

Briefing BOOK of Applied Social Norm Change

**The Childrens Investment Fund
Foundation Copyright @ 2020.
All rights reserved.**

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic mechanical methods, without the prior written permission of the publisher. The information provided within this book is for general informational purposes only. Any use of this information is at your own risk. The methods described within this book are the thoughts of Busara Centre for Behavioral Economics.

*Limit of Liability Disclaimer:
The author, publisher, distributor, and provider supply no warranty about the content or accuracy of content enclosed. Information provided is subjective. Keep this in mind when reviewing this guide. Neither the Publisher nor Author shall be liable for any loss of profit or any other commercial damages resulting from the use of this guide. All links are for information purposes only and are not warranted for content, accuracy, or any other implied or explicit purpose.*

Contents

1	Social Influence and Gender Norms	.....pg12	3	Timing and Processes for Social Change	.....pg54
2	Norm Change Framework: Theory of Planned Behavior	.....pg15	4	Media-Based Narratives as a Vehicle for Social Change	.....pg62
	a: Normative Beliefs	.....pg18			
	Local Makers and Mobilisers of Change				
	Group Messaging by Leaders, Media, and the Law				
	b: Behavioral Beliefs	.....pg37			
	Who Are The Positive Outliers?				
	c: Control Beliefs	.....pg44			
	Self-Efficacy - I see, I do, I can				

Approach

This briefing book focuses on the practical application of programs, schemes, and campaigns, to understand the behavioral levers embedded within its design. It overlays each case study with academic literature to provide a commentary on the socio-cognitive and psychological mechanisms.

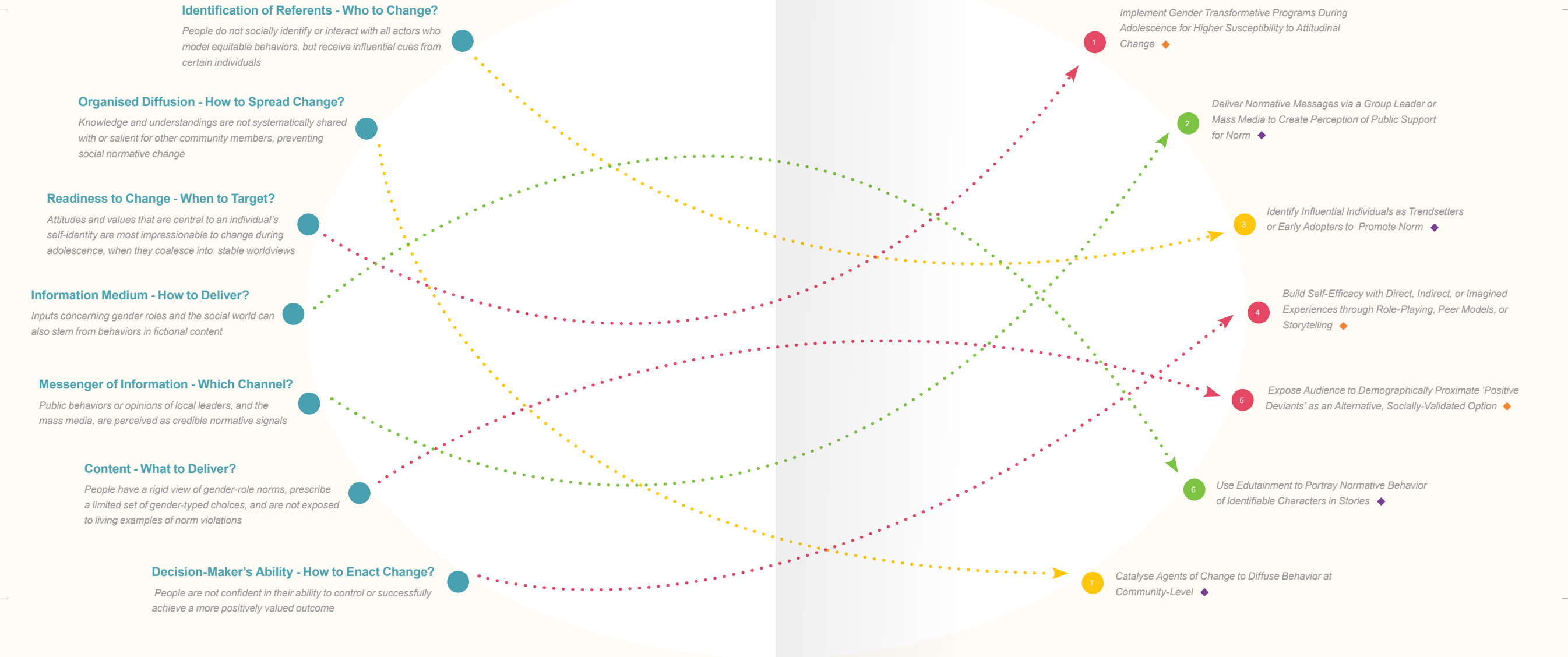
Our goal is to create an accessible intervention repository to design more behaviorally-informed programs to achieve social change. While this analysis provides an explanatory value to these cases, it does not draw any conclusion on the level of its impact.

Objective

To tease out behavioral **strategies** and **processes** adopted or implicitly assumed in programs that promote **gender transformative effects** on attitudes, social expectations, motivational intentions and decisions.

Summary

Insights



Behavioral Toolkit

- **Change Champions**

Individuals within a group or community who believe in and facilitate change

- **Change Driving Forces**

Internal or external forces that help to drive change (Lewin's Force Field Model)

- **Change Receptiveness**

An individual's or group's cognitive readiness to respond to the change

- **Cognitive Accessibility**

Making material or a system more accessible for individuals who are at a cognitive or learning disadvantage

- **Cognitive Affordance**

Design features in the external environment that enable or facilitate learning or knowing about something

- **Cognitive Ease**

The ease with which individuals are able to process information

- **Cognitive Reflection**

The process of engaging in more deliberative thinking, to detect and override incorrect, intuitive answers

- **Community Referent Engagement**

The act of actively involving groups of people, who are important and linked to the behaviour or decision outcome of interest

- **Critical Consciousness**

The process of developing a deeper awareness of oppressive systems of inequality and a sense of self-efficacy to take action against these elements

- **Dyadic Social Engagement**

Dialogue or the exchange of information between two people to improve the level of communication and shared understanding between the dyad

- **Expert Credibility**

Individuals who are believed to provide more valid information and facilitates absorption of persuasive messages, because of their profession or expertise on the subject matter

- **Familiarity Principle**

The idea that individuals develop a preference for people, places, or objects that are seen repeatedly (i.e. familiarity breeds liking)

- **Halo Effect**

When an impression formed in one domain influences judgements of and how we perceive that person or thing in other unrelated domains

- **Imaginal Experiences**

The act of visualising oneself or others behaving successfully in a given situation or achieving an end goal, to develop self-efficacy

- **Impressionable Years Hypothesis**

Individuals are more susceptible to forming durable values, attitudes, and world views during late adolescence and early adulthood

- **In-Group Membership**

Being a member of a social group (e.g. peer group, family, gender) to which a person psychologically identifies with, which provides feelings of self-esteem and pride

- **Information Gap**

When people are missing the information they need to effectively complete a task or activity

- **Intrinsic Goal-Setting**

Creating specific goals designed to guide behavior towards a desired outcome, driven by internal rewards (i.e. an activity that is done for an inherent satisfaction)

- **Local Information Diffusion**

The spread of information from one individual or group to another in a small, social network

- **Locus of Control**

The degree to which people believe they have control over outcomes in their lives, as opposed to attributing these outcomes to external influences

- **Mastery Experiences**

The development of self-efficacy through personal experiences of success or performance accomplishments

- **Openness to Change**

The level of conscious awareness of the possibility of change and feelings that change is favourable

- **Organised Diffusion**

The process of expanding positive effects through a social network or connected community by systematically sharing new knowledge and understandings with others

- **Perceived Self-Efficacy**

An individual's belief about their capability to exercise control over their own behavior to attain desired outcomes

- **Perceived Similarity**

A greater similarity between the self and the other is positively related to trust

Behavioral Toolkit

- **Perceptual (Visual) Cues**

Features of items that help us better retrieve and remember information

- **Psychological Identification**

When an individual changes their personality or character to conform to the personality of another person, fictional/mythical figure, or social group

- **Readiness to Change**

A person's position within a five-stage process - precontemplation, contemplation, preparation, action, and maintenance - that predicts explains their readiness to initiate change (Stages of Change Model)

- **(Gender-Matched) Role Models**

Individuals who can encourage others to pursue a specified path or certain goal, by being a positive example of it and similar to them in certain aspects, such as gender

- **Safe Spaces**

A place free from bias, conflict, or other threatening forces, created for marginalised or vulnerable groups to feel secure

- **Similarity Effect**

The tendency to be attracted to or like others who are similar to oneself on relevant dimensions, such as demographic, attitudinal, or situational

- **Solution-Focused Dialogue**

Goal-directed, future-focused communication to reframe the process of deep reflection and critical questioning

- **Social Facilitation**

When behavioral responses to a situation is enhanced by the presence of others

- **Social Framing**

The tendency for information to be received differently and to guide choice behavior, when it is presented by priming the presence of others (i.e. creating a social frame of mind)

