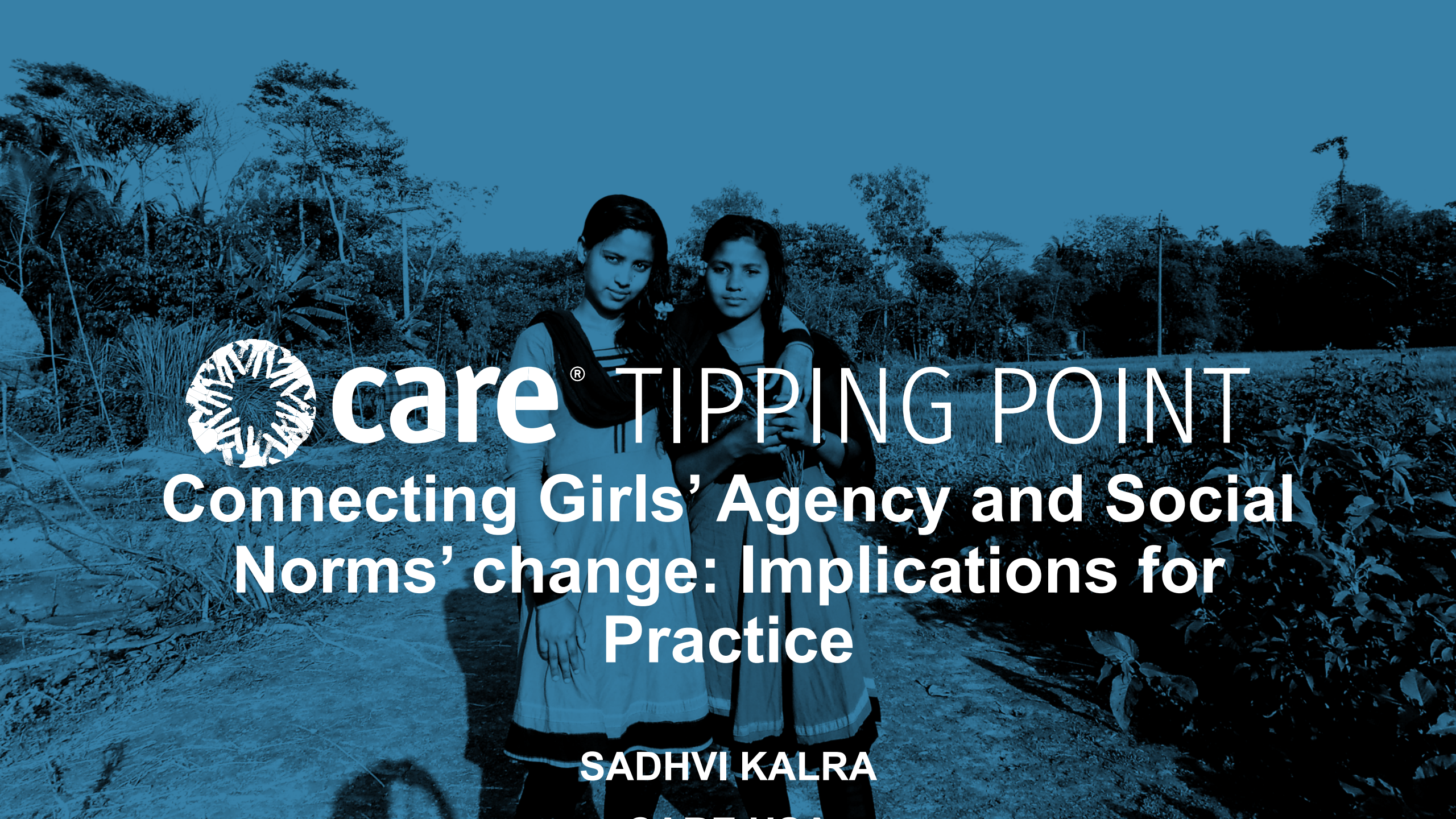


care® TIPPING POINT

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

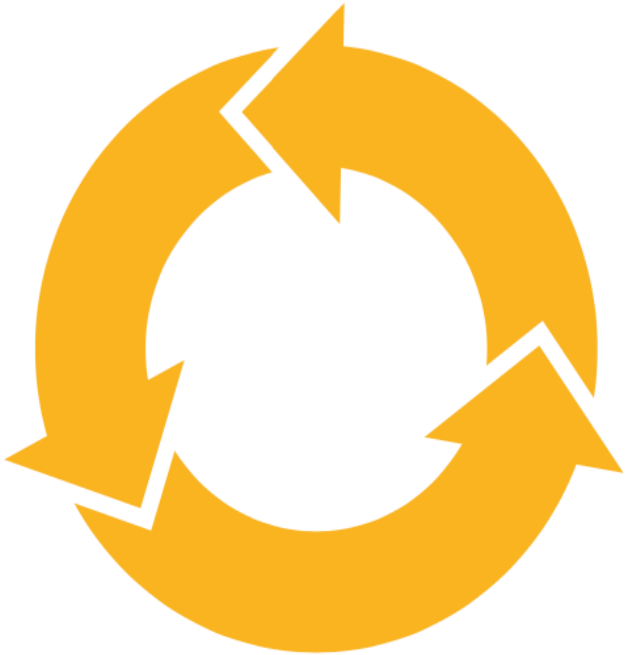
SADHVI KALRA

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

CARE's Gender Equality Framework

