

THE SOCIAL NORMS RESEARCH AGENDA

A consensus-driven research agenda to address evidence gaps related to social norms-shifting for healthy timing and spacing of pregnancy among adolescents and youth in low- and middle-income countries.



USAID
FROM THE AMERICAN PEOPLE

Passages



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ACKNOWLEDGEMENTS

**Underlined words in this document are defined in the glossary*

LIST OF KEY ACRONYMS

● **AYSRH** Adolescent and youth sexual and reproductive health

● **CHNRI** Child Health Nutrition and Research Initiative

● **FBO** Faith-based organization

● **GEH** Center on Gender Equity and Health

● **HIC** High-income countries

● **HTSP** Healthy timing and spacing of pregnancy

● **IRH** Institute for Reproductive Health

● **LMICs** Low-and-middle-income countries

● **NGO** Non-governmental organization

● **NSI** Norms-shifting intervention

● **SES** Socioeconomic status

● **SNRA** Social Norms Research Agenda

● **UCSD** University of California San Diego

● **USAID** The United States Agency for International Development

BACKGROUND OF THE SOCIAL NORMS RESEARCH AGENDA



What are social norms and why do they matter?

Social norms are the unwritten rules that define acceptable, appropriate, and obligatory actions within a given group or community. They influence what people do and are expected to do (Passages & USAID, 2022).

- Social norms can shape behaviors related to reproductive health, and affect young people's access to the education, services, and information they need to protect their health both positively and negatively.
- Research shows that investing in social norms change at the community and individual levels—while ensuring supportive policies and access to high-quality services—can bring about significant improvements in reproductive health and well-being (Passages & USAID, 2022).

Examples of social norms related to sexual and reproductive health



“In my community, girls are expected to wait to have sex until they are married”



“In my community, many adolescent boys and young men wear a condom during sex.”



“In my community, couples are expected to not use family planning until after they have several children.”

Why create a Social Norms Research Agenda?

There is global interest in better understanding and applying social norms-shifting approaches to improve the reproductive health and wellbeing of adolescents and youth.

Passages (2015-2022) is an implementation research project that aims to address a broad range of social norms, at scale, to achieve sustained improvements in violence prevention, gender equality, family planning, and reproductive health. Passages has focused on individuals in life course transitions, particularly adolescents and youth (IRH, 2022).

This Social Norms Research Agenda (SNRA) builds on the work of Passages over the last seven years to continue to build practical evidence on social norms approaches to improve adolescent sexual and reproductive health.



What is the SNRA?

The SNRA *provides consensus-driven research priorities for social norms-shifting for healthy timing and spacing of pregnancy among adolescents and youth in low- and middle-income countries (LMICs) to spur future innovation and investment within the global research and development community.*

Together with global expert stakeholders we set the context of the SNRA. The SNRA....

- Intends to improve healthy timing and spacing of pregnancy by addressing social norms affecting adolescents and youth (age 10 to 24) in LMICs
- Recognizes that gender norms are a subset of social norms and there is a need to be flexible to diverse cultural contexts with differing social structures and networks
- Applies a diversified style of investing in research question concepts and contexts which aims to achieve outputs to research within the next 10 years
- Prioritizes research that...
 - *Produces evidence about norm shifting interventions (NSIs)*
 - *Reaches those with greatest need and particular vulnerabilities (e.g., minorities, girls, disabilities, etc.)*
 - *Centers the participation and locally defined needs of adolescents and youth and their communities*

PROCESS OF
DEVELOPING THE SOCIAL
NORMS RESEARCH AGENDA





How did we develop the research agenda?

We adapted and applied the Child Health and Nutrition Research Initiative (CHNRI) method to develop the SNRA.

CHNRI was developed in 2007 as an initiative of the Global Forum for Health Research in Geneva, Switzerland, to create research priorities for child health and has since been adapted and applied to over 50 research agendas (Tomlinson et al, 2007; Rudan et al, 2017).

CHNRI systematically builds consensus, and reduces bias, by empirically crowdsourcing global stakeholder opinions through online surveys. This adds rigor compared to traditional methods of research priority setting (primarily through group discussion) by allowing everyone's voices to be weighted equally and compared systematically (Rudan et al, 2008).

We adapted and applied CHNRI to build global consensus around research priorities addressing social norms for adolescent and youth healthy timing and spacing of pregnancy. This is the first research agenda that has been developed, to our knowledge, focused on social norms.

Who participated in developing the SNRA?



The Stewardship Group

A small group of researchers from the Institute for Reproductive Health (IRH) at Georgetown University and the Center on Gender Equity and Health (GEH) at the University of California San Diego (UCSD), along with key advisors from USAID guided the process of developing the agenda, including:

- Facilitating meetings
- Managing data collection
- Analyzing scores
- Preparing presentations
- Suggesting and editing questions
- Scoring research questions
- Finalizing & disseminating agenda

Who participated in developing the SNRA?



The Expert Group

A group of 40 experts, invited by the Stewardship Group, from both high-income countries (HIC) and LMICs, working in adolescent and youth sexual and reproductive health (AYSRH), including program implementers, researchers, policy makers, donors and Social Norms Learning Collaborative members who provided critical input into the development of the survey to crowdsource global opinions, including:

- Defining priorities & domains
- Scoring research questions
- Selecting criteria for scoring questions
- Providing feedback on final SNRA
- Suggesting research questions
- Assisting in dissemination

Who participated in developing the SNRA?



The Stakeholder Group

A larger group of nearly 200 stakeholders invited by the Expert and/or Stewardship Groups to participate in scoring research questions, suggesting additional research questions, and providing feedback on the final agenda.



We used a 9-step process to develop the SNRA



How were research questions organized?

Four domains were used to organize research questions based on the Passages Legacy areas. These domains were used to brainstorm, score, and analyze research questions.

