Connecting Girls’ Agency and Social Norms’ change: Implications for Practice

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Tipping Point’s Approach – Girls’ Agency, Relations and Social Norms

BUILD AGENCY
Building consciousness, confidence, self-esteem and aspirations (non-formal sphere) and knowledge, skills and capabilities (formal sphere).

CHANGE RELATIONS
The power relations through which people live their lives through intimate relations and social networks (non-formal sphere) and group membership and activism, and citizen and market negotiations (formal sphere).

TRANSFORM STRUCTURES
Discriminatory social norms, customs, values and exclusionary practices (non-formal sphere) and laws, policies, procedures and services (formal sphere).
Girls’ agency and Social Norms’ Measurement
Cluster-Randomized Control Trial

**Arm 1.**
Full Intervention
Shows effect of social norms change component when compared to Arm 2.

**Arm 2.**
Light Intervention
Shows effect of light intervention as compared to Arm 3, control.

**Arm 3.**
Control
Shows what would occur without an intervention.
Research Partners

icddr,b

EMORY UNIVERSITY

inter disciplinary analysts
# Mixed methods Research - Data Collection Tools

<table>
<thead>
<tr>
<th>Quantitative Measurement</th>
<th>Qualitative Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey with Adolescent girls, Bangladesh and Nepal</td>
<td>Focused Group Discussion with adolescent girls and boys using a Vignette Approach in Nepal - SNAP</td>
</tr>
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<td>Survey with Adolescent boys, Nepal</td>
<td>Focused Group Discussion using a Norm by Norm Approach with adolescent girls, boys and parents in Bangladesh</td>
</tr>
<tr>
<td>Surveys with adult female and male community members, Bangladesh and Nepal</td>
<td>In-depth Interviews with adolescent girls and boys</td>
</tr>
<tr>
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<td>Key-Informant Interviews with community leaders, government officials and school personnel</td>
</tr>
</tbody>
</table>
Social Norms’ Measurement

CARE SOCIAL NORMS ANALYSIS PLOT (SNAP) FRAMEWORK

SNAP was developed to measure the nature of specific social norms and their influence, and offers a useful framework to examine the initial reactions to a social norms focused activity. Specifically, it examines any preliminary effects on:

- **Empirical Expectations**: What I think others do.
- **Normative Expectations**: What I think others expect me to do.
- **Sanctions**: Anticipated reactions of others whose opinions matter to me.
- **Sensitivity to Sanctions**: How much sanctions matter for me.
- **Exceptions**: Under what situations is it acceptable to break the norms.
<table>
<thead>
<tr>
<th>Components of a Norm</th>
<th>Definition</th>
<th>Example Response from girls and community members (CARE TP Baseline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empirical Expectation</td>
<td>What I think others do</td>
<td>“No girls ride cycle and climb on a tree as community people do not like it”</td>
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<tr>
<td>Normative Expectation</td>
<td>What I think others expect me to do (what I should do according to other)</td>
<td>“Because I am a girl- so that I cannot do as a boy does- that’s why they will set barriers for me. I cannot do everything as a boy (can). I have to do everything as a girl (is expected to).”</td>
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<td>Sanction</td>
<td>Expected reaction of other (to the behavior) – specifically others whose opinions matter to me.</td>
<td>“Village women have to hear (tolerate) a lot of things from outsiders and their husbands if there is any gossip regarding their daughters… People exclaim, ‘What type of mother is she!’”</td>
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<td>Sensitivity to Sanctions</td>
<td>Do sanctions matter for behavior? If there is a negative reaction from others (negative sanction), would the main character change their behavior in the future?</td>
<td>“They think that an uneducated daughter may have affairs with someone after she became grown up and it could damage the reputation of the family. So they conduct her marriage at the early age”</td>
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<td>Exceptions</td>
<td>Under what conditions, it is okay to break the norm?</td>
<td>A girl told her mother, “Don’t marry me off yet. My father has died. So, I’ll study more, I’ll bring up my brother, and I’ll feed you.” She continued her education and now she has become a nurse. She did not marry yet. She is a good girl…”</td>
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Findings from the Baseline Evaluation

Girls contributing to decisions regarding their life choices

47.6% girls in Nepal and 55.87% in Bangladesh said they could refuse marriage if they did not desire it.

Girls expected to have minimal say in the marriage
Perceived threat to girls’ sexuality heightens the sanctions around marriage.

Girls’ confidence in self

Restrictive Social Norms
Girls mobility and engagement in non-traditional activities like riding bicycle and playing sports

48.7% of the girls in Nepal and 58.20% in Bangladesh felt that they could negotiate with their parents about freedom to go to places, ride bicycles.

Mobility was acceptable for strictly educational purposes.

Girls’ Mobility tied with increased threat to girls’ sexuality.

Strong sanctions expected by girls AND parents for letting their daughters ‘move around’.
Girls’ collective action

- Girls’ collective efficacy was measured by asking girls and boys (only in Nepal) their level of confidence in collectively acting to achieve girls’ rights, specifically preventing child marriage and responding to violence against girls.

- In both countries, the majority of girls ranged between ‘moderate’ to ‘high’ level of confidence in engaging in collective action.

- However, most adolescent girls do not take part in collective action to demand their rights.

- Parents did not report any norms and expectations for girls’ collective action, neither supportive nor restrictive.

- Adolescent boys predicted negative consequences from the community if girls engaged in collective action to demand their rights.
Implications for Practice: Girls as change agents

TP catalyzing girls’ activism so that they can stand up for their rights and lead social norms’ change

- Activist training
- Mentorship
- Structured Allyship of boys and parents
- Self-monitoring
- Weekly sessions with girls on activism
Case Study - A Girl-led movement building activity

- Girls organized Kabaddi, a local sport traditionally only played by boys
- Girls played in an open area, invited officials as well as community members
- Girls played in sports uniform, trousers and T-shirts, which was also against the norm, but they looked unified, drawing strength from each other.
- After the match, girls facilitated a discussion with the audience on girls’ aspirations, sports and mobility
Upcoming tools from Tipping Point

Social Norms Data Use Tool

Social Norms Design Checklist
Resources @

https://caretippingpoint.org/