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

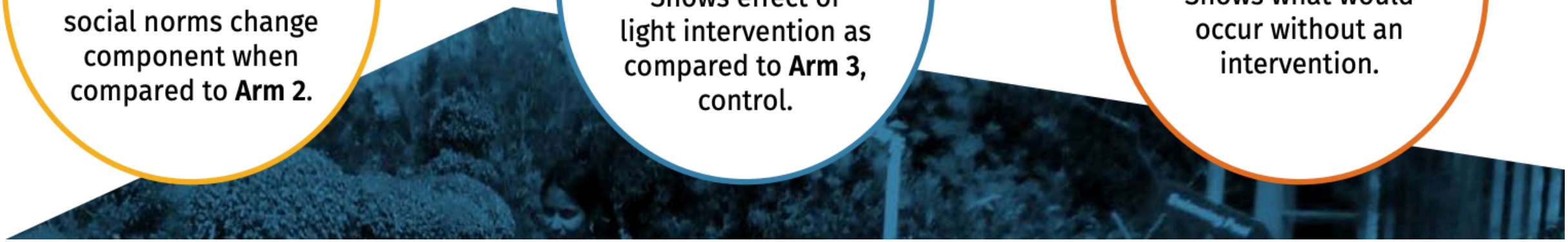
Shows effect of social norms change component when compared to **Arm 2.**

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

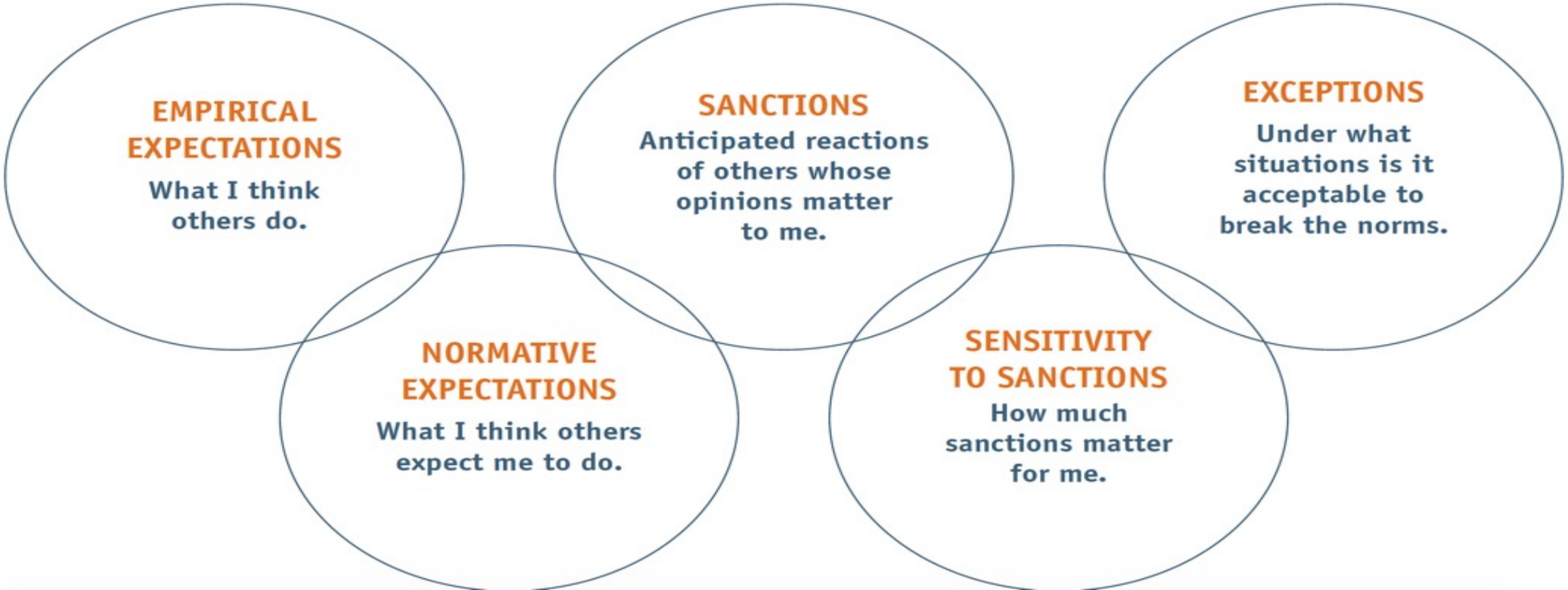
Mixed methods Research - Data Collection Tools

