MONITORING SHIFTS IN SOCIAL NORMS
A Guidance Note for Program Implementers

KEY POINTS

- Signs of norm shifting include **perceived changes in how common a norm is**, **perceived changes in social support or backlash for deviating from a norm**, and **lack of consensus about a norm**. Program teams can monitor initial signs of whether – and how – social norms are shifting and generate insights for program action.
- Facilitator skills along with staff attitudes and biases should be monitored alongside shifts in norms as critical capacities to support the norms-shifting process.
- Qualitative methods are best suited for monitoring and understanding norm shifts, including staff impressions in reflection meetings, activity observation, and programmatic interviews.
- Programs should have a clear idea of how each piece of monitoring data will be analyzed and used in programming.

INTRODUCTION

This guidance note provides insights and recommendations on how to monitor social norm shifts in community-based programs, drawing on a review of literature, experiences and learning. It is intended for practitioners across sectors, who are responsible for designing, implementing, and monitoring social and behavior change programs. This guidance note focuses on monitoring initial shifts in social norms, and highlights other important considerations for monitoring programs with strategies to shift norms, covering:

| 1 WHAT TO MONITOR ABOUT SOCIAL NORMS SHIFTS IN COMMUNITY-BASED PROGRAMMING | 2 HOW TO MONITOR INITIAL SHIFTS IN SOCIAL NORMS | 3 RECOMMENDATIONS ON HOW TO ADJUST PROGRAM STRATEGY IN REAL TIME |

Social norms are widely recognized as influencing behavior change (see **Box 1**). While the study of social norms is not new, there has been a surge in interest in recent years and a need for guidance for international development programs that seek to shift social norms as part of social and behavior change programming. A focus of these efforts has been highlighting best practices for both shifting norms in programs and the measurement and evaluation of social norms. However, there has been a **lack of**

consensus and guidance on how to systematically monitor social norms shifts during program implementation. This document complements other monitoring guidance (see **Box 4**) by going beyond program output level monitoring, to provide qualitative approaches to measure initial shifts in social norms. For example, the monitoring module of the collaboratively-produced Learning Collaborative and Breakthrough Action tool <u>Getting Practical: Integrating Social Norms into Social and Behavior Change Programs</u> provides guidance on this process, including on routine activity tracking.

BOX 1.
WHAT ARE SOCIAL NORMS & WHY DO THEY MATTER FOR PROGRAMMING?

Social norms are perceptions about which behaviors are appropriate and typical within a given group of people. They are mainly informal rules, often unspoken or unwritten, that most people absorb, accept, and follow. Social norms matter because they can influence or uphold our behavior, and because they can reinforce social inequities, including gender inequities.

As development programs seek to shift norms, they need to understand how, when, and under what conditions behavior is influenced by norms; who enforces norms; who benefits from particular norms; how people are punished or rewarded for conforming to norms; which norms are most important; and what other factors, besides norms, influence behavior. With a clearer picture of what and how social norms influence behaviors, practitioners can implement and monitor more effective norms-shifting programs (LC, 2019).

Shifting social norms is often a longer-term process that does not fall neatly within typical program timelines. A monitoring system that assesses the social norms shifting process can detect initial shifts in social norms, insights into the pace and scope of change, and unexpected positive and negative changes such as backlash, to inform ongoing program adjustments.

SOCIAL NORMS MONITORING DIFFERS FROM TYPICAL PROGRAM MONITORING

In general, program monitoring, "involves data collected continuously as the program is implemented to provide ongoing learning about the program quality, its coverage/reach, and initial outcomes." (Breakthrough Action & Learning Collaborative, 2020)

Programs that seek to shift social norms, or that include norms shifting strategies as a pathway for behavior change, should include measures to detect signs of initial shifts in social norms and gauge the norms change process to "identify and address barriers and catalysts to improve program strategy where possible." (Lokot et al., 2020)

It is important to note that social norms are one potential factor that influence behavior, and should be monitored along with other components in a project's theory of change, such as changes in individual attitudes, knowledge, skills and behaviors. This guidance note pertains only to the monitoring of social norms.

WHAT TO MONITOR ABOUT SOCIAL NORMS SHIFTS IN COMMUNITY-BASED PROGRAMMING

Social norms are shared perceptions about what others do and what others approve of. 'Beliefs about what others do' are also referred to as "descriptive norms" and 'beliefs about what others approve of' are referred to as "injunctive norms" in social norms theory (Cialdini, Kallgren, & Reno, 1991)[1]. When social norms change, individuals' perceptions about what others do and approve of **change collectively** (although not necessarily uniformly) within a population.