- **Social Coordination**

The interpersonal matching or synchronisation of thoughts, attitudes, and behaviors with other people

- **Social Learning**

The acquisition of new behaviours through direct observation, imitation, and modeling of others

- **Social Matching**

Individuals are more likely to form a good relationship with someone who are equal or similar to them on important characteristics

- **Social Proofing**

People follow or imitate the actions of the majority in order to be liked and accepted by others

- **Source Credibility**

The characteristics of or attitudes towards the communicator determines the persuasiveness, trustworthiness, and acceptance of the message by the receiver

- **Soft Commitments**

An internal choice made by individuals to lock themselves into a desired behaviour and avoid acting against this choice in the future, as opposed to placing external restrictions on future behavior

- **Stimuli Salience**

Visual, auditory, tactile or other sensory features in the environment that is distinct and attracts our attention

- **Success Stories**

A case study that creates visibility and lends credibility to a certain behavior or practice

- **Timed Incentives**

Incentives used to prompt a specific behavior that are delivered during a defined period of time, when people are most likely to be receptive to change

- **Trendsetters**

Individuals who signal the possibility of deviating from the existing status quo by adopting a new practice, idea, product, or technology earlier than the majority of others

- **Trusted Affiliation**

An increased confidence towards a proposition that requires behavior change, because it is affiliated with a person or group who is familiar - a precondition for trust

- **Voice Mechanism**

The extent to which the beneficiaries of a decision or change have input in the process, to create feelings of ownership of the change and reduce the likelihood of resisting change

1.0

Social Influence and Gender Norms

What is Social Influence?

Conformity to the norm occurs due to 'majority influence', when individuals yield to the real physical presence of groups, or the mere imagined pressure of group expectations.

Why Social Influence?

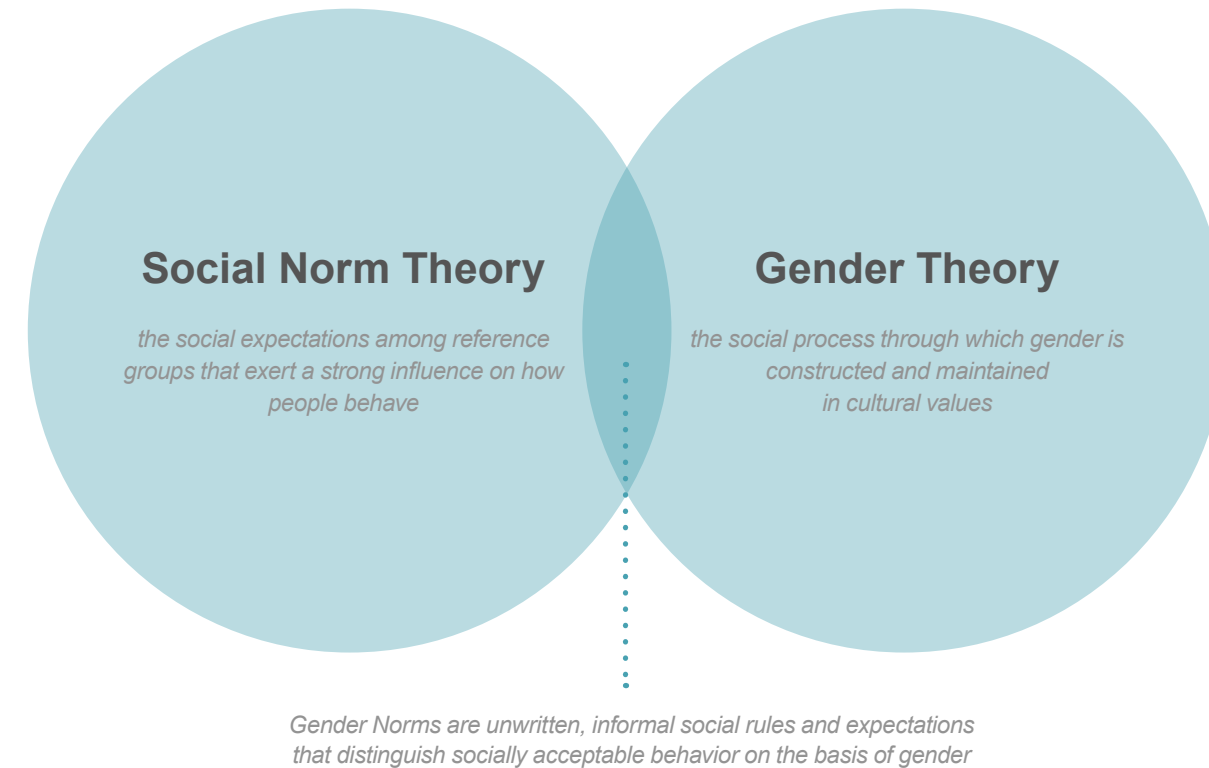
Makes life easy, orderly, and predictable

If everyone else is choosing to do it, it is probably the right thing to do

A desire to be liked, accepted, and feel a sense of belonging

To avoid negative social sanctions that ostracise or ridicule

Gender Dimension of Social Norms



2.0

Norm Change Framework: Theory of Planned Behavior

Two-Level Segmentation of Case Studies

Level I - Theoretical



Case studies are first sectioned into components of an overarching theoretical framework - *The Theory of Planned Behavior*¹ to help understand how social norm mechanisms can influence behavior through different processes. A normative change may be combined with a change in attitudes (i.e. behavioral beliefs) or self-efficacy (i.e. control beliefs).

1. Ajzen, I. (1985). *From intentions to actions: A theory of planned behavior*. In J. Kuhl & J. Beckmann (Eds.), *Action control: From cognition to behavior*, 11-39. Heidelberg: Springer.

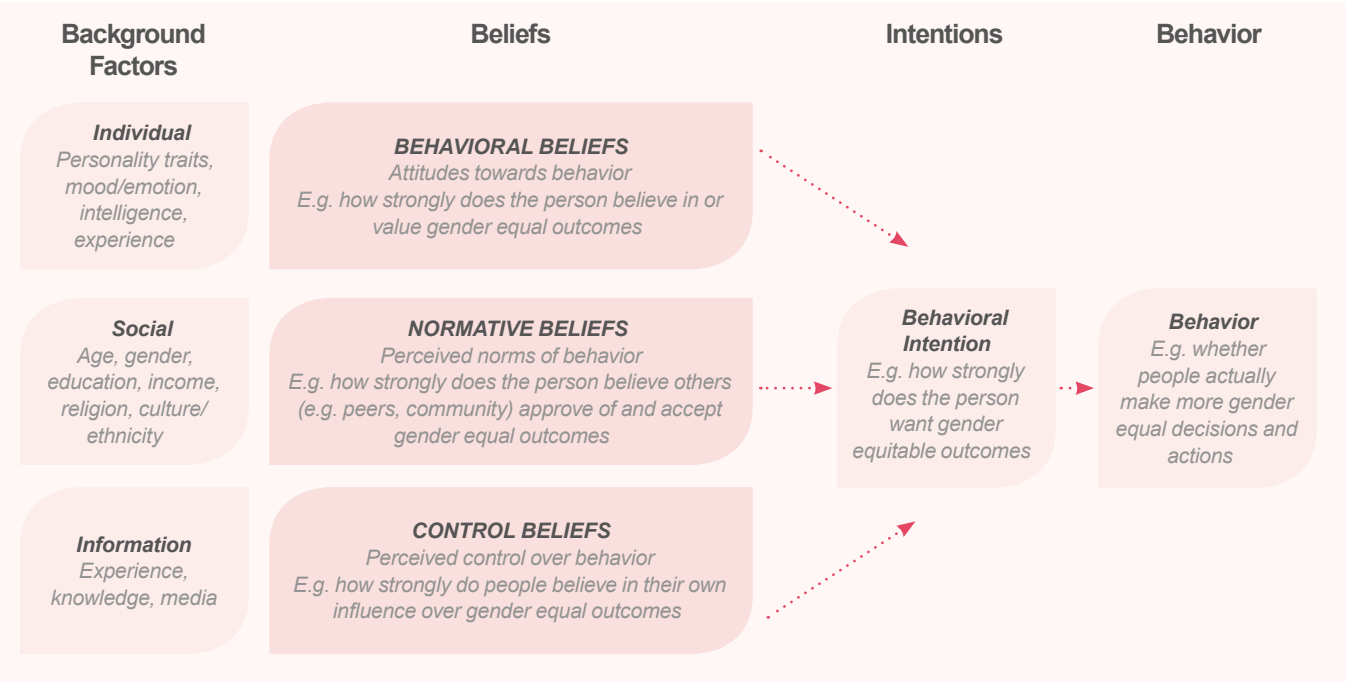
Level II - Thematic



Within each section, common themes are identified from how programs are designed or delivered. Each case study contains additional design principles, derived from disciplines including behavioral economics, psychology, and sociology.

Theory of Planned Behavior (TPB)

TPB is a social cognitive model that views the most immediate determinant of behavior as a person's intentions. Social expectations of what others do (i.e. descriptive norm) or what others believe ought to be done (i.e. injunctive norm) comprise an individual's normative belief, which can inform these intentions.