Quantitative Measurement	Qualitative Measurement
Survey with Adolescent girls, Bangladesh and Nepal	Focused Group Discussion with adolescent girls and boys using a Vignette Approach in Nepal - SNAP
Survey with Adolescent boys, Nepal	Focused Group Discussion using a Norm by Norm Approach with adolescent girls, boys and parents in Bangladesh
Surveys with adult female and male community members, Bangladesh and Nepal	In-depth Interviews with adolescent girls and boys
	Key-Informant Interviews with community leaders, government officials and school personnel

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:



Components of a Norm	Definition	Example Response from girls and community members (CARE TP Baseline)
Empirical Expectation	What I think others do	*"No girls ride cycle and climb on a tree as community people do not like it"*
Normative Expectation	What I think others expect me to do (what I should do according to other)	*"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)."*
Sanction	Expected reaction of other (to the behavior) – specifically others whose opinions matter to me.	*"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!"*
Sensitivity to Sanctions	Do sanctions matter for behavior? If there is a negative reaction from others (negative saction), would the main character change their behavior in the future?	*"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"*
Exceptions	Under what conditions, it is okay to break the norm?	*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…"*

Findings from the Baseline Evaluation

Girls contributing to decisions regarding their life choices

Girls' confidence in self

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

Restrictive Social Norms

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

Girls' ability to negotiate

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'

Restrictive social norms

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

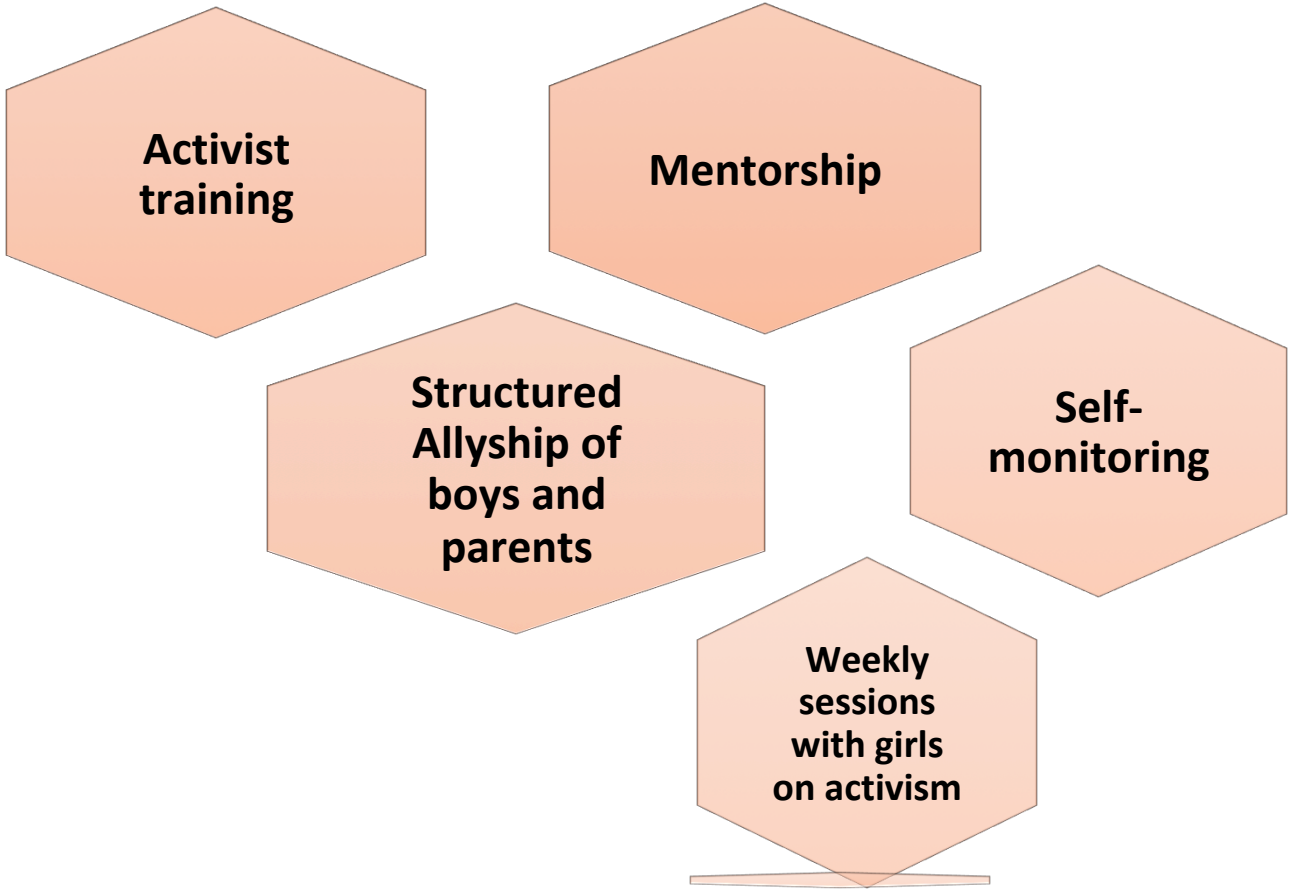
- However, most adolescent girls do not take part in collective action to demand their rights

- 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



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/