During program implementation, practitioners can look for signs of whether people's perceptions of social norms relevant to program outcomes are shifting and in what ways. These signs can show whether norms are weakening, strengthening, or not changing at all and whether new norms are emerging, including insights into why.

This section lays out three signs[2] of shifts in social norms to include in monitoring plans:

1. Perceived change in *prevalenc*e of a norm (or how common or pervasive a norm is)
2. Perceived change in *social support or backlash* for behaving outside a norm, and by whom[3]
3. Possible *disagreement* about a norm

Further, it highlights three additional considerations to support monitoring the norms-shifting process: **backlash, diffusion, and project capacities**, described below.

Table 1 explains the signs of social norm shifts that implementers can look for during program implementation, with example questions for programmatic interviews. Changes in any one of these signs can indicate that a norm is shifting, and provide insights into how.

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[1] For ease of translation and to make the guidance accessible to all audiences, this guidance uses everyday language instead of these specialized terms.

[2] These signs include "signs of change in social norms" from CARE's Social Norms Analysis Plot (SNAP) framework, (including an increase in those who deviate from a norm, perceived changes (lessening) in negative social sanctions, and changes in conformity of beliefs about social norms. These signs also incorporate and adapt elements of the ACT framework for M&E of FGM, namely changes in injunctive and descriptive norms, and parts of "outcome expectancies" (here: social support and backlash). They overlap with guiding monitoring questions laid out in the London School of Hygiene and Tropical Medicine (LSHTM) *Social Norms Mentorship Programme*.

[3] **Social support** and **social backlash** for violating social norms can also be referred to as 'social sanctions', or social rewards and punishments.

TABLE 1. INITIAL SIGNS OF SOCIAL NORM SHIFTS FOR PROGRAM MONITORING

INITIAL SIGNS OF NORM SHIFTS	EXPLANATION	EXAMPLE QUESTIONS
People perceive that it is becoming more common to act outside of the norm	When a practice is a social norm, people believe that most other people[4] follow the norm. If people start to believe that it has become common not to follow the norm, this change can indicate the norm is shifting.	Do you think that most girls [target group] in your community marry before age 18? Has this changed over time? Why/why not? Is this change the same across different groups of people?
People think that there has been a decrease in social backlash for not following the norm *And/or:* **People think that there has been an increase in social support for people who do not follow the norm**	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.	What would happen to girls in your community who do not marry by age 18? Has this negative response changed at all over time? Why and from which groups/people? Would anyone support girls for delaying marriage until they are older than 18? Who? Has this changed, and why? Are there any changes in people's willingness to talk openly about the acceptability of child marriage?
There is no longer consensus within the community about the norm	Social norms are shared perceptions about which behaviors are common and appropriate within a group. If individuals' perceptions start to differ from one another so that there is no longer consensus about a norm, it can indicate a norm is changing.	Analyze whether people disagree about: 1) whether most girls marry before age 18, or 2) whether girls would face social backlash if their marriage was delayed until they are older than 18.

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[4] **Reference Groups** are the 'others' whose behavior or opinions matter most to us.

To put examples in **Table 1** to practice, **Table 2** provides an illustrative indicator to monitor shifts in a social norm. Practitioners can probe for one or more initial sign of norms shift described above. If any one of these signs is detected, it indicates that the norm is shifting. A note: **each social norm should have its own indicator** in your program monitoring plan.

TABLE 2. EXAMPLE QUALITATIVE INDICATOR TO MONITOR SHIFTS IN SOCIAL NORMS		
INDICATOR	**HOW TO MONITOR**	**CRITERIA FOR MEETING THE INDICATOR**
The social norm of [x] is shifting[5]	• Programmatic interviews • Activity observation • Staff anecdotes & impressions	Community members perceive that a norm is becoming less common over time. Community members perceive a strengthening of social support for acting outside a norm. Community members perceive a weakening of social backlash for not following a norm. There is disagreement within the group about a norm.

Alternatively, teams may choose to develop an indicator for one sign of norm shift and use it in their monitoring plans. For instance: "*community members perceive that social support or backlash is changing over time*." **At a minimum, projects should monitor social backlash and whether social disapproval is shifting for those who deviate from the norm, and use this data to adjust programming.**

ADDITIONAL CONSIDERATIONS FOR MONITORING:

In addition to norms shifts, there are other areas projects should monitor that play important roles in the norms-shifting process: **social backlash, diffusion, and project capacities**.

