefs: Do you think it's right to give more food to men than to women?
 - (2): Measure NE: How many people in your community think it's right to give more food to men than to women?
 - Ask about sanctions: "What would happen to you if you gave equal amounts of food to men and women?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

18: Empowering women and increasing sanitation: making the rural WASH market work

- Organization: WaterSHED
- Location: Cambodia
- Description:
 - WaterSHED in Cambodia will further catalyze the water, sanitation and hygiene (WASH) market by developing a women's mentorship network and a special marketing program in order to improve the productivity and decision-making power of women in rural Cambodia. This project focuses on the success of female entrepreneurs in the market for WASH products and services. Members of the capacity-building and mentorship network, branded as the WEwork collective, will receive support and training on personal, professional, and community leadership; business planning; and financial literacy. This approach will be tested with more than 100 women across eight target provinces in Cambodia, and will emphasize community-driven peer coaching and support. WaterSHED will also reshape WASH marketing tools and strategies in order to better reach rural women consumers and to promote the success of business women in the supply chain. The outcomes of this project will better inform the design of women's economic empowerment programs worldwide.

18: Empowering women and increasing sanitation: making the rural WASH market work

- Organization: WaterSHED
- Location: Cambodia
- Behaviors:
 - Open defecation
 - Women responsible for all sanitation behaviors in household
 - Women not participating in WASH markets

18: Measurement – Have We Created a Social Norm?

- Step 1: Consistent toilet use and maintenance
- Step 2: Measure empirical expectation for toilet use and maintenance
 - (1): Measure behavior: ASK OF BOTH MEN AND WOMEN. Do you use the toilet? Do you help maintain the toilet?
 - Spot-check monitoring
 - (2): Measure EE: How many people in your community use toilet? Who maintains the toilets in your community?
- Step 3: Measure normative expectation for toilet use and maintenance
 - (1): Measure personal normative beliefs: Do you think it's right to use the toilet? Do you think it's right for (men) to help maintain the toilet?
 - (2): Measure NE: How many people in your community think it's right that everyone uses the toilet?
 - Ask about sanctions: "What would happen to someone who openly defecated instead of using the toilet?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

19: Piloting menstrual hygiene management interventions among urban and rural schools in Bangladesh

- Organization: International Centre for Diarrhoeal Disease Research
- Location: Bangladesh
- Description:
 - International Centre for Diarrhoeal Disease Research, Bangladesh, in Bangladesh will engage school children, teachers, parents, community members, and relevant governmental parties to improve practices and facilities for menstrual hygiene and create a more supportive school environment for girls. Girls in Bangladesh and other low-income countries face social marginalization in relation to menstruation. Their approach involves establishing gender clubs to motivate the school communities, and providing education on gender equality and menstrual hygiene.

19: Piloting menstrual hygiene management interventions among urban and rural schools in Bangladesh

- Organization: International Centre for Diarrhoeal Disease Research
- Location: Bangladesh
- Behaviors:
 - Menstruating girls not attending school
 - Parents not discussing menstruation with girls
 - Menstruating girls not allowed to engage in cooking
 - Menstruating girls not allowed to touch holy books
 - Menstruating girls not allowed to enter religious places
 - Fellow students teasing menstruating girls

19: Measurement – Is the Behavior A Social Norm?

- Step 1: Fellow students teasing menstruating girls
- Step 2: Measure empirical expectation for students teasing menstruating girls.
 - (1): Measure behavior: ASK OF STUDENTS. Do you tease girls at school who are menstruating?
 - Privacy technique
 - (2): Measure EE: How many students in your school tease girls who are menstruating?
- Step 3: Measure normative expectation for students teasing menstruating girls
 - (1): Measure personal normative beliefs: Do you think it's right for students at school to tease girls who are menstruating?
 - (2): Measure NE: How many (other students) think that it's right for students at school to tease girls who are menstruating?
 - Ask about sanctions: "What would happen to a student who did not tease a girl who was menstruating?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