While a normative shift may be sufficient to prompt behavior change, a person's attitude towards gender equity and self-efficacy in their ability to execute change, can create stronger intentions to make pro-gender decisions or actions - triggering a broader shift in the gender normative climate.

2.1

Normative Beliefs

Local Makers and Mobilisers of Change

Change Agents



An individual or group to champion and enrol others into a new norm via organised diffusion

Agents of planned change can catalyse pro-gender equality behaviors, if their role includes three components -
1) a positive attitude towards the desired behavior,
2) congruence between their values and assigned goals, and
3) technologies or platforms to spread the change².

2. Tichy, N. M. (1974). Agents of planned social change: Congruence of values, cognitions and actions. *Administrative Science Quarterly*, 19(2), 164–182.

Social Referents



Central influential members from referent networks, who are psychologically salient, to influence the impression of norms

Changing normative expectations requires collective action. Initiating this process with the most highly connected and visible individuals, 'social referents', of the community provides stronger social cues to change behavior³.

3. Paluck, E. L., & Shepherd, H. (2012). The salience of social referents: A field experiment on collective norms and harassment behavior in a school social network. *Journal of Personality and Social Psychology*, 103(6), 899.

1. We Can by Oxfam India



Theme

A social mobilisation campaign to end violence against women and undo the stigma attached to it, by constructing social attitudes that bolster gender equality. The campaign is built on the premise that key people who change their personal attitudes and beliefs can cascade social change at community level, through peer validation. Men and women who opt to become change makers do not prescribe or demand actions, but inform the free will of others on alternative options to different types of abuse, including honour killing and gender preferential feeding.



Programme Details

Duration: 2004 - 2011

Location: South Asia-wide campaign

Target Population: All community members

Outcome: Attitudinal change towards women and violence against women



Intended Social Impact

Reach of 3.26 million men and women as 'change agents' to reduce the social acceptance of gender-based violence.



Behavioral Mechanisms

1) Organised Diffusion: Leveraged a bottom-up concept by adopting agents of change to create social proof of anti-violence, which in turn cascaded social change and enabled further social proofing for pro-gender norms (a process that continues until the harmful norm is undone). Each agent was self-motivated with an intrinsic desire to support the cause, received 'conscientisation', and committed to reaching out to ten others to effectively diffuse healthier practices that tackle gender discrimination.

2) Readiness to Change: The process to make violence against women socially unacceptable followed the 'Stages of Change' theory - people unaware of negative actions are encouraged to contemplate their behavior, prepare for behavior change, enact the behavior, maintain the behavior for it to be completely integrated, to terminate pre-established, harmful expressions of domestic violence.

“

I had never ever thought that I was a perpetrator of violence against women... yes I thought myself as one after We Can made me realize that there are so many hidden forms of violence that I was committing... I realized that beating is not the only violence but there are so many different forms which we are unaware of.

Sanjay Kumar, Change Maker, India

I was drawn in to the WCC campaign because it was thought so highly of by someone I admired... my friend and distant relative (Vinay) who worked with Community Development Society (CDS) [local NGO]. He kept talking to me about violence against women and how the 'We Can' Campaign was working to end VAW. He kept talking to me of this for a long time and he had this strategy to get me involved: he would sometimes send me, in his place, to workshops arranged by [organizations like] CARE and Mandresa.

Chandrakumar, Change Maker, India

Williams, S., & Aldred, A. (2011). Change making: How we adopt new attitudes, beliefs and practices insights from the We Can Campaign (pp. 1–68). Oxfam.

”

2. Changemakers by Vikalp Sansthan



Theme

A public awareness and mobilisation campaign to fight the social norms driving gender-based violence and discrimination from the grassroots. Drawing from localised village-level experiences and personal stories, changemakers make a pledge to spread messages of gender equality in their communities through awareness activities (e.g. rallies, street plays), public discussion forums. Inspiration for this initiative derived from the founder's own experience of child marriage, creating a natural change agent to provide the initial momentum for the intervention to cascade.



Programme Details

Duration: 2004 - 2013

Location: 12 districts in Rajasthan

Target Population: All community members, including school children

Outcome: Gender-related attitudinal change and self-confidence in women



Intended Social Impact

Reach of 200,000 'change makers' to spread gender equality in their homes and communities.



Behavioral Mechanisms

1) Local Information Diffusion: Created role models within families to address intra-familial perpetuations of harmful norms and gender stereotypes - this form of organised diffusion creates the groundwork to catalyse a community-led social change to institutionalise gender equality.

2) Intrinsic Goal-Setting: Hired volunteers intrinsically driven to make a positive social impact, to create a cohesive community of early adopters motivated by a shared goal towards gender equality.

3) Social Framing: An awareness of the involvement of men in the sensitisation of issues faced by women, creates a sense of normalcy in receiving and accepting pro-gender messaging.



Other Programs Around the World

Name: The Living Library by UN Peacekeeping

Focus area: Group and community awareness program to change gender norms

Location and year: Kosovo, 2017

Description and behavioral levers: The Living Library is a small-scale initiative in Kosovo, where male and female change makers in Kosovo gather in public assemblies to discuss their stories of becoming change makers. The intention of sharing these narratives in an informal environment is to engage audience members to become change makers themselves, to challenge inequitable gender-based norms in their environments.



3. Yuva (Youth Voices for Agency and Access) by Pathfinder International



Theme

A community-wide counseling and social entrepreneurship program to encourage contraception use and family planning. Yuva trains couples identified as key influencers in their community, known as Yuva Corps, to deliver door-to-door segment-customised contraception messages to other couples based on their profile, advising them on best practice for childbearing as well as the benefits of child-spacing.



Programme Details

Duration: 2018 - 2022

Location: Rural districts of Bihar and Maharashtra

Target Population: Young people (under 21) and low-income couples

Outcome: Contraception uptake and delaying first child births



Intended Social Impact

Improve the rate of modern contraceptive use and practice of family planning



Behavioral Mechanisms

1) Trendsetters: Yuva Corps, who practiced safe childbearing and spaced child births themselves, act as an 'ideal couple' referent for other young married couples, and are thereby particularly influential to create a peer effect to positively influence social normative perceptions. This triggers young wives and husbands to question their own behavior as a couple, if observing them creates a threat to their sense of social identity as a 'good' couple.

2) Community Referent Engagement: Yuva Corps reached out to key community stakeholders, such as village leaders and mothers-in-law, to weaken social gendered norms at the societal level that expect early pregnancies.

3) Social Coordination: Introduced a social media platform to sustain engagement and provide couples with an open forum to engage in relevant dialogue with similar couples whilst keeping anonymous. This continuous social interaction assists couple to coordinate and synchronise healthier family planning practices.



Other Programs Around the World

Name: SPRING initiative by USAID

Focus area: Community-wide counseling programs, using couples as changemakers for gender equity in nutrition

Location and year: Senegal, 2017

Description and behavioral levers: SPRING Senegal hires 'Champion Couples', where the male member is known to perform household tasks traditionally associated with women. Couples who are more centrally positioned within their community network are chosen, and tasked to provide individual-level counseling to other community members on best gender-equal nutritional practice for their children and themselves. The postulation is that community members are more likely to shift their perceptions while watching these couples emulate the desired behaviors, cementing their position as change agents.



4. Balika by Educate Girls



Theme

Team Balika are village-based education volunteers trained in conducting door-to-door monitoring to identify out-of-school girls and community-level dialogue with influencers to champion their education. Team Balika members also implement creative learning techniques in classrooms to improve school outcomes for first generational learners.



Programme Details

Duration: 2010-Present

Location: 11 districts across Rajasthan and 2 districts in Madhya Pradesh

Target Population: Children aged 8-10, family and community members, Govt school teachers

Outcome: Attitudes towards girl education, school enrollment rates, effectiveness of CLT (Creative Learning Techniques) on performance



Intended Social Impact

Increase girl school enrolment, and numeracy and literacy skills



Behavioral Mechanisms

1) Change Champions: Balika volunteers are young, educated women with masters degrees or equivalent who understand and champion the importance of schooling, and represent a tangible, positive example for parents.

2) Social Framing: They attempt to change parents' normative perceptions of female education with the presence of respected community voices, by priming a 'social' frame of mind in order to embrace more positive norms about educating girls.

3) Cognitive Accessibility: Child-centric learning techniques in curriculum delivery acts to introduce 'novelty' of a new way to learn for children. This reduces the expense of cognitive load while learning, inculcating in girls a more positive attitude towards schooling, whilst boosting their school performance and thereby their sense of self-confidence.



Messaging by Leaders and the Law

Opinion Leaders



A respected and knowledgeable individual of a group, community or society, to influence public perception of social norms, by endorsing the expected behavior

Individuals identified as fair, legitimate, and reflective of the group's identity⁴, can shift group members' behaviors through a direct demonstration of the expected behavior, or by widely sharing their opinion of it. This can portray behaviors of gender equality as being collectively endorsed, enacted upon, and socially accepted.

4. Hogg, M. A. (2010). Influence and leadership. In S. T. Fiske, D. T. Gilbert, & G. Lindzey (Eds.), Handbook of social psychology, 1166–207. Hoboken, NJ: John Wiley & Sons, Inc.