1. Monitor and Mitigate Social Backlash
   Social backlash comprises adverse social consequences (stigmatization, etc.) to individuals (and potentially their families) if they speak or behave in a way that deviates from a community norm.[5] While a perceived *decrease* in social backlash can be a sign that a norm is shifting, it is also important to monitor the *presence* of backlash, who it is coming from, why, and whom it affects, in order to mitigate it where possible. **The presence of social backlash itself is not necessarily an indication of norm change, but rather part of the norm shifting process that needs to be monitored closely and mitigated in program strategy**. Resistance to shifts in social norms should be expected: change often involves a redistribution of power, and alterations to social, gender, and other hierarchies.

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[5] Indicator adapted from Breakthrough Action and the Learning Collaborative's Getting Practical Tool.

Backlash is typically monitored through observation, case stories, and feedback from communities, government structures, and project staff. It can also be investigated during interviews, e.g., *what would happen to girls in your community who do not marry by age 18?*

2. Monitoring Diffusion

Organized diffusion is a process for how an idea or practice spreads widely within a group of people. Diffusion is used to understand how changes are spreading through the population, beyond those directly participating, to enough others to bring about widespread collective-level change. Diffusion is often applied to the practice of changing social norms, as new ideas and/or norms spread throughout a group to influence individual attitudes and behaviors. Projects can have planned diffusion strategies, and diffusion also happens outside of project outputs, in unpredictable ways, especially for social change. **Diffusion of norms change is complex and difficult to track through routine program monitoring.** Programs with organized diffusion as a strategy can however monitor some of the ways they expect those changes to unfurl, which can help understand norms shifting over time when combined with evaluation research.

One example of a monitoring indicator on diffusion from community dialogues comes from [UNICEF & UNFPA Compendium of Indicators](#): "Extent to which community members who participated in community dialogues act as change agents and reach out to others." This indicator factors in some of the nuance with monitoring diffusion of norms change: activities to shift social norms are not just about the reach or transfer of information, but rather whether people are having *transformative* conversations with others about norms (as informed by the [Cislaghi et al. publication on 'Organized Diffusion'](#)).

3. Supporting and Monitoring Project-level Capacities

In addition to shifts in social norms, teams should also facilitate and monitor project-level capacities to support the norms-shifting process – particularly, facilitator skills and staff attitudes and biases. For instance, if staff members themselves abide by and support norms on inequitable decision making in their own households, they will not be able to effectively support facilitators and community activists to challenge these norms in their communities. These capacities are critical but often overlooked to support the social change process. **Table 3** contains a listing of these relevant capacities and tips for monitoring them.

TABLE 3. PROJECT CAPACITIES TO MONITOR THAT SUPPORT THE NORMS-SHIFTING PROCESS			
PROJECT CAPACITIES	**EXPLANATION**	**IDEAS FOR MONITORING**	**EXAMPLE QUESTIONS**
Staff attitudes and biases	As members of communities, staff are also influenced by social norms. Facilitated staff reflection on their own attitudes, behaviors, biases, and relationships is important in supporting other community members to do that same work in their own lives.	Staff transformation is typically monitored through discussions during regular learning meetings that include designated time for staff reflection and discussion of norms.	Has there been a values clarification exercise?[6] Are staff regularly reflecting on social norms in their own lives? Do staff express and exhibit any harmful biases, attitudes or behaviors that need to be addressed in ongoing staff reflection sessions?
Facilitator skills	A facilitator leads and guides a group through a participatory activity, such as a discussion. Quality facilitation is critical for creating and enabling spaces for communities to critically reflect on and reshape social norms together. Facilitators of norms-shifting activities need access to ongoing support and mentoring.	Monitoring plans should capture data on facilitation skills, successes, and challenges to inform ongoing support to facilitators, and to adjust facilitated content as needed. This can be done using a facilitator observation form,[7] or built into an activity observation form.	Is facilitation of high and consistent quality across groups/sites? Do facilitators need additional skills training or support on particular topics? What works well, what does not, and what can facilitators learn from each other?

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[6] For example tools, see CARE's Social Analysis and Action Global Implementation Manual.
[7] For an example tool, see CARE Tipping Point's Facilitators' Observation Guide.