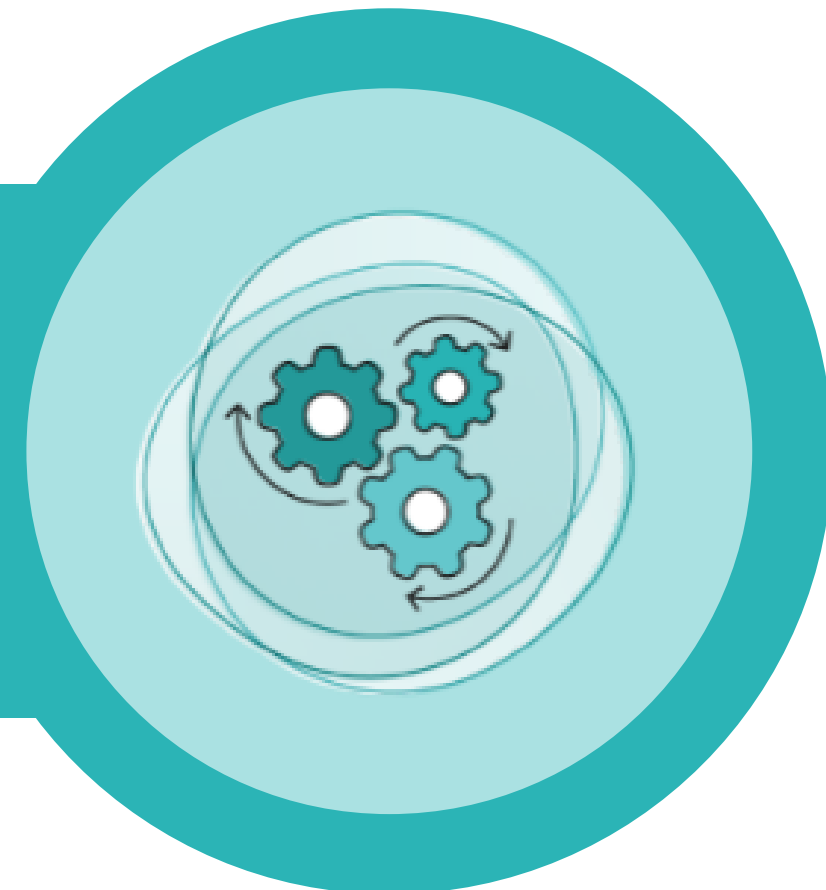
**UNDERSTANDING
NORMS AND THEIR
INFLUENCE**



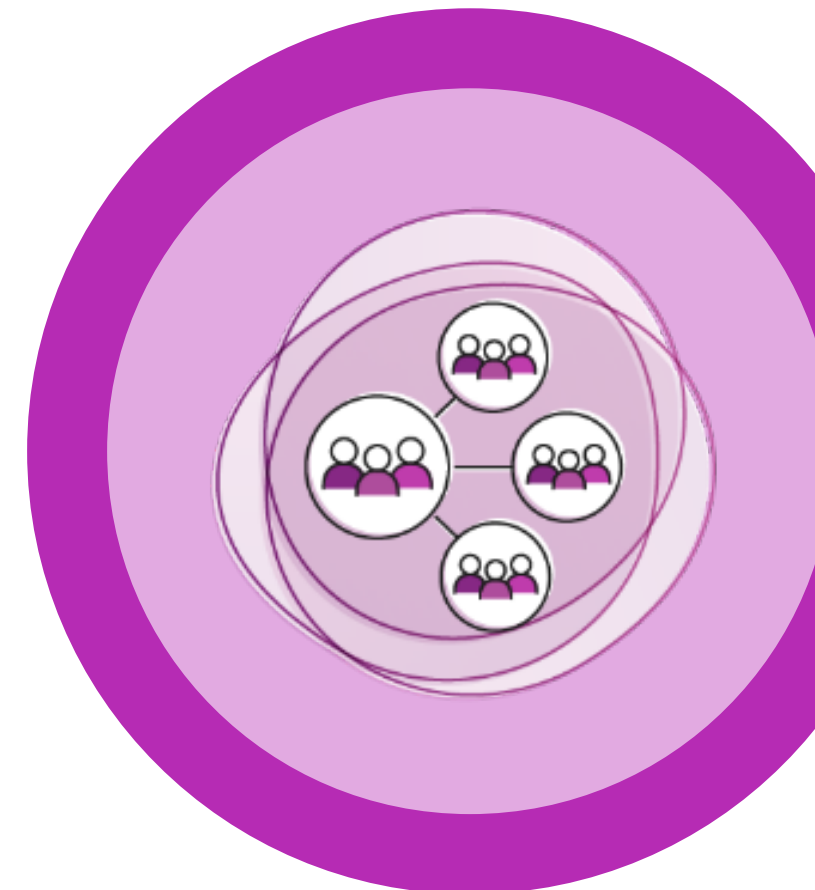
**ENHANCING
MONITORING AND
EVALUATION OF NSIs**



**DESIGNING &
IMPLEMENTING NSIs**



**ADAPTING, SCALING
& SUSTAINING NSIs**



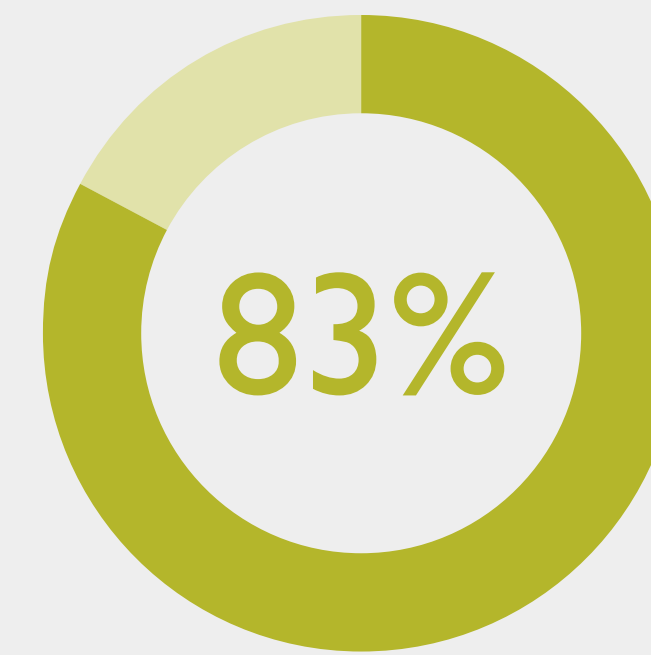
How were research questions developed?

The Stewardship Group developed research questions in consultation with the Expert Group based on the results of a scoping review to examine the evidence for norms-shifting, sexual and reproductive health research that benefit adolescents (10-19) and young adults (20-35) in LMICs.