20: Plan-It Girls: Empowerment, Employability and Entrepreneurship for Older Adolescent Girls in India

- Organization: International Center for Research on Women (ICRW)
- Location: India
- Description:
 - The International Center for Research on Women, will lead their comprehensive pilot program “Plan-it Girls”, which adopts a local eco-system approach to boost empowerment for vulnerable adolescent girls. The program leverages a catalytic personal advancement curriculum for girls in government secondary schools, in tandem with multi-level interventions that target male peers, principals, teachers, businesses, families and communities. The program will help around 10,000 adolescent girls from poor communities in New Delhi and rural Jharkhand to build their aspirations, self-efficacy and life skills needed to succeed in the marketplace and secure a stronger future. The program also seeks to tackle the prevailing norms and barriers in the household, community and marketplace that hinder girls’ advancement in their careers and lives. The evidence emerging from the accompanying evaluation will help inform the program’s scale-up and the broader discourse on strategies to empower girls.

20: Plan-It Girls: Empowerment, Employability and Entrepreneurship for Older Adolescent Girls in India

- Organization: International Center for Research on Women (ICRW)
- Location: India
- Behaviors:
 - Low level of completion of education
 - Early pregnancy
 - Early marriage
 - Gender-based violence

20: Measurement – Is the Behavior Surrounded by Social Norms?

- Step 1: Girls dropping out of school
- Step 2: Measure empirical expectation for girls dropping out of school.
 - (1): Measure behavior: ASK OF WOMEN. Did you complete school?
 - Privacy technique
 - (2): Measure EE: How many women in your community dropped out of school?
- Step 3: Measure normative expectation for girls dropping out of school
 - (1): Measure personal normative beliefs: Do you think it's right for girls to drop out of school?
 - (2): Measure NE: How many (men in the community) think that it's right for girls to drop out of school?
 - Ask about sanctions: "What would happen to a girl who completed school?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

21: Role Models to Combat Violence Against Women in India

- Organization: Population Foundation of India
- Location: India
- Description:
 - Population Foundation of India proposes a large-scale, multi-year media intervention in which iconic male role models speak out against gender-based violence in India. By exploring and evaluating a variety of different messages, they aim to engineer a significant change in the attitudes of men, with the ultimate objective of reducing the incidence of violence against women in India.

21: Role Models to Combat Violence Against Women in India

- Organization: Population Foundation of India
- Location: India
- Behaviors:
 - Gender-based violence
 - Low reporting
 - Threats of physical and sexual violence
 - Girls dropping out of school
 - Harassment

21: Measurement – Is the Behavior A Social Norm?

- Step 1: Threats of sexual violence
- Step 2: Measure empirical expectation for threats of sexual violence
 - (1): Measure behavior: ASK OF MEN. Have you threatened a woman with sexual violence?
 - Privacy technique
 - (2): Measure EE: How many men in your community have threatened a women with sexual violence?
- Step 3: Measure normative expectation for threats of sexual violence
 - (1): Measure personal normative beliefs: Do you think it's right for men to threaten women with sexual violence?
 - (2): Measure NE: How many (other men) think it's right for men to threaten women with sexual violence?
 - Ask about sanctions: "What would happen to a man who did not threaten a women with sexual violence?"
- Step 4: Measure conditionality
 - Use vignette. Vary along dimensions of empirical and normative expectation to see if they are causing behavior. Vary sanctions.

22: Room to Grow: Integrating Gender Equity, Family Planning, and Nutrition into an Agriculture Intervention in Niger

- Organization: Population Services International
- Location: Niger
- Description:
 - Population Services International will assess proof-of-concept for an integrated solution that brings together gender-synchronized approaches, community-based delivery of FP, and promotion of ENA, using difference-in-differences estimation to compare intervention and control gardens. The project team will learn with women and their male partners how best to design this integrated solution to develop an approach that is scalable in the Sahel and in line with Niger's development priorities.