CASE STUDY #1

PROJECT NAME: **TIPPING POINT**
ORGANIZATION: **CARE**

CARE's Tipping Point initiative (2013-2023) focuses on addressing the roots of child, early and forced marriage and promoting the rights of adolescent girls in Nepal and Bangladesh. CARE partners with locally-based organizations to implement the Tipping Point project, including Jaintia Shinnomul Songstha and Gram Bikash Kendra in Bangladesh, and Siddartha Samuyadayik Samaj and Dalit Social Development Center in Nepal. Tipping Point's strategy has an explicit focus on challenging repressive social norms through whole-community and staff critical reflection on gender equality and rights, and girl-driven movement building and activism.

The Tipping Point team focused on monitoring aspects of social norms change that they considered to be most important, based on CARE's SNAP framework, and that are also easy to observe in existing monitoring activities: **social support** and **opposition from key reference groups** in the project activities that challenge norms. Norms monitoring priorities align with the project's theory of change by increasing visibility of support/supporters, and focusing on addressing resistance of different sections of the community, such as parents, youth, religious leaders and government officials.

CARE used all qualitative methods for monitoring norms, plus quantitative count for event attendance disaggregated by population group. There was also a disaggregation of attendance in public events by newcomers and those who regularly participate in Tipping Point events; the team considered increases in new attendees a sign of increased acceptance towards challenging of

social norms. The key tools used to monitor social norms change were '**rolling profiles**' and an **activity observation form**. Rolling profiles were longitudinal interviews on perceptions related to norms, attitudes and behaviors. These interviews were conducted every four to six months with a subset of target groups and reference groups. The activity observation form was completed by field facilitators, who interview girl leaders (the target group) about who from the community supports them in organizing events that challenge a norm, who resists or pushes back on these events, and how the girl groups plan to mitigate these challenges.

The monitoring system also included a **facilitator observation tool** and a **participant feedback session report** to assess and troubleshoot facilitation quality. Around 10% of all sessions were observed every month. The team experimented with a number of ways to best monitor the transformation of staff attitudes and bias, and found the most useful way was to note reflections in quarterly **Review, Reflection and Training meetings**, and analyze and track and share them back with the staff over the course of implementation. They provided clear notetaking and analysis guidance on staff transformation to staff facilitating these sessions and noting staff's reflections for qualitative analysis of the data.

Tipping Point identified and addressed backlash by supporting girls' and communities' own strategies and ideas for addressing resistance. The project also identified which facilitators were struggling and providing them with additional mentorship and practice time during quarterly training meetings.

For more information see CARE's Tipping Point initiative website, accessible at caretippingpoint.org

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HOW TO MONITOR INITIAL SHIFTS IN SOCIAL NORMS

Shifting norms is a process that takes time. As it is unlikely to see complete norm transformation within short project timelines, it is useful to design monitoring systems to better understand the process of norm change. Compared with quantitative data, qualitative data provides more nuanced insights into how norms change, sticking points, and what is working well.

Based on review of experiences and learning from programs that have monitored social norms, this guidance recommends the use of **qualitative methods** to monitor norms, including informal anecdotes and impressions of staff and community members during structured reflection meetings, activity observation, and programmatic interviews. This section describes each of these methods and example questions and prompts to build into tools to monitor norms.

BOX 2.
A NOTE ON METHODS

This guidance prioritizes methods that yield the most useful data about the social norms change process in order to make ongoing program adjustments, while minimizing additional data collection and analysis burden on monitoring systems. Hence, it does not include quantitative methods or indicators for monitoring norm shifts.

This guidance note complements the *ACT Framework* for monitoring and evaluating social norms change, which includes a menu of mixed method tools and indicators, as well as the *Getting Practical Tool*. Readers can find examples of quantitative indicators for social norms in UNICEF's guide *Measuring Social and Behavioral Drivers of Child Protection Issues*.

Further, monitoring data on social norms shifts should be gathered *and* discussed on a continuous, repeated basis, at least every six months, and data on social backlash, facilitator skill, and staff transformation should be monitored continuously throughout a program's implementation.

PERSONAL ANECDOTES AND IMPRESSIONS FROM STAFF AND COMMUNITY MEMBERS...

can be useful to identify how norms are shifting. Regular, structured reflection meetings built into program implementation plans are opportunities for staff to share observations and to review and discuss data that resonates with them. Teams can monitor norm shifts during reflection meetings the following ways:

- Teams develop and use a standardized tool to capture these observations to ensure consistency in documentation over time.