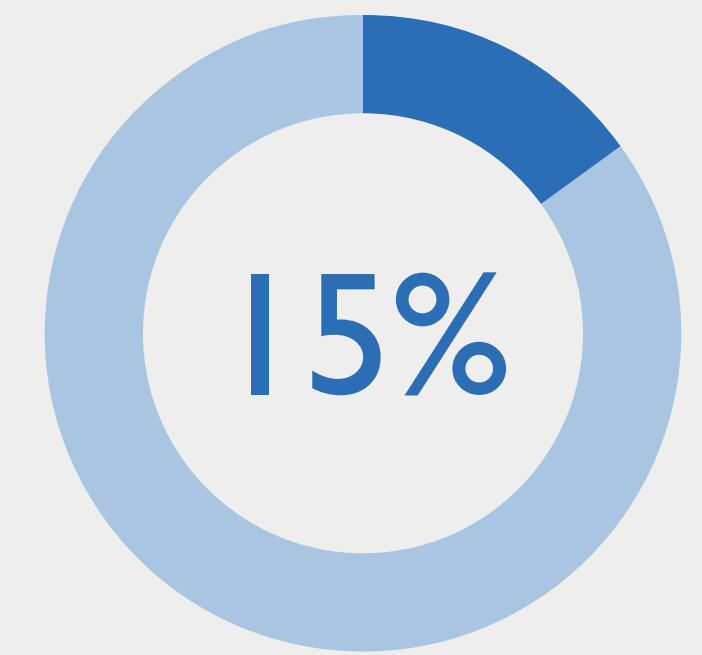
We organized research studies identified in the scoping review and research questions developed based on the review into predetermined. Overall, the studies identified through the literature review were largely exploratory and observational in nature, with limited evidence on NSIs.

Originally, over 35 questions were proposed by the Expert Group. Questions were streamlined and clarified to reduce redundancy by the Stewardship Group for a final 21 questions which were scored by the Stakeholder Group.

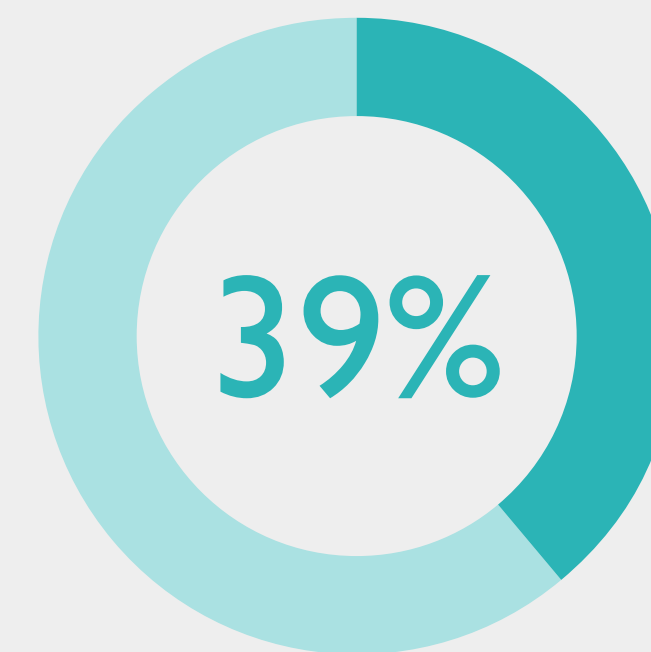
Proportion of Articles in Each Domain Identified via Scoping Review



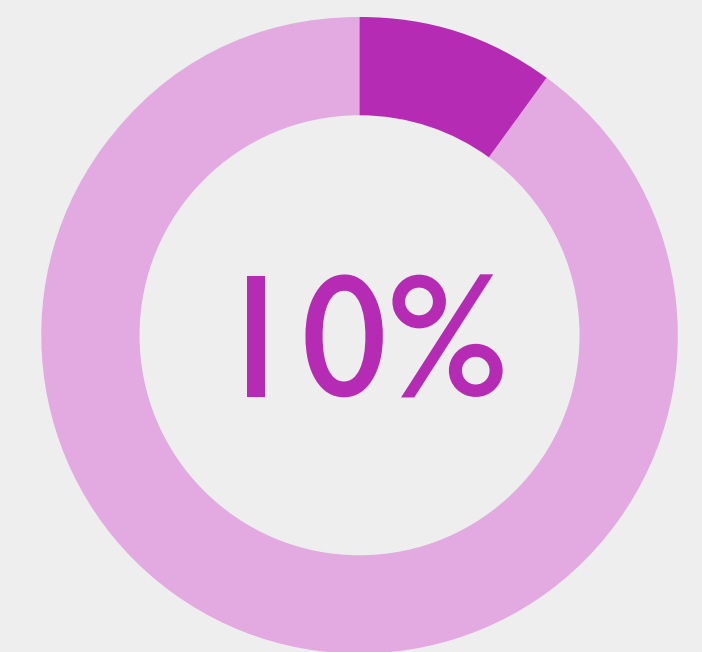
Understanding social norms



Monitoring and evaluation of NSIs



Design and implementation of NSIs



Adaptation and scale-up of NSIs

Understanding norms and their influence

- Intersectionality
- Associations and influence of norms on AYSRH behaviors and outcomes
- Social norms shift at critical life transitions
- Diffusion through social networks
- Meta-norms
- Social norms constructs