Institutional Signaling



Desirable behavior is directly inferred from a legislative and policy change, which prohibits a practice, establishes a sanction, and prescribes a norm

A more formal mechanism is the introduction of a law (e.g. legal age for marriage) or female empowerment schemes by governments. While these incentivise a direct shift in the norm, the institutional system in itself can signal a societal endorsement of gender equality. It also updates perceptions of what others typically do or what is valued by society⁵.

5. Tyler, T., & Jackson, J. (2014). Popular legitimacy and the exercise of legal authority: Motivating compliance, cooperation, and engagement. Psychology, Public Policy, and Law, 20(1), 78–95.

5. Prachar by Pathfinder International

CASE STUDY



Theme

Prachar delivered information on sexual and reproductive health, marriage-related planning, contraception use, and pace of childbearing, through government frontline health workers (ASHAs). It designed for individual-level counselling that emphasised equitable relations with newly weds, sessions with young boys and girls to address sexual abuse and violence, but also community-level engagements with parents and local leaders.



Programme Details

Duration: 2001 – 2005

Location: 452 villages across Bihar

Target Population: Adolescent girls and boys, newly-wed and young couples with one child, families of newly wed couples, community members

Outcome: Attitudes towards and use of contraception, timing of first birth, spacing for childbearing



Intended Social Impact

Improve female agency in family planning, marital relations, and pregnancy-related care



Behavioral Mechanisms

1) Expert Credibility: Delivered messages to promote reproductive health and family planning through ASHA workers, who are perceived as domain experts and thereby may act as gatekeepers to accelerate the reinforcement of desirable social attitudes towards childbearing practices.

2) Social Facilitation: The program also conducted community-wide meetings with other key influential leaders and parents, to gain social acceptance of the program itself, and target the very societal entities that uphold traditional norms inhibiting a girl's agency over her reproductive health.

3) Dyadic Social Engagement: Longer-term spillover effects of the program indicate success in creating community diffusion, by targeting family-level perceptions, as opposed to singular units (i.e. wife or husband), and encouraging interpersonal communication between family members and within the community.



Other Programs Around the World

Name: WALAN, Save the Children and USAID

Focus area: Community-wide counseling program to improve fertility awareness and family planning

Location and year: Uganda, 2013-2018

Description and behavioral levers: WALAN's approach to addressing gaps in fertility knowledge and family planning looks to train male and female facilitators to mobilise their communities in challenging the underlying norms that produce harmful fertility-related, family planning and reproductive practices, via group-based counseling on best practices. Community elders are actively engaged in counseling sessions, and expected to help disseminate these messages across communities.



“

The PRACHAR Project has had an especially big impact on the poorest people of the village—those from the lowest caste who are always marginalized. They had never thought about the fact that many of their problems are related to reproductive health and sexuality. They always used to think that whatever happened was up to the grace of God, and it was not up to them to disturb His work. Now they realize that they can make real changes in their lives. Young adolescent girls in particular are demanding a better quality of life.

Leela Kumari, Secretary, Mahila Vikas Samiti (Women's Development Association)

”

6. Yuvak-Yuvati Mela by Akshara Center



Theme

An edutainment tool, Yuvak-Yuvati Mela are community fairs conducted to address gender discrimination, patriarchy, masculinity, and sexual abuse within a fun and relaxed setting. Stalls introduced the concepts of gender and masculinity through interactive games - e.g. a one-minute game inverted gender roles for men to experience what is typically considered to be a female's job, after which a facilitator would initiate a discussion based on the game.



Programme Details

Duration: A 5-hour mela (hosted at seasonal intervals)

Location: Melas are conducted across, Mumbai West Bengal, Nagpur, Hyderabad

Target Population: All community members. Fairs are customised based on demographics, including gender and creed

Outcome: Awareness and attitudinal change on gender rights



Intended Social Impact

Create a 'societal consciousness' of gender inequality and a violent-free environment for women..



Behavioral Mechanisms

1) Halo Effect: Melas were accompanied by 'chief guests' who were popular artists amongst local members. These household names publicly endorsed gender equality in a community-wide setting as a behavior that is expected and valued, to shape a new shared perception of gender norms and lend more credibility to the cause of gender discrimination.

2) Cognitive Affordance: Messages of gender equality were transmitted in a lighthearted environment, to increase the audiences' receptiveness to question gender-role beliefs about tabooed topics otherwise brushed under the carpet, whilst minimising any cognitive conflict triggered from dissonance with their personal values.



Other Programs Around the World

Name: Kikopo Pa Mon by Women's Global

Focus area: Community edutainment

Location and year: 2013, Uganda

Description and behavioral levers: Kikopo Pa Mon, or the drama festival, addresses issues of gender inequality, violence, land rights, food security, HIV/AIDS and other harmful gender-based practices faced by women in northern Uganda through music, drama and dance. Using performing art mediums to address sensitive and complex topics, such as gender-based discrimination, which are otherwise difficult to confront in a more explicit manner, makes gender norm-deviating messages more digestible.



7. Initiatives by Government of India (GoI)

Mahila Samakhya (MS)

by Ministry of Human Resource Development (MoHRD)



Programme Details

Name and Description: A state-sponsored program to empower young women with education and life skills, to achieve basic gender equality. The program targets out-of-school girls by working with their communities to create learning opportunities in alternative centres, residential camps and early childhood development centres.

Duration: Launched in 1986

Location: Currently being implemented in 11 states - Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh, Uttaranchal, Madhya Pradesh, Chattisgarh



Behavioral Mechanisms

Information Gap: The scheme creates a safe, social support structure to conduct participatory dialogues between girls of the same reference group, to form more gender-equitable normative perceptions towards their education and employment, where collective resistance to government-organised programs is curtailed. It also builds knowledge for economic independence and enhances women's self-efficacy, to enable more informed life choices.

National Scheme of Incentives to Girls for Secondary Education

by Ministry of Human Resource Development (MoHRD)



Programme Details

Name and Description: A centrally-sponsored scheme to promote the enrolment of girl children between 14-18 in secondary schools. A fixed deposit of Rs 3000 is deposited in the names of eligible girls, who are entitled to withdraw the funds on reaching age 18 and only after passing 10th class examinations.



Behavioral Mechanisms

Timed Incentives: This scheme attracts attention towards girls education by offering monetary incentives in the form of a scholarship, conditional on school completion, to create a normative climate of education at the community level. A key principle for its impact lies in the timing of incentive provision - incentives are released at the point when households typically



Duration: Launched in 2008

Location: Currently being implemented across India



make the decision for continuing a girl's education, and cushion against any decisions driven by feeling cash strapped, which often divert resources away from what is considered to be 'non-essential' spending (e.g. girls' education fees).

Beti Bachao, Beti Padhao Yojana

by Ministry of Human Resource (MoHRD), Ministry of Health and Family Welfare (MoHFW), and Ministry of Women and Child Development (MoWCD)



Programme Details

Name and Description: A campaign launched to address the declining Child Sex Ratio (CSR), by tackling female foeticide whilst promoting girl education. The campaign targeted specific districts assessed as 'Gender Critical' to mobilise action in the form of public disclosures, conferences and debates, supplemented with capacity training and social media initiatives.

Duration: Launched in 2015

Location: States with lowest sex ratios - Uttar Pradesh, Haryana, Uttarakhand, Punjab, Bihar, Delhi



Behavioral Mechanisms

Social Proofing: This social awareness campaign makes salient the achievements and contributions of women in India across sports, academia, government etc., by publishing these success stories as handouts, to socially validate positive deviants from prescribed gender norms and reframe girls as an 'asset' for investment as opposed to the prevalent normative perception of a liability. At the community level, it created a platform where respected village elders addressed grievances faced by women and encouraged fellow members to support alternate career paths, to loosen the deep-rooted social norm of women not working outside homes.



2.2

Behavioral Beliefs

Who are the Positive Outliers?

Exposure to Alternatives



The mere experience of a conceivable and viable alternative course of action to re-define norm perceptions

Where the normative milieu underestimates the importance of gender-related outcomes, or is based on long-established cultural customs, the provision of information about more desirable and attractive options can encourage behavior change. It is not enough to condemn a harmful practice, but to also provide a substitute and positively frame its benefits⁶.

6. Bicchieri, C., & Mercier, H. (2014). Norms and beliefs: How change occurs. In M. Xenitidou & B. Edmonds (Eds.), *The complexity of social norms* (pp. 37-54). Switzerland: Springer.

Positive Deviance



Choices that deviates from the status quo and defy the social norm, yet is positive in its intention and successful in effect.

Positive deviance - extreme, uncommon positive examples of girls who break free from the constraints of norms to become successful (e.g. receive a college degree or earn incomes from male-dominated jobs) - acts to reduce the perceived likelihood of consequences and strengthen positive behavioral beliefs⁷.

7. Marsh, D. R., Schroeder, D. G., Dearden, K. A., Sternin, J., & Sternin, M. (2004). The power of positive deviance. *BMJ*, 329(7475), 1177-1179.