- A trained staff member takes notes during reflection meetings about staff and facilitators' observations of social support and backlash and by whom, and discussion on any program adjustments that need to be made.
- Example prompts: How do they think activities are being received by the community? By key reference groups? Who is more or less accepting of ideas that challenge the target norms?

ACTIVITY OBSERVATION…

provides feedback on specific aspects of an activity and how it was received. It is a useful way to gauge how the community is reacting to and deliberating together on ideas that challenge a norm, and how social approval and disapproval for new behaviors play out in public spaces.

- Include prompts in the activity observation form about indications of social support or pushback to ideas that challenge a norm, by reference group.
- Trained monitoring and evaluation (M&E) officers complete activity observation forms during and immediately after activities that challenge or bring into discussion social norms (e.g., men's cooking competitions, group discussions). To rule out selecting activities that were high performing or of lesser quality, Raising Voices' *SASA!* made a list of all the activities in order, sorted by date, and randomly selected activities to observe.
- Example questions: Do *most* participants voice resistance or agreement during activities that challenge norms/support new norms? (Stefanik & Hwang, 2017) Are there any trends in which groups tend to challenge or support a norm?

PROGRAMMATIC INTERVIEWS…

are a useful method for assessing community members' perceptions about whether and how norms are shifting. Questions about norms can be built into interviews with key populations to compare perceptions over time (following up at several time points), or exit interviews (i.e., interviews immediately after program delivery) from activities that challenge norms.

- Include questions about how common a norm seems to be in a community, and about social support and backlash

BOX 3.
STAFF TRAINING
Staff training on all monitoring methods should include how to identify initial shifts in social norms, with example responses and practice. For example, training on activity observation should include gestures or other cues among participants that indicate support or resistance to ideas. Training should also include examples of how the monitoring data may be used to adjust activities to shift norms.

- Example questions: Do you think that most girls [target group] in your community marry before age 18? Has this changed over time? Why/why not? (*additional examples provided in Table 1*.)

CASE STUDY #2

PROJECT NAME: **SASA!**
ORGANIZATION: **RAISING VOICES**

SASA! is a community mobilization approach developed by [**Raising Voices**](#) in Uganda for preventing violence against women and HIV. It is structured in phases and is community led. *SASA!* focuses on addressing power imbalances between men and women, boys and girls, using a comprehensive activist toolkit to help communities reflect on and reshape social norms. It has been adapted and implemented by activists worldwide in over 20 countries.

SASA! norms monitoring focused on **social support** and **pushback** to ideas, as well as **facilitation skills** and **stories of positive change**. The monitoring tools that they found provided the most useful data on social norms included the following:

- **Community Activity Report** form to observe acceptability and resistance to ideas, and by whom, and how community perceives violence against women and gender roles. Trained monitoring and evaluation officers completed activity observation forms during and immediately after activities that challenged or brought into discussion social norms (e.g., men's cooking competitions, group discussions). To rule out selecting activities that were high performing or of lesser quality, Raising Voices' *SASA!* made a list of all the activities in order, sorted by date, and randomly selected activities to observe. This form included a specific prompt to note the community response to ideas that challenge the norm: e.g., *"Are community members open to the ideas? (e.g., without resistance or anger)*, and asked about who pushes back on ideas. This form also focused observation on delivery of content and the skills of Community Activists in facilitating the sessions. This information would then inform support and mentoring to the Community Activists.

- **Outcome Tracking Tool** monitored changes in knowledge, attitudes, skills, behaviors, and degree of acceptance or resistance to *SASA!* ideas. Through activity observation, M&E officers made judgments to rank the community along a spectrum of acceptance to resistance of ideas. There was additional training required on this tool to achieve consistency in rankings, as these were based on the observers' judgments and thus could be subjective. Activities were randomly sampled for observation, and data was entered into an Access database and analyzed quarterly.

- **Rapid Assessment Survey** tracked changes in specific outcomes over time, usually every year, and included a question about perceived prevalence of behaving outside a norm: *"In the last 12 months, have you seen people in your community doing something to prevent violence against women"?* Such rapid surveys can be useful methods for quantifying change in social norms over time, and one could integrate more questions into such rapid surveys that are designed to track change in perceived prevalence and social support and feedback. The main drawbacks with this method, however, were 1) collecting and analyzing the quantitative data quickly enough to be able to use it to adjust programming in real-time, and 2) the complexity of asking quantitative questions about individuals' perceptions about what others do and approve of.