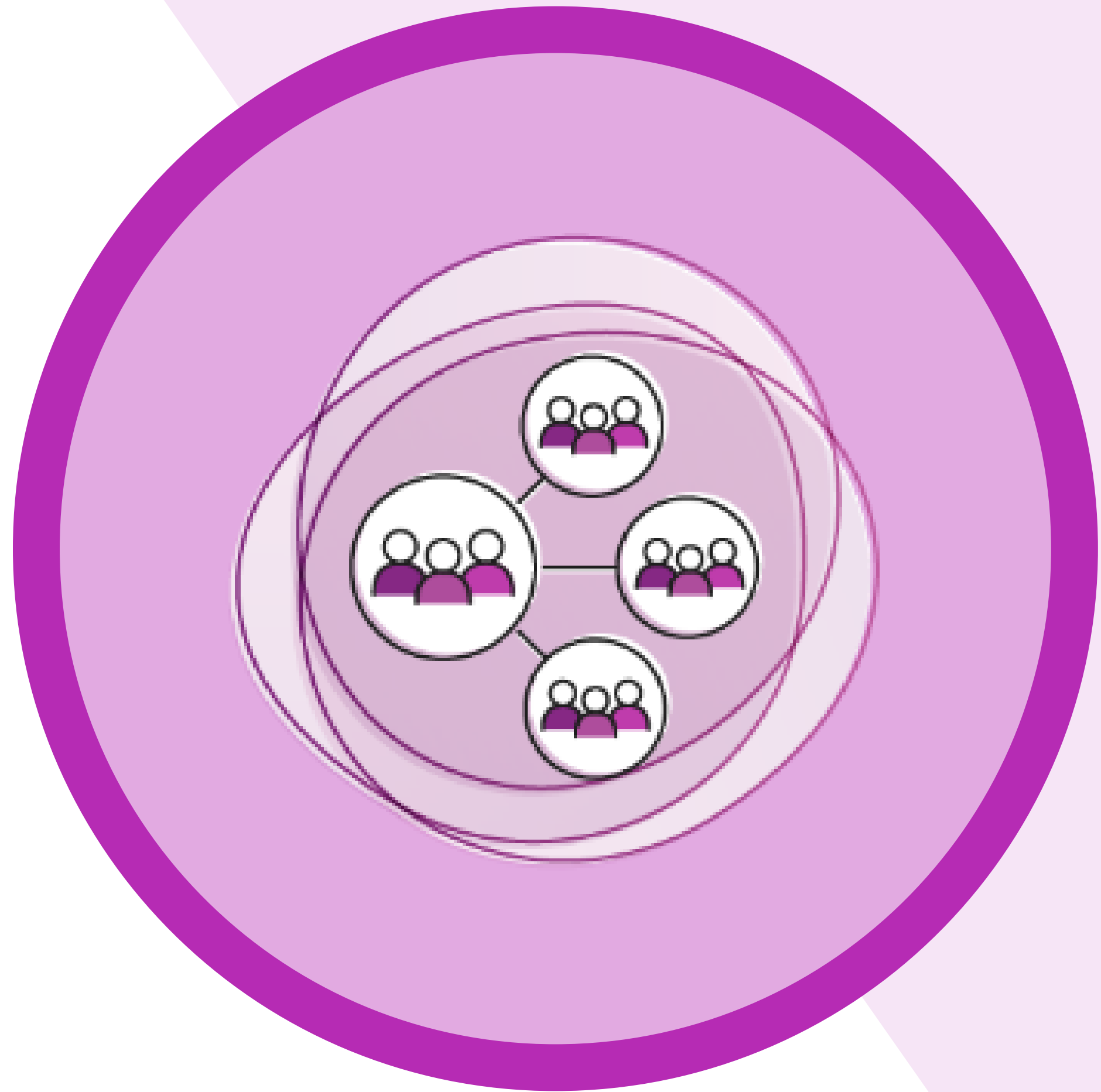
Designing & implementing NSIs

- Effective NSI strategies
- Effective strategies to engage reference groups
- Diffusion of intervention effects
- Unintended consequences and mitigating negative consequences like backlash
- Engage diverse consortium of stakeholders in intervention design and delivery

Enhancing monitoring and evaluation of NSIs

- Rigorous, realistic and appropriate indicators to measure norms and norms-shifting
- Rigorous and realistic approaches to monitor and evaluate norms-shifting
- Rigorous and realistic approaches to assess costs and cost-effectiveness of NSIs





Adapting, scaling & sustaining NSIs

- Effectiveness of NSIs after adaptation
- Amount of adaptation to retain fidelity
- Best practices for adapting NSIs
- Scaling interventions across sectors
- Differences in scaling with public vs. private partners
- Program characteristics that facilitate scale-up and sustainment

How were research questions prioritized?

An online survey was administered to global stakeholders in English, French and Spanish to score research questions.

The survey asked participants to provide their demographics, rank the four criteria in order of importance, score 21 research questions in each of the four domains, and suggest other research questions, if needed.

The survey was disseminated through Expert Group members, listservs, social media, etc., in June 2022, targeting LMIC and implementing stakeholders.

Survey responses were analyzed and averaged to create priority scores. Priority scores were then used to create a draft research agenda focusing on questions with the highest priority scores across and within each of the four domains.

Research question 2.1. What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/outcomes?

	Yes	Possibly	No
This research question fills a key gap.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This research question is feasible to answer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This research question is likely to have a high impact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This research question is likely to increase equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Example question from survey. For each question, participants were asked if they felt it did (yes), did not (no) or possibly met each of the four criteria. Answers of yes were given 1 point, no were given 0 points and possibly was 0.5 points. Participants were asked to only score questions on which they had interest/expertise, so, not all participants scored all questions.

How were research questions scored?

Shown here are the final four criteria developed by the Expert Group used to score research questions. Stakeholders were asked to rank-order criteria based on importance with rank of four being highest importance and one lowest importance.

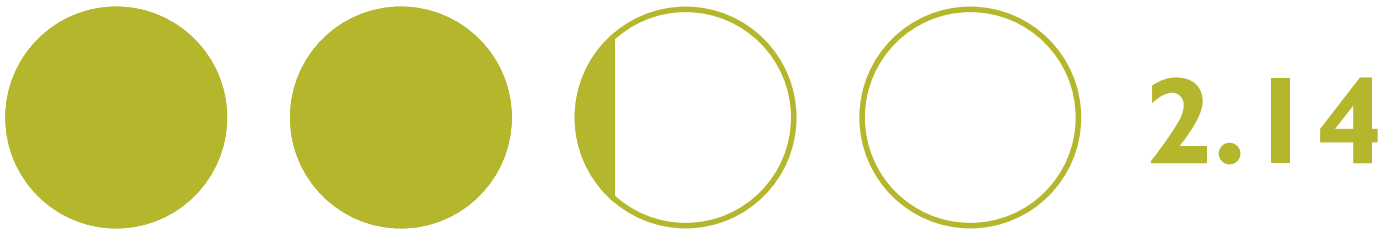
“This research question fills a key gap” was ranked the most important, followed by *“likely to have a high impact.”* Criteria on feasibility and equity were ranked slightly lower.

The average stakeholder ranking was used to develop weights for criteria which were utilized in the analysis developing priority scores. However, analysis results did not show meaningful change based on criteria weights.