8. Better Life Options by CEDPA & Prerana

CASE STUDY



Theme

A life-skills educative program focused on empowering girls with information on schooling, marriage, mobility, and leadership. The female alumni, who themselves are beneficiaries of the program, are subsequently trained as 'Peer Facilitators' or 'Centre In-Charge', to support other young girls on development and advocacy for their rights.



Programme Details

Duration: Launched in 1988. Each program cycle runs for 6 months

Location: Five urban villages in Delhi (Tajpur, Molarband, Meethapur, Aali, Jaitpur in the Badarpur)

Target Population: Low-income adolescent girls and young women in urban villages

Outcome: Age of marriage, educational attainment, self-esteem, mobility



Intended Social Impact

More girls to complete secondary school, enter marriage later, and find self-employed career paths (e.g. salon, tailoring) to earn higher wages.



Behavioral Mechanisms

1) Success Stories: Exposure to alternative career options, as the main program component, is necessary to abandon an established, harmful norm. Through sharing success stories of alumni from the same programs as successful deviants from prevailing gender inequitable rules for the 'female homemaker', and employing them to serve as peer facilitators, the role model effect creates a sense of self-empowerment in girls for participating in the program.

2) Trusted Affiliation: Better Life Options, being in operation for 30 years, may be illustrative of a familiarity principle, whereby village members feel more positively towards the program and its graduates. This brings to the fore the prerequisite of the social construct of trust, by leveraging an important and trusted local institution that is perceived to uphold their personal interests and the greater good of their communities.

“

I went to the centre on my own. My family members refused to give me permission, but I went there anyway as I had got my name listed earlier without telling anyone. I thought that if I joined the centre I would gain knowledge or some good qualities and I would learn some skills.

Age 19

I feel I have learned a lot. Earlier I didn't know anything—like cutting and sewing, and I was unable to thread a needle or operate a sewing machine with the foot pedal. Now I can use the sewing machine and I know how to cut and sew clothes. I have also learned how to apply mehendi and many other things that didi [animator] has told us about. I feel very good that a centre has been opened here.

Age 17

Jejeebhoy, S. J., Nathani, V., Acharya, R., Kalyanwala, S., & Bala, K. (2009). Broadening girls' horizons: Effects of a life skills education programme in rural Uttar Pradesh (pp. 1–74). Population Council.

”



9. Child Marriage Prevention Program by IHMP



Theme

A life-skills education-based program that discusses a range of health-related topics through a gender lens within girls' clubs, along with lessons to develop coping mechanisms and practical skills in communication (e.g. negotiation). Other program elements included girl-led street plays and dramas for parents and other village members as audiences, as well as individual counseling to parents by frontline health workers.



Programme Details

Duration: 1999-Present. Each session lasts for a year

Location: Aurangabad, Maharashtra

Target Population: Unmarried girls between 11-17 years of age

Outcome: Age at marriage



Intended Social Impact

Delay age at marriage for girls, and increase their overall level of self-esteem and self-efficacy



Behavioral Mechanisms

1) Familiarity Principle: Adolescent girls play-acted roles themselves in dramas, to portray a positive deviance from norms on gender-biased outcomes, with an alternative but promising destiny. A known protagonist in narratives can make it easier for audiences to connect. Conditional on parents attributing a positive emotion to the play, any subsequent intention to deny their daughter an opportunity for educational or economic empowerment will be refrained from, to avoid cognitive dissonance.



Other Programs Around the World

Name: More than Bride Alliance by Save the Children

Focus area: Life skills and education program to address child marriage

Location and year: Malawi 2017

Description and behavioral levers: This program forms youth clubs with adolescent boys and girls to discuss their sexual and reproductive rights and the consequences of child marriage. It also places emphasis on empowering girls with the financial skills. Positive deviance is leveraged in one-on-one conversations with parents, which focus on changing their perceptions on child marriage and appreciate the benefits of professional development for their children to pursue successful career paths - a rarity in their villages.



2.3

Control Beliefs

Self-Efficacy - I see, I do, I can

Role Model 'Effect'



Access to a demographically proximate, gender-matched person who is perceived as similar to oneself, to model desirable social norms and encourage emulation of it

The Social Learning Theory⁸ asserts that modeling attitudes and behavior facilitates social learning. While role models act as an efficacy mechanism to build internal control beliefs, a stronger identification with the model of behavior enhances an individual's own behavioral responses.

8. Bandura, A. (1977b). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.

Gender-Role Reversals



The portrayal of a female in a non-traditional, masculine role, or a male in a traditionally feminine communal role, to alter social expectations

In line with the Social Role Theory⁹, gender reversals can bust normative beliefs informed by stereotypical roles occupied by men and women. This can loosen expectations of how girls or boys 'ought' to behave, while strengthening their perceived self-confidence to break away from gender-stereotyped behavior.

9. Eagly, A. & Wood, W. (2012). *Social role theory*. In P. A. Van Lange, A. W. Kruglanski & E. T. Higgins. *Handbook of theories of social psychology*, Vol. 2, 458-476. London: SAGE Publications.

10. PAnKH by ICRW



Theme

An integrated safe space model that delivered mentor-facilitated group education sessions for girls, supplemented with self-esteem building activities (e.g. sports sessions), and community engagements with boys and men, parents, and other stakeholders. Additionally, adolescent-led campaigns that enhanced the value of the girl child were organised to create community call-to-actions for solutions to barriers for girls' schooling.



Programme Details

Duration: 2015 - 2018. 18-month program

Location: Dholpur, Rajasthan

Target Population: Married and unmarried girls, community members

Outcome: School attendance, age of marriage, attitudes towards SRHR



Intended Social Impact

Keep 2,500 girls in secondary schools, through delayed marriage, and creation of violence-free public spaces



Behavioral Mechanisms

1) Gender-Matched Role Models: Male and female facilitators, perceived as role models at the village-level, played an instrumental role for young adolescents to mirror their actions and attributes of more gender equitable ones presented by mentors.



2) Mastery Experiences: Girls received a need-based curriculum to develop their agency and negotiation skills to act on these beliefs, as well as sport sessions that served a two-fold purpose - participation in stereotypically masculine activities, like kabaddi, prompted girls to feel more comfortable with their bodies and increased their intra-village mobility to be 'seen' in public places, but also questioned prescribed gender roles by transgressing internalised gender-normative role perceptions at the community level.

Other Programs Around the World

Name: Ishraq Program by Population Council and Save the Children

Focus area: Community-based program to enhance social support for girls

Location and year: Egypt

Description and behavioral levers: Ishraq socialises out-of-school, socially isolated girls, by promoting their increased mobility and civic participation. The program created safe forums in a conventionally male-only space, for girls to interact with other young female graduates in their communities who act as role models, whilst also building their own self-confidence through individual and team sports (e.g. table tennis, volleyball).



11. Meena-Raju Manch by Maharashtra Government & UNICEF



Theme

The Meena-Raju Manch programme focused on raising awareness about gender equity across schools. A key component, called the Ghadyalache Chakra (Hours of the Clock), tasked school students to colour in segments of a cardboard clock dial that represented typical household activities. In line with hegemonic gender roles, the dials showed boys spending the majority of their time playing or watching TV, in contrast to those of girls' that largely depicted household chores. This was followed by classroom discussions on gender differences within households and the larger community.



Programme Details

Duration: 2012 - 2017

Location: Maharashtra

Target Population: Public school children

Outcome: Gender-based attitude change



Intended Social Impact

Encourage young girls and boys to negotiate for equality - e.g. girls able to convince their parents for permission to ride cycles



Behavioral Mechanisms

1) Perceptual Cues: Creation of 'colour-in clocks' is a child friendly artifact that makes salient and brings visibility to the disparity in gender roles in a way that is easy to grasp for younger minds.

2) Cognitive Reflection: Group discussion sessions allowed kids to critically reflect and internally deliberate on why gender disparities exist with the time spent in household routines, in order to understand by 'inductive' reasoning how broader societal norms differ for boys and girls. This process effectively addresses any situational predicaments that pose a stereotype threat to girls and increase their vulnerability of conforming to unbalanced gendered expectations (e.g. feeling expected to carry out more household-related chores).

3) Soft Commitments: Used a commitment device at the beginning of the program, where all students were made to take an oath for gender equality, and specifically against using gender abusive language.



12. Program H by Promundo, with ECOS, Instituto Papai & Salud y Genero



Theme

A combination of group education sessions (e.g. brainstorms, role plays) to engage young men as partners in gender rights, by encouraging critical reflection of internalised gender stereotypes, particularly those associated with toxic masculinity. Among other themes, youth-led activism is held at the community level, with key actors such as teachers and health providers, to transform practices that express violence against women and girls. In its Yaari Dosti program, it included lifestyle social marketing campaigns.



Programme Details

Duration: 1999-Present

Location: India and 35 others countries (across Asia, Latin America, North America, Europe)

Target Population: Young men, typically between 15-24 y/o

Outcome: Gender attitudinal change (measured by GEM scale)



Intended Social Impact

Men with more equitable attitudes, who are better partners and fathers, practice safe sex behaviors, and non-perpetrators of interpersonal violence



Behavioral Mechanisms

1) Locus of Control: Encouraged the active participation of boys (e.g. role plays) to demonstrate gender equality in behavior, assisted by a male

facilitator as a positive role model, for boys to develop a belief in their own self-efficacy to combat gender-biased norms within their communities. This occurred in a safe space, secluded and sheltered from the dominating gender-inequitable culture, to mobilise an internalised social change.

2) Critical Consciousness: Utilised storytelling or brainstorming exercises to change the mental model of how men ought to behave. Boys were encouraged to critically reflect on harmful gender-biased behavior witnessed through fictional characters in cartoon videos or based on individual experiences, as to create conditions to change gender role prescriptions.



Other Programs Around the World

Name: You're The Man, USAID & FHI 360

Focus area: Reality show for men that targets HIV awareness, masculinity, and gender-equitable practices

Location and year: Cambodia, 2009-2013

Description and behavioral levers: You're The Man brings into the consciousness of the audience, the need to change problematic ideas of masculinity and the social norms behind toxic practices. The realistic portrayal of characters, side-by-side peer groups discussions, revealed that audience members started introspecting on their own lives and their everyday practices, triggering a conscious effort to engage in healthier gender-related practices.



13. Action for Equality by Equal Community Foundation



Theme

A community-led programme based on a gender transformative approach to identify, challenge, and change gender norms. The AfE curriculum is divided into two components - 1) to build knowledge and develop gender equitable attitudes at the individual level, and 2) to develop leadership skills to take action at the community level - that explores themes around human rights, gender, sexuality, masculinity, and violence.



Programme Details

Duration: 2009-Present. 30-week sessions.

Location: 20 low-income communities in Pune

Target Population: Boys, aged between 13-17

Outcome: Gender-equitable behavior



Intended Social Impact

Reach of 12,599 boys to become gender equitable and take collective actions to challenge gender norms in their communities



Behavioral Mechanisms

1) Social Learning: Encouraged boys to participate in activities, like vicarious observation of interactions in their communities, noting down their thoughts on gender norms they witness and how they would want to change them, to support internal reflection processes and stable gender-equitable attitudes.

Alternatively, observing positive expressions of gender equitable behavior could encourage modeling via social learning and help boys overcome the false consensus bias, with the realisation that their inequitable beliefs are not commonly shared in society.

2) Voice Mechanism: Curriculum content is fluid and co-created - boys are viewed as beneficiaries of, but also collaborators for developing the curriculum. This process control or voice can instill a sense of ownership and commitment towards gender-equitable outcomes in boys.

3) Change Driving Forces: Parents and community members are regularly debriefed on the progress, to manage active resistance and secure their buy-in to cause of gender equality.



Other Programs Around the World

Name: One Man Can by Sonke Gender Justice

Focus area: Community-led behavioral change program for adolescents

Location and year: Johannesburg and Cape Town, South Africa, 2006

Description and behavioral levers: One Man Can's goal of advocating for gender equality and justice in South Africa is achieved through utilising creative introspection by communicating pro-gender messages through, for instance, street art graffiti. A key component of activities is for men to reflect on their role in society, in upholding harmful gendered societal expectations that pervade all aspects of their lives, and how they can stop being a vehicle for these practises.



3.0

Timing and Processes for Social Change

Receptiveness and Reflection

Adolescence



A transitional period, when existing gender norms are rejected, solidified, or transformed

Adolescence is an important developmental period that exhibits neural plasticity, wherein personal frames of reference, or attitudes, are developed and one's self-concept is consolidated¹⁰. Adolescent norm development occurs through a socialisation process, where the learning process interacts with established institutions, peers, or the family.

10. J. C., Coleman & L. B., Hendry. (1990). *The nature of adolescence*. London: Routledge.

Motivation-Deliberation-Action



The re-negotiation of existing norms and co-creation of appropriate norms occurs through peer reflection processes in a safe space

Three steps are necessary for social norm change¹¹:

1. Motivation: learning harmful consequences of an outcome, and their own compliance with the undesirable norm.
2. Deliberation: creating a more positive, desirable normative expectation within the reference group, and strategies to enact it.
3. Action: the actual enactment of desirable behaviors, to achieve change at critical mass scale.

11. Cislighi, B. (2018). *The story of the "now-women": Changing gender norms in rural West Africa*. *Development in Practice*, 28(2), 257–268.

14. Taaron Ki Toli by Breakthrough



Theme

A multi-media campaign that informs curriculum development, with the integration of weekly school sessions for children to better understand and implement strategies to prevent different manifestations of gender-based discrimination, at homes and in their communities. 'Dhruv Tara's' (Guiding Stars), who are trained teachers, facilitate these learnings with games, songs, drawings, and other fun activities. Additionally, an interactive 'video van' was launched with audio-visual features to engage communities around the harms of early marriage.



Programme Details

Duration: Implemented in 2014. Runs for 2.5 years in each school

Location: 4 districts across Haryana

Target Population: School children, from 7th to 10th grade

Outcome: Gender-based attitudinal, behavioral and aspirational changes in girls and boys



Intended Social Impact

Empower 400,000 youth across 500 public schools to take action for gender equality in their schools, families, and communities



Behavioral Mechanisms

1) Openness to Change: Delivered at adolescence, which reflects the developmental and social psychology notion that this is a critical window for shaping equitable attitudes towards gender roles.

2) In-Group Membership: Established an adolescents' club with swag (i.e. badges, caps that embody the club's logo), to create a sense of an in-group that is committed towards gender rights and group-based pride from this social recognition. This enables adolescents to model gender-equitable behaviors, which are expected and strengthened by peers in the club.

3) Perceived Self-Efficacy: Competitions encouraged inter-sex engagement, allowing girls to perceive themselves on an equal playing field (and vice versa for boys), and build their self-confidence relative to peers of the opposite gender. This expanded frame of reference, set during adolescence, could be a determinant for higher future aspirations.



Other Programs Around the World

Name: GRP4ECE Toolkit by FAWE & VVOB

Focus area: Curriculum development kit, to achieve gender equitable behaviors in young children

Location and year: Rwanda, SA, Zambia, 2019

Description and behavioral levers: The GRP4ECE is an important toolkit for teachers to tailor curriculum for preschoolers, who are within the developmental period for forming gender identities. The program involves training teachers on best practises to approach curriculum development, by helping them understand the essential role children themselves can play in upholding more equitable gender norms and practices.



15. Girl Rising Gender Sensitisation Program by Girl Rising & Women Deliver



Theme

Centered on a feature film that highlights the critical role of education in the stories of young girls, the 24-week program consists of six modules to address early or forced child marriage, early childbearing, and gender harassment, supplemented with a set of storybooks. It provided a space for children to introspect on experiences of discriminatory cultural practices against girls in their communities, and conduct solution-based discussions.



Programme Details

Duration: Started in 2017

Location: Currently, operating in Delhi, Rajasthan, Haryana, Punjab, West Bengal and Tamil Nadu

Target Population: School children (grades 5-9)

Outcome: Gender attitudes, perceptions of gender norms, internal locus of control



Intended Social Impact

Increase number of girls who complete secondary school



Behavioral Mechanisms

1) Change Receptiveness: Delivered during adolescence, a transitional period when gender norms are rejected or solidified, or can be transformed to reflect gender equitability.

2) Solution-Focused Dialogue: The curriculum met the necessary preconditions for children to negotiate against the gender-biased status-quo - 1) by identifying examples of personal deep-seated normative beliefs that justified gendered discrimination in their own lives, and 2) participating in group discussions to propose solutions that reflected gender equality. Take-home activities encouraged kids to extend discussions to their families, to lead the social change.



Other Programs Around the World

Name: Girls Holistic Development (GHD) by Grandmothers Project (GMP)

Focus area: Community communication and social networking intervention targeting girls

Location and year: Senegal (2008)

Description and behavioral levers: GHD induces familiarity amongst very young adolescent girls, by involving grandmothers as facilitators to impart messages related to female development. The program target girls at an age before their gender attitudes solidify, and when they must have a high perceived self-efficacy to resist community pressures. Utilising a familiar figure, in the form of a grandmother, could make girls more receptive to and pay more attention towards forming pro-gender normative beliefs.



16. Gender Equality in Schools (GEMS) by ICRW



Theme

A school-based intervention that use group education activities and school-wide campaigns to encourage equal relationships between girls and boys, by questioning social norms that prescribe inequitable roles of men and women in society, as well as acts of gender-based violence. It is built from previous initiatives (e.g. Yaari Dosti, Sakhi-Saheli).



Programme Details

Duration: 2008-2010

Location: Implemented in Goa, Maharashtra, and Jharkhand

Target Population: Boys and girls (aged 12-14) in public schools

Outcome: Attitudinal change on GEM scale



Intended Social Impact

Reach children across 20,000 schools to form gender-equitable attitudes, support for girl education and higher age at marriage, and decrease sexual harassment



Behavioral Mechanisms

1) Impressionable Years: Young school children are more likely to be receptive to dialogues that express gender equality. This catch-them-young view assumes that individuals place more value on beliefs, attitudes, and world views formed in earlier years during socialisation. These core orientations that comprise of a more equitable, flexible perception of gender roles for women may persist over later years, owing to a personal values endowment effect.

2) Safe Spaces: Delivered education within a safe group space to elicit conflicting viewpoints, in order to address cognitive dissonance arising from children's personal experiences with harmful norms as a collective. This enables children to develop a more informed attitude that accommodates gender-equitable behaviors, which are perceived as desirable by one's peers.

3) Cognitive Ease: Participatory methodologies (e.g. role playing, games, debates) served to engage students in cognitively light yet meaningful interactions, to reflect on key gender-based issues.



Other Programs Around the World

Name: Gendershops by Setaweet

Focus area: School-based curriculum to reduce gender-based violence in the community

Location and year: Ethiopia

Description and behavioral levers: Gendershops is a workshop targeted at adolescent boys and girls in public schools, by implementing school sessions that highlight the seriousness of gender-based violence, which is a rampant practice in Ethiopia. The idea is that adolescents are at an age where they are still maturing, where such campaigns can prevent enactments of violence from being repeatedly performed to form the social norm and, and instead, instill more desirable pro-gender attitudes to spillover into the wider school and home community.



4.0

Media-Based Narratives as a Vehicle for Social Change

Change the Media-n Story

Mass media is an institutional source of normative information.

Short or Ad Films



The narrative effect elicits a particularly intense emotional response, and can facilitate message processing in more vulnerable populations that have a strong oral tradition¹².

12. Yoo, J. H., Kreuter, M. W., Lai, C. & Fu, Q. (2013). Understanding narrative effects: The role of discrete negative emotions on message processing and attitudes among low-income African American women. *Health Communication*, 29(5), 494-504.

Soap Operas



Storylines of soap operas seep into the daily narratives of audiences' real lives, with popular characters becoming household names. The deeper a viewer is absorbed by a persuasive story, the less cognitive resources are spent on actively resisting messages that challenge dominant patriarchal discourse¹³.

13. Green, M. C., & Brock, T. C. (2000). The role of transportation in the persuasiveness of public narratives. *Journal of Personality and Social Psychology*, 79(5), 701-721.

Community Radio



The socially interactive nature of a radio show, accompanied by vicarious engagement with radio characters, could encourage the formation of shared beliefs about gender equality. Common knowledge is created when people are aware that everybody else received the same information¹⁴.

14. Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda. *Journal of Personality and Social Psychology*, 96(3), 574.

17. Waqt Ki Awaaz by Shramik Bharti



Theme

A community radio station which uses vox populi - popular sentiment or voice of the people - to identify relevant topics for discussion and debate on individual rights and social issues, including gender inequality. It provides an alternative educational space to form and facilitate public discourse.



Programme Details

Duration: Started in 2012. Broadcasts 3 daily sessions (morning, afternoon, and evening)

Location: The radio reaches 300 villages in the Kanpur Dehat district, Uttar Pradesh

Target Population: Rural communities

Outcome: Awareness and attitudes changes surrounding gender-related problems



Intended Social Impact

Reach of 3,00,000-4,00,000 rural men and women to encourage participation in civic activities on issues of gender inequality, among others



Behavioral Mechanisms

1) Stimuli Salience: Produced co-created program scripts on topics deduced from community input, to ensure its relevance and salience in order to hold listeners' attention over an audio-based modality.

2) Imaginal Experiences: Encouraged questions to be asked to oneself and one's community, and actionable ways to model positive norms in practice, by

portraying desirable behaviour through highly exaggerated characters (e.g. a scarecrow) - introducing social messages in a subtle manner.

3) Psychological Identification: Utilised fictional characters inspired by real community members to address specific norms (e.g. 'Chowmein Chaachi' known for advocating girl education). This creates collective identification and fondness for characters, which facilitates the translation of normative perceptions via community-level action.



Other Programs Around the World

Name: Sajha Awaj by ACORAB and UN Women

Focus area: Community radio program, covering issues related to gender equity and the day-to-day lives of women

Location and year: Nepal

Description and behavioral levers: Sajha Awaj (translating to 'Common Voice') facilitates community discussions on issues of importance to women, and redefines it by giving a voice to the most marginalised communities. It creates a non-commercial, public forum for ordinary women in rural communities to listen in, produce, and feel inspired by content specifically curated for their needs, to create a more positive gender normative climate.



SHRAMIK BHARTI

<https://drive.google.com/file/d/1QbiVd7WTXrEdbpSrMeWr0YJ0qgwvYtIJ/view>



18. AdhaFULL by BBC Media Action & UNICEF



Theme

A trans-media engagement campaign that produced a TV Drama named AdhaFULL, to break the silence surrounding gender-sensitive issues affecting the younger generation and challenge traditions perpetuating female stereotypes. A radio show - Full on Nikki -, mobile gaming app - Nugget -, social media campaign - #BHL (Bigda Hua Ladka/Ladki), and an interpersonal communication (IPC) toolkit, were developed as complementary components to support the campaign.



Programme Details

Duration: December 2015 - October 2017

Location: Aired India-wide on Doordarshan

Target Population: Adolescents and their parents

Outcome: Gender-based attitudinal changes



Intended Social Impact

Create gender-equitable adolescents able to negotiate for girl educational attainment or support their aspirations, and reduce the gender gap in parental aspirations



Behavioral Mechanisms

1) Message Repetition: Delivered edutainment through four different formats to cognitively engage the youth, increase the likelihood of recipients attending to normative messages, and maintain a salience of influential cues surrounding healthier gender norms to strengthen a collective attitudinal change. A change in behavior is more likely if individuals hear mutually reinforcing messages from a multitude of channels.

2) Perceived Similarity: Stories depicted relatable, likeable characters and plot lines that are contextualised to mirror real-life and familiar situations to reduce the conflict of accepting gender-equitable behaviours modeled by them, as they are perceived to resemble members from the viewer's actual reference group.

3) Source Credibility: Celebrities and subject matter experts featuring on the radio program added legitimacy to its content, and a perceived social endorsement of pro-gender attitudes.



Other Programs Around the World

Name: Yegna by Girl Effect

Focus area: Trans-media initiative for women empowerment

Location and year: Ethiopia, 2012

Description and behavioral levers: Yegna (translates to "Ours" in Amharic) uses music, with an all-female band, and tv drama, for communicating gender equitable messages to address child marriage, sexual harassment, violence and educational deprivation. The messaging was not prescriptive but provided by positive role models who appealed through mediums that young girls could connect with at an emotional level, with lyrics reflective of relatable struggles and stories inspired by real-life issues.



19. Girl Stars by UNICEF & Going To School



Theme
A media-based project that created a series of films, which documented stories of girls from disadvantaged communities who, through attaining education, managed to break the shackles of socio-economic constraints to make a success of their lives and become self sufficient, by choosing conventional as well as non-traditional professions.



Programme Details
Duration: 2007-2017

Location: Communities in Rajasthan, Uttar Pradesh and Bihar

Target Population: Rural communities

Outcome: Gender-based attitudinal changes, community and self-aspirations for girls



Intended Social Impact
Promote value and support of girl education



Behavioral Mechanisms
1) Similarity Effect: Produced stories of women from comparable socio-economic communities that leverages the similarity principle of role models. In effect, this strengthens their vicarious experience of the success of stories. Girls were showcased in unconventional, male-dominated careers (e.g. archery, police), widening the realm of possibilities for women in their own communities.

2) Social Framing: Delivered success stories at village-level screenings to prime collective thought and a social frame of mind, to renegotiate normative



Other Programs Around the World
Name: #100women campaign by BBC

Focus area: Multi-format series examining the role of women in the 21st century

Location and year: 2013

Description and behavioral levers: A program to showcase women from all walks of lives, generating a wide representation of gender-based struggles. In line with role model principles, the program creates inspiration around opportunities previously perceived as 'out of reach' for women, and thereby redefines the female gender role to accommodate more ambitious career paths.



BHAURI
The Police Woman
<https://youtu.be/6al1RqnaLVg>

LAXMI
The Archer
<https://youtu.be/Fq-AITcXtNI>

SURYAMANI
The Evironmental Activist
<https://youtu.be/2mImWm3onhA>

SANDHYA
The Computer Trainer
<https://youtu.be/tvE4qRbTvxc>

expectations. Community teachers and project workers encouraged audiences to engage in Q&A sessions post-screening, to trigger the process of internal reflection of and shared deliberation on prevailing gender-inequitable norms, for cohesive social change.

“

In our hearts, all girls long to be known, to be respected, to have their own identity, but often say to themselves, ‘What choices do I have?’..... I have learned one thing: If you are educated, there are many choices in front of you.

Girl Star, Tensheen Bano (24) - warden at a girls' hostel who fought to go to school over the protests of her family members.

”

20. Social Media Campaigns

Brand advertising can be effective to target messages that challenge everyday manifestations of gendered norms, to break socioculturally conditioned female stereotypes.

#Share the Load

by Ariel India



Duration: Began in 2015



Behavioral Levers: In line with the nature of its product, this campaign saga questions gender expectations in household chores - 'Why is laundry only a woman's or mother's job?'. The ad series depicts actionable examples of breaking the uneven distribution of domestic labour, a stereotyped feminine activity, and pushed the gender equality narrative in a big leap forward through portrayals of normative perceptions of gender roles from a man's perspective - a father apologising to his daughter for normalising household women as homemakers, and most importantly, taking a corrective action to change this norm towards gender equality.