- In addition, **learning meetings** included specific prompts to share positive stories of change from community members/Community Activists, challenges, and elicited staff's observations and impressions of the social norms-shifting process. Prompts included: *"What are community activists' impressions about how activities are being received by the community? Are SASA! ideas gaining traction – or is there still a lot of resistance?"*

An example of the way *SASA!* used the monitoring data was to **assess which norms seem to be shifting and which seem to be more rigid** (based on pushback). Then they changed up the activities for norms that were facing more resistance, such as by engaging religious leaders to discuss these norms in their messages, and raising up the visibility of role models to share their positive experiences of change. Monitoring data on the facilitation skills of community activists was also used to plan more support for activists, such as refresher trainings and content adjustments.

For more information about SASA's monitoring tools, including the Rapid Assessment Survey, email Raising Voices at info@raisingvoices.org or browse the SASA website: https://raisingvoices.org/sasa/. The SASA Learning and Evaluation Guide may be of particular interest.

3 RECOMMENDATIONS ON HOW TO ADJUST PROGRAM STRATEGY IN REAL TIME

Given the frequent data overload in monitoring systems, it is imperative to have a clear idea and plan for how each piece of social norms monitoring data will be analyzed and used to inform programming, and at which time points. Clear protocols must also be established for ensuring meaningful community participation in reflecting on and making decisions about norms data. In addition, all staff should receive training on using social norms data and be involved in reflecting on and making decisions using the monitoring data. **Table 4** provides a snapshot of how to use norms monitoring data to adjust programming.

TABLE 4. HOW TO USE MONITORING DATA TO ADJUST PROGRAMMING TO SHIFT NORMS

CHANGE BEING MONITORED	PROGRAM ADJUSTMENTS TO CONSIDER	EXAMPLE ACTIONS
How common is a norm	• Apply learning about what makes certain norms more flexible and incorporate into program strategy • Ask people who have begun acting outside the norm in positive ways and ask them to share their stories of change with others • Raise visibility of alternative behaviors to a norm that are gaining social support	Raising Voices' *SASA!* identified role models to share their positive experiences of change.
Social support or backlash	• Identify supporters and network for mutual support • Conduct activities that raise visibility of increased support and decreased disapproval/backlash • Mitigate backlash, by reference group • Gauge and mitigate risks to staff • Engage with influential people or role models who can speak to the concerns of people who are pushing back	CARE's Tipping Point project addressed backlash by supporting girls' and communities' own strategies and ideas for addressing resistance. Read more in CARE's checklist for Social Norms Program Design and the Learning Collaboratives Social Norms and AYSRH: Building a Bridge from Theory to Program Design
Lack of consensus about a norm	• Learn from any groups who perceive a norm is shifting, and apply lessons to engagement of other groups	People in certain neighborhoods think it's appropriate for girls to ride bicycles, whereas others do not. Find out why, and apply any lessons to activities with other neighborhoods.

RECOMMENDATIONS

Program implementers should keep in mind the following takeaways from their peers as they embark on this work:

1. **Monitoring norms shifting is possible, whether it's starting new or adjusting existing monitoring systems.** Wherever possible, integrate norms questions into existing monitoring tools and methods, and consider what you can glean and analyze about the norms-shifting process from existing tools and learning processes.

2. **For social norms outcome monitoring, focus on a few signs of norm shifts that are easy to observe and that provide useful data for programming**. Monitoring the norms-shifting process does not entail a rigorous accounting of how much norms have shifted, but rather a temperature check that program implementers and community members can use to adjust activities and mitigate backlash. If teams are struggling to balance monitoring priorities and need to focus on one thing, at a minimum, projects should monitor social backlash and whether this is shifting for those who deviate from the norm, and use this data to adjust programming.

3. **Train all staff in the basics of social norms** so they can analyze and understand the data and make decisions about how to use it to improve programming. Focus on the key concepts and how the data will be used. Use intuitive language (not academic terms) that people already use to describe social norms in their own words and context to help all implementing staff and participating community members interpret and use the data more easily. Budget and plan for training and support to help implementing staff understand social norms and tools, including practice and continuous mentorship.

4. **Listen to staff and community impressions.** Go beyond formal monitoring tools to listen to and reflect together on impressions and feedback from community and implementing staff. Incremental shifts in social norms can be hard to observe and are usually hard to measure reliably, making it important to prioritize and value staff and community members' overall impressions. How do they think activities are being received by the community? What opportunities are there to improve program strategies and support norms shifting?

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