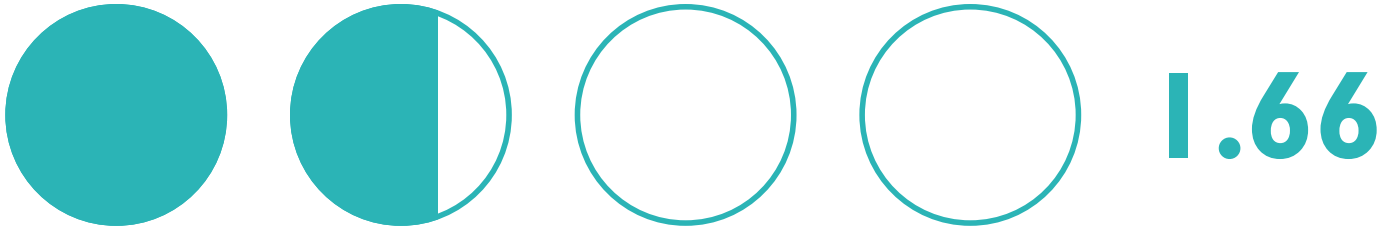
AVERAGE RANKING OF SCORING CRITERIA IMPORTANCE

(1 = least important, 4 = most important)

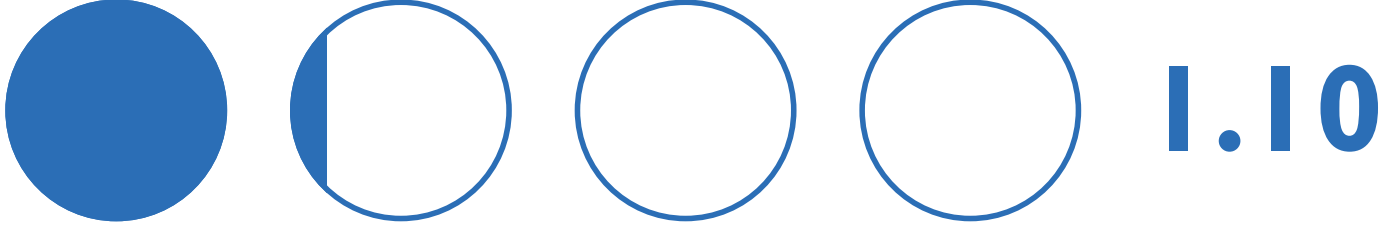
Fills a key gap



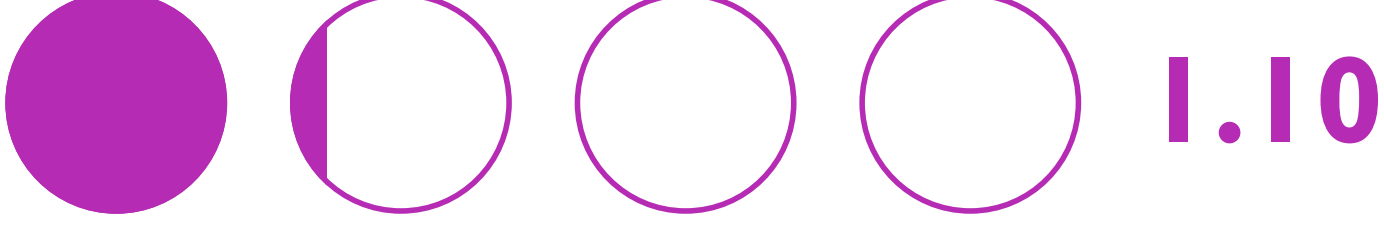
Likely to have a high impact



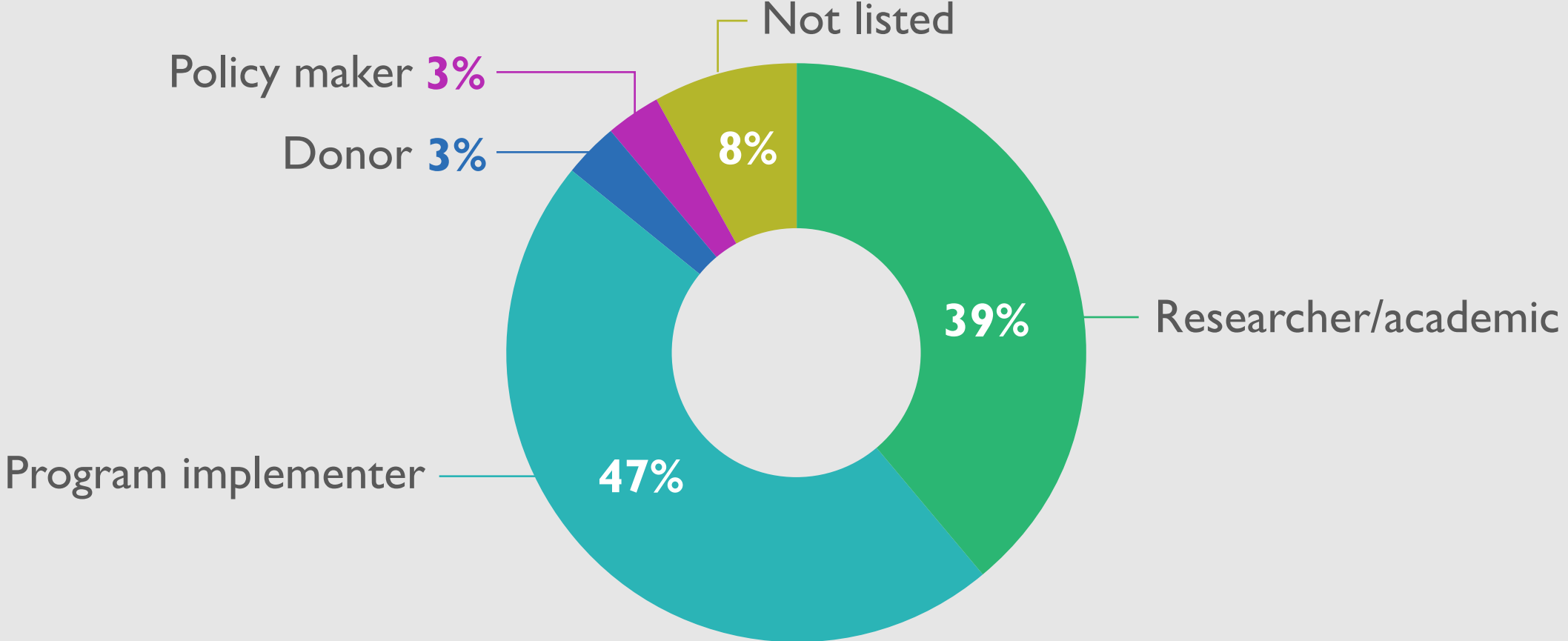
Feasible to answer



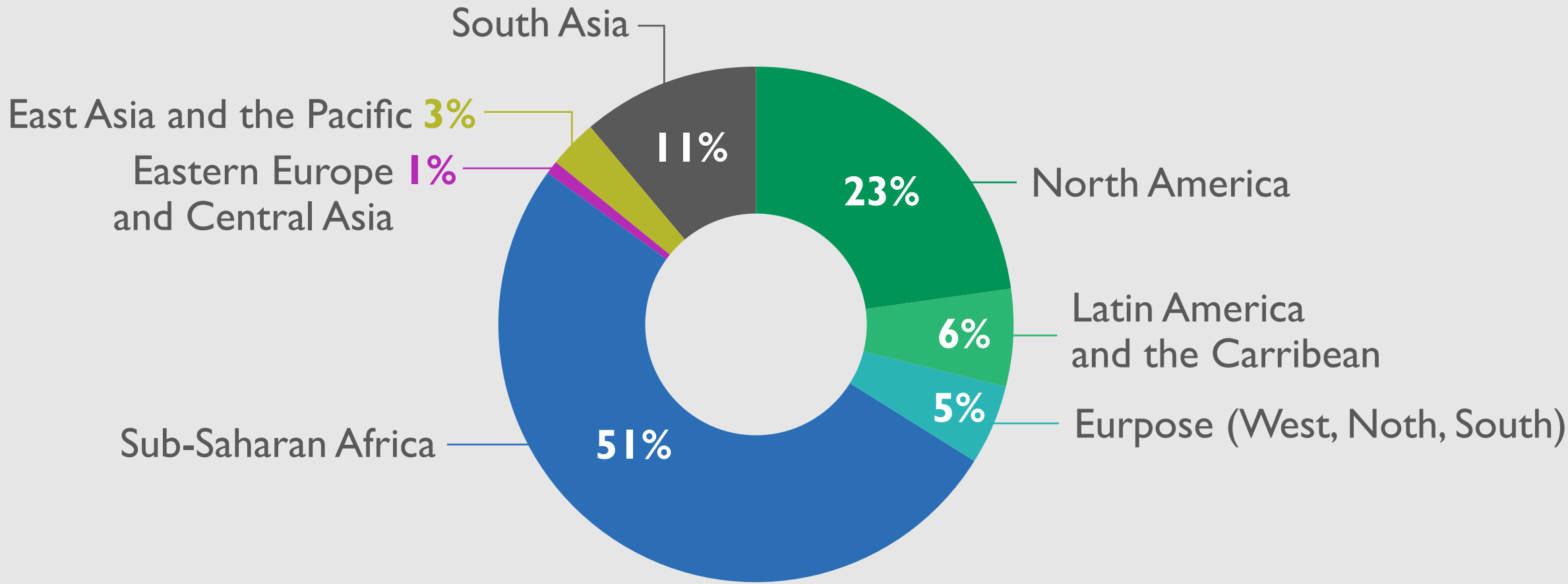
Likely to increase equity



Stakeholder Characteristics



PROFESSION OF STAKEHOLDER

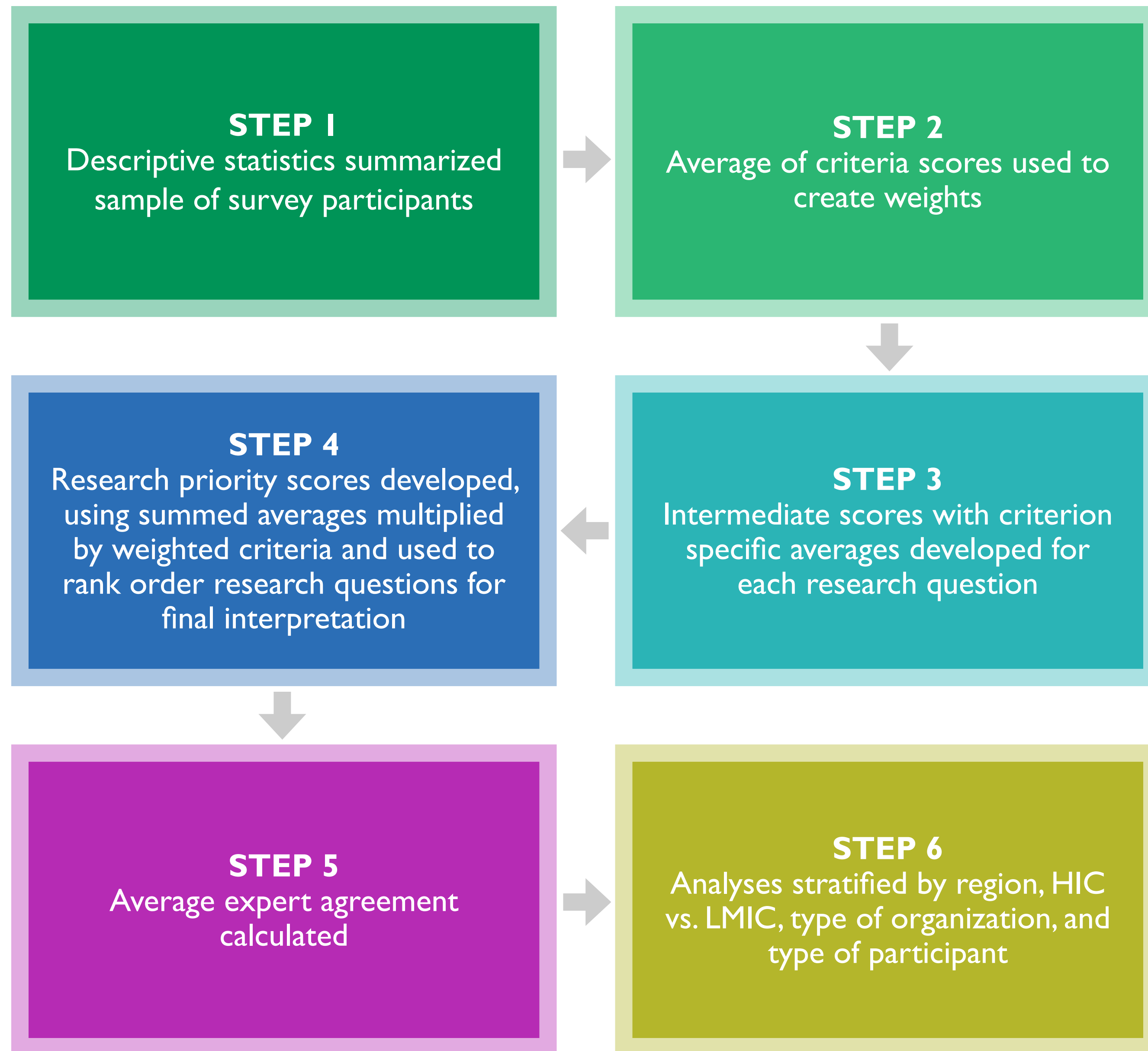


CURRENT REGION OF STAKEHOLDER

Who scored research questions?

Research questions were scored via the online survey. We received a total of 288 survey “clicks” on the global stakeholder survey. Exactly 185 surveys were analyzed, where at least one question was scored by the participant. Most of the surveys were completed in English (135), followed by French (42), and, finally, Spanish (8).

Stakeholders who took the survey were 44 years old on average (range 22 to 73 years). Over 3 in 5 participants identified as a woman, 1 in 3 identified as a man, and 3% identified as non-binary/trans/other gender identity. Most of the stakeholders were from LMICs. The majority were implementers, followed by researchers, other professions and finally, donors/policy makers.



How did we analyze survey responses to determine priority scores?

We followed a six-step quantitative analysis process, outlined by CHNRI.

Those questions with the highest priority scores overall and by domain are included as priorities in the research agenda.

Opinion of Stakeholder Group on SNRA Results

change of course insightful excellent
kind of obvious interesting consistent
practical info not surprised useful
movement progress
encouraging revealing
excited
work remaining expected results
happy to see it shifting promising
potential pathway research shaping
aligns educating adjustment
interesting

encouraging
creative
curious

Did we seek stakeholder feedback on the SNRA?

YES! We sought feedback from stakeholders to refine the draft agenda at two time-points.

First, the Stakeholder Group provided feedback on the priority questions and scoring via the online survey.

Second, 40 stakeholders provided feedback via live online polling during a webinar presenting the preliminary research agenda.

Overall, feedback was positive. Participants noted that the agenda was comprehensive, questions were both important and feasible, and confirmed that questions with the highest priority scores were indeed important. They also provided suggestions that were integrated into the final agenda.

How did we refine the agenda based on stakeholder feedback?

Stakeholder feedback and corresponding changes to the agenda are listed in this table.

In summary, two cross-cutting questions were added to explore the impact of culture and youth involvement across priorities, terminology and questions were simplified, and several constraints noted in the limitations.

Stakeholder feedback	Corresponding changes
Need a greater focus on culture throughout	Added a cross-cutting question to better understand cultural considerations
Need a greater focus on youth participation in research and NSI design	Added a cross-cutting question on best approaches and impact of involving youth
Terminology in some questions may be confusing for non-technical experts	Reduced technical terms in questions, added glossary to the SNRA
Criteria, to some, were problematic, particularly the criterion on equity as it is dependent on how the research question is operationalized	Included this feedback in limitations
Some found questions too general and in need of contextualization	A stratified analysis was completed to contextualize results based on region, the need for further contextual refinement was added to the limitations
Feedback suggesting slight changes to phrasing and focus of specific questions, particularly on adaptation	These refinements and clarifications were made to questions, particularly question 4.I on adaptation for adaptation of effective NSIs

SOCIAL NORMS PRIORITY RESEARCH QUESTIONS

To improve healthy timing and spacing of pregnancy
among adolescents and youth in low- and middle-
income countries

As a global community, **we will prioritize research** that builds evidence on...



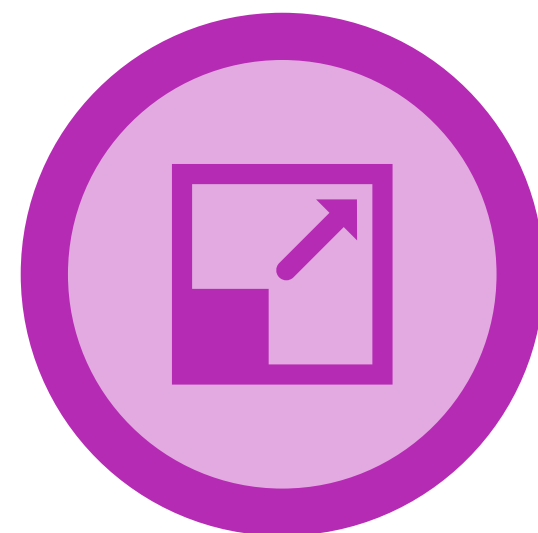
Effective strategies to shift social norms



Practical and valid indicators to monitor norms shifting



Best practices for adapting norm-shifting interventions



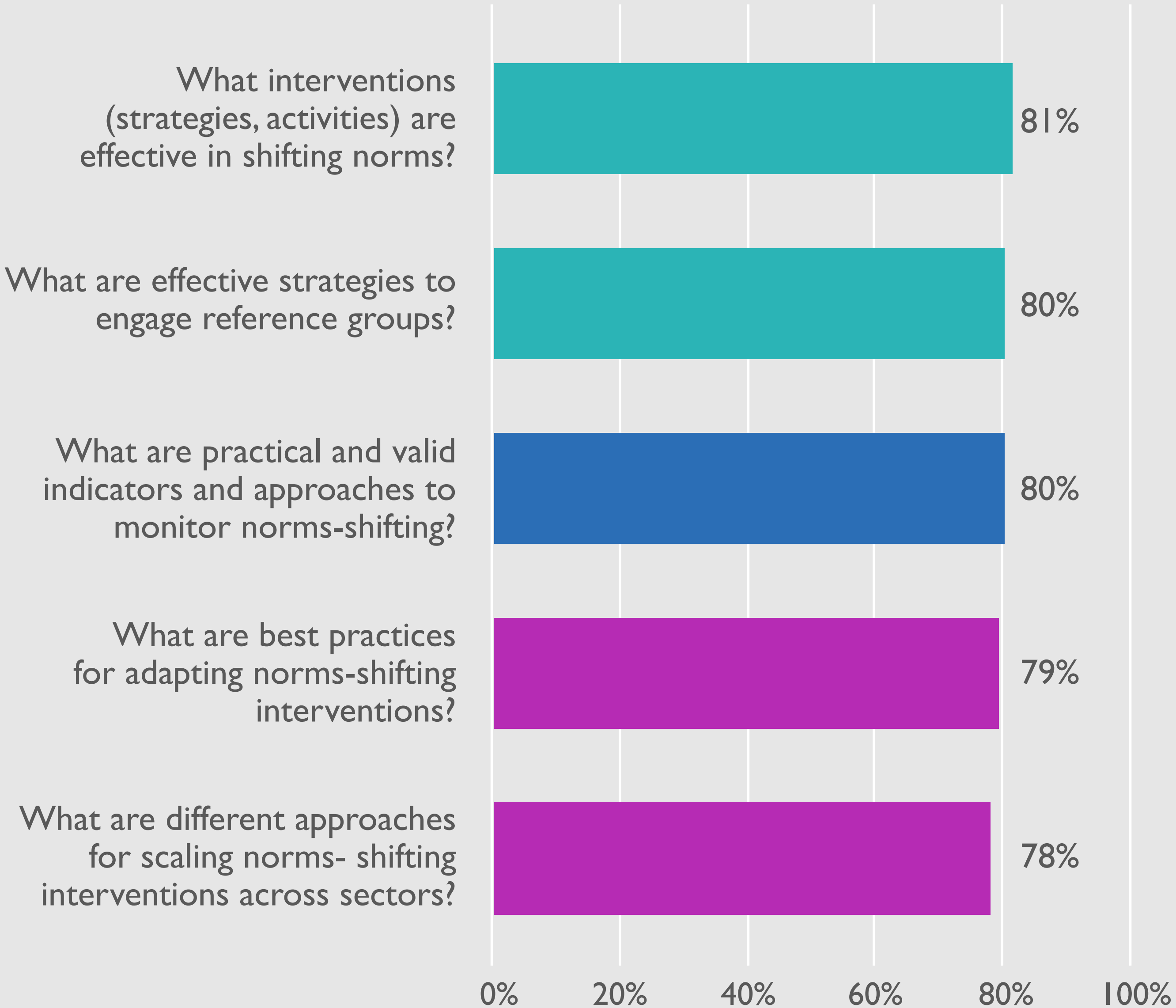
Approaches to scale-up of norm-shifting interventions

Across these priorities, we will also seek to understand the best approaches to **meaningfully engage youth** in research and cultural considerations and influence on norms shifting.

What were the top scoring research questions across domains?

Two of the top scoring questions (teal) relate to norm shifting intervention design, one (in blue) addresses monitoring, and two (in pink), address adaptation and scale-up.

Notably, none of the top five questions and only one in the top 10 related to understanding norms.

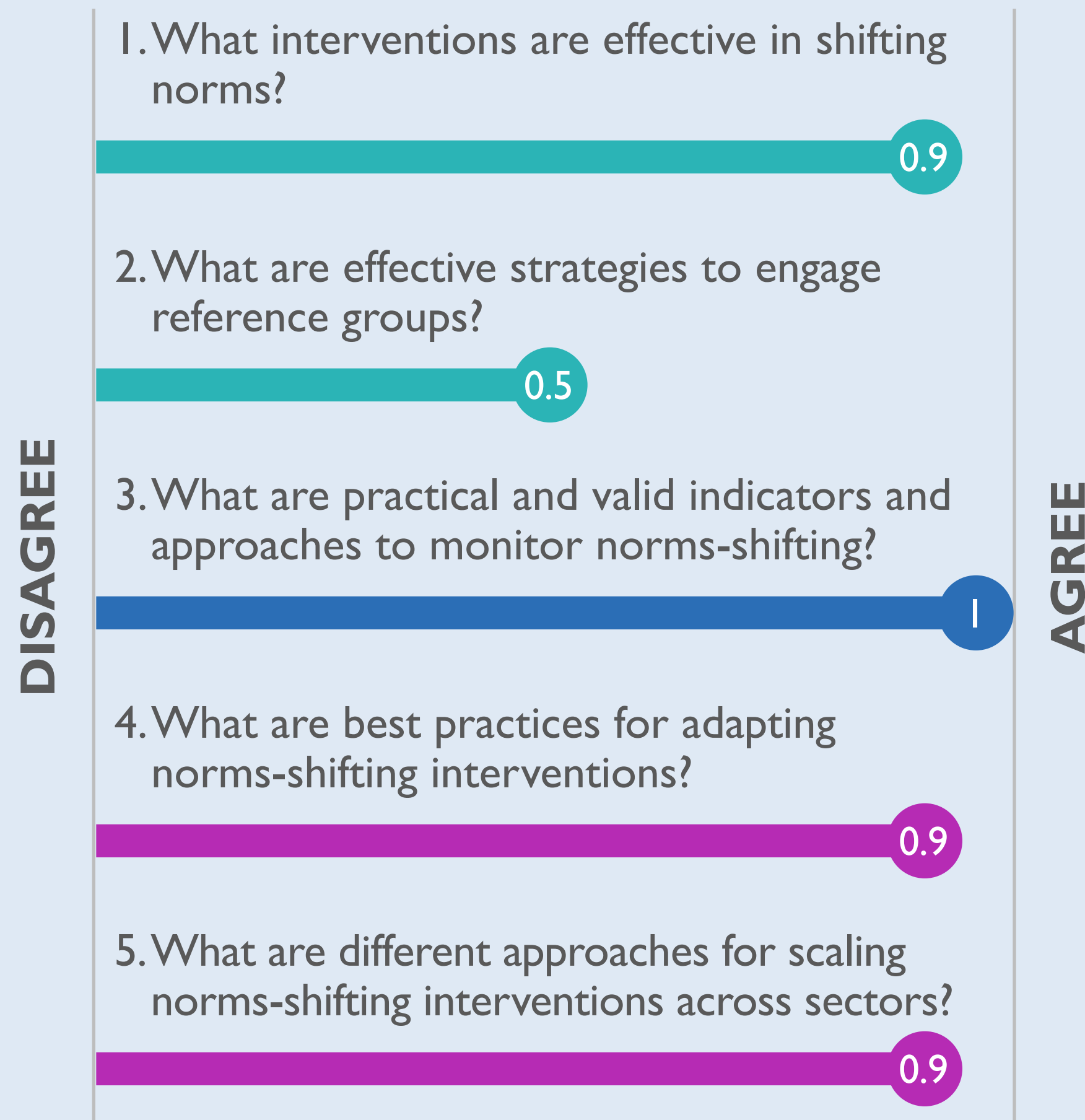


How strong was consensus on these priorities?

Based on survey responses, we calculated the average proportion of scorers who agreed on all four criteria for each research question – called the Average Expert Agreement.