Winds of Change

by Havells Fans



Duration: Began in 2012, with a set of 4 commercials released every year on topics considered taboo.



Behavioral Levers: Using their brand recognition, the ad-campaign brings attention to gender-related issues by portraying barriers for women in everyday scenarios (e.g. social restrictions on mobility). An unconscious gender norm is perpetuated by family or wider community - ostracising a girl who is menstruating for fears she is impure etc. - followed by a scripted change in the narrative - making a girl child feel part of the family even during her menstrual cycle - to shift the gendered mindset.



Her Life, Her Choices

by Titan Raga



Duration: Began in 2015






Behavioral Levers: Titan Raga's Her Life, Her Choices, paints a picture of the progressive Indian woman, who rejects the societal gendered expectation of being married by a conventionally scripted age and choosing a successful career for herself instead. It features celebrity names to depict and who mirror the roles of positively deviant, confident, and assertive women themselves, to serve as role models for female audiences and inspire alternative life choices, that depart from the prescriptive gender norm.



Image Credits

Cover	www.imagesofempowerment.org , www.unsplash.com , www.shutterstock.com , CIFF	pg 49	www.shutterstock.com
pg 23	www.shutterstock.com	pg 51	www.unsplash.com
pg 25	www.imagesofempowerment.org	pg 53	www.shutterstock.com
pg 27	www.globalgiving.org	pg 57	www.imagesofempowerment.org
pg 30	www.medium.com	pg 59	www.imagesofempowerment.org
pg 33	www.shutterstock.com	pg 61	www.unsplash.com
pg 36	www.shutterstock.com	pg 65	www.ipsnews.net - <i>Stella Paul</i>
pg 41	www.imagesofempowerment.org	pg 67	www.youtube.com
pg 43	www.shutterstock.com	pg 70	www.youtube.com
pg 47	www.shutterstock.com	pg 71	www.youtube.com

Case Study References

 <p>We Can by Oxfam India</p> <p>CS 01</p>	 <p>Changemakers by Vikalp Sansthan</p> <p>CS 02</p>	 <p>Yuva by Pathfinder International</p> <p>CS 03</p>
https://www.oxfamindia.org/campaigndetails/90/we-can-end-violence-against-women	https://vikalpindia.org/we-can-end-all-violence-against-women/	https://www.pathfinder.org/projects/yuvaa-youth-voices-for-agency-and-access/
https://oxfamlibrary.openrepository.com/bitstream/handle/10546/338472/cs-we-can-south-asia-160115-en.pdf?sequence=1&isAllowed=y		

Case Study References

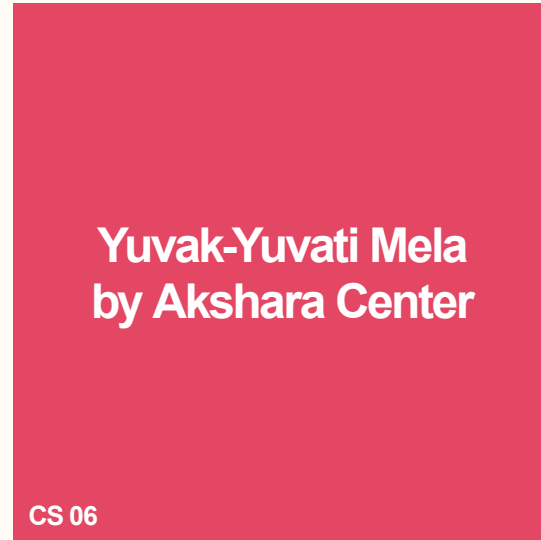


<https://www.educategirls.ngo/What-We-Do.aspx#section0>

<https://www.educategirls.ngo/pdf/English%20-%20Information%20Brochure.pdf>



http://www2.pathfinder.org/site/DocServer/India-Prachar_Project.pdf



https://www.aksharacentre.org/wp-content/uploads/2017/09/Annual-Report_lowreso2016.pdf

Case Study References

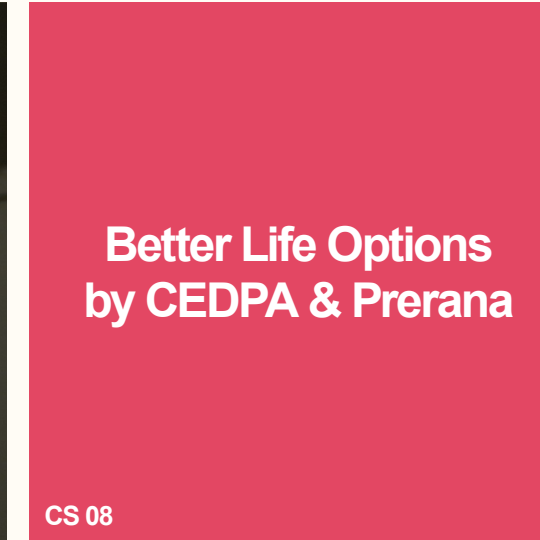


https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Report-MSP.pdf

<https://mhrd.gov.in/incentives>

<https://darpg.gov.in/sites/default/files/Beti%20Bachao%20Beti%20Padhao.pdf>

<https://wcd.nic.in/sites/default/files/WCDReportfinal.pdf>



<http://prerana.org.in/better-life-options/>

http://genderlinks.org.za/wp-content/uploads/imported/articles/attachments/13177_file_blp_report.pdf



<https://www.alignplatform.org/resources/changing-norms-tackle-child-marriage-and-promote-sexual-and-reproductive-health-rights>

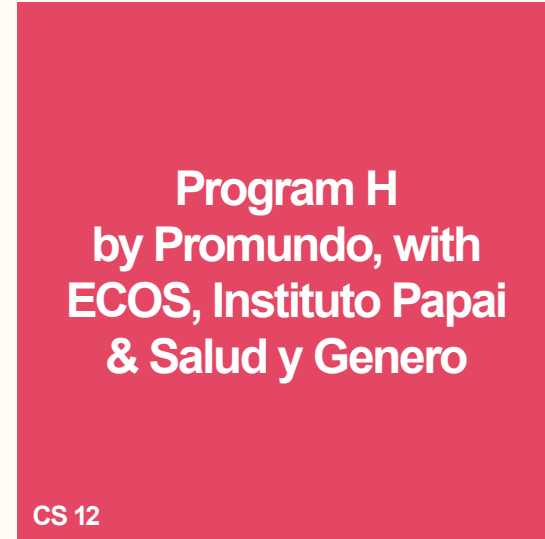
Case Study References



<https://www.icrw.org/sites/default/files/images/PAnKH%20factsheet.pdf>



<http://samata.shiksha/new-thoughts-for-a-new-generation/>



<https://promundoglobal.org/programs/program-h/#>

<https://promundoglobal.org/wp-content/uploads/2015/01/Program-HMD-Toolkit-for-Action.pdf>

Case Study References



<https://ecf.org.in/afe-2/>

https://toolkits.knowledgesuccess.org/sites/default/files/ecf-evaluation-report-of-action-for-equality-programme-dec_2015_0.pdf



<https://inbreakthrough.org/taaron-ki-toli/>

<https://www.nber.org/papers/w25331.pdf>



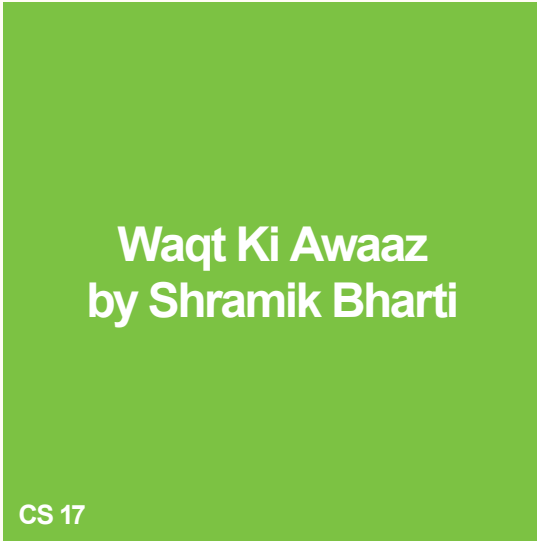
<https://girlrising.org/india>

<https://girlrising.org/old/full-curriculum>

Case Study References



<https://www.icrw.org/research-programs/gender-equity-movement-in-schools-gems/>



<http://www.shramikbharti.org.in/about-waqt-ki-awaaz.html>



<https://pdfs.semanticscholar.org/0979/3d92ede8786cdb-b573ce8ff736a8475868a7.pdf>

Case Study References



<http://unicef.in/Story/821/The-Girl-Stars-Road-Show>

<https://youtu.be/6al1RgnaLVg>

<https://youtu.be/2mImWm3onhA>

<https://youtu.be/Fq-AITcXtNI>

<https://youtu.be/tvE4qRbTvxc>



<https://www.youtube.com/watch?v=wJukf4ifuKs&feature=youtu.be>

<https://www.youtube.com/watch?v=6OREk2fEBQU&feature=youtu.be>

<https://www.youtube.com/watch?v=zXRobOjVI9s&feature=youtu.be>

**EVERY CHILD DESERVES
TO SURVIVE AND THRIVE,
TODAY AND IN THE FUTURE.**