22: Room to Grow: Integrating Gender Equity, Family Planning, and Nutrition into an Agriculture Intervention in Niger

- Organization: Population Services International
- Location: Niger
- Behaviors:

END

Measuring Empirical Expectations

- 1. Measure behavior.
- 2. Measure empirical expectations.

EE Step 1: Measure Behavior

- Option 1: Monitors
 - Pro: Not subject to self-report bias
 - Cons: (1) can be incredibly difficult if not impossible, (2) may influence behavior, (3) expensive
- Option 2: Self-Reports
 - Pro: Relatively inexpensive
 - Con: People may not tell the truth (embarrassment, self-image, coercion)

EE Step 1: **Accurate Self-Reports**

- Incentivize accuracy with spot checks.
 - General monitoring may be expensive, but random spot checks may work for some behaviors
- Reduce demand effects by hiding true response from experimenter
 - Method: Tell participant to secretly pick either heads or tails. If the side they picked comes up in a coin flip, they say they engage in the behavior. If the side they did not pick comes up, they tell the truth.
 - The response is completely private because shielded from the experimenter. But you can infer the community-wide statistic.

EE Step 2: Measure EE

- Ask the participant about their **belief** about the collective behavior (which you just measured with the previous question).
- Simplest: Do most people engage in the behavior?
- Intermediate: Do more or fewer than 70% of people engage in the behavior?
- Complex: What proportion of people engage in the behavior?
- Fix the question to the relevant reference network.

EE Step 2: **Accurate EEs**

- Because you measured behavior first, you can incentivize answers.
 - Ex: If you correctly guess whether most others engage in the behavior, you get reward R.
- Why incentives?
 - **We do not care if they guess correctly. We care that we accurately measure their empirical expectations.**
 - People may have hazy ideas about others' behaviors.
 - Incentivize to get people to focus on whether they think people engage in the behavior.
 - Incentivize **just enough** that people accurately report their empirical expectations.

Measuring Normative Expectations

- 1. Measure personal normative beliefs.
- 2. Measure normative expectations.

NE Step 1: Measuring PNB

- Remember: personal normative belief is a belief about what people *should* do.
- Problem: there are concerns about people accurately reporting their personal normative beliefs.

NE Step 1: **Accurate PNBs**

- Direct monitoring cannot work. We cannot get inside people's heads and observe their personal normative beliefs.
- We can apply the same shielding technique that we used for behavior.

Ask Multiple Questions

And do so in different ways:

- Do you think it's right to do . . . ?
- Do you feel obligated to do . . . ?
- Do you approve of doing . . . ?

You can take the average response across a variety of questions to reduce noise from both the question asked and the participant response.

NE Step 2: Measure NEs

- This is similar to EE Step 2. Because we have measured people's personal normative beliefs, we can now measure normative expectations against that data.
- Simple: Do most people think you should . . .?
- Intermediate: Do more or fewer than 70% of people think you should . . .?
- Complex: What proportion of people say you should . . .?
- Again, fix the reference network.

NE Step 2: Measure NEs

- You can also measure what people think about sanctions for behavior.
- Measuring beliefs about sanctions can be a proxy for measuring normative expectations, for sanctions often result from violations of normative expectations.
- Ex: What would happen in your community if someone engaged in the behavior of . . . ?

NE Step 2: **Accurate NEs**

- Again, use incentives.
 - Ex: If you correctly guess whether most people think one should . . . , then you get reward R.
- Again, **we do not care if NEs match the PNBs. We care that they accurately report their NEs.**
- So incentivize *just enough* that people think about the question and try to give their best answer.

What if NEs Match PNBs?

- If you have **agreement** between normative expectations and personal normative beliefs, then you may have an **endorsed social norm**.
- But the NEs may not matter to choice! The behavior may be **caused** by the personal normative belief itself.
- We need to measure whether the preference to engage in the behavior is **conditional** on social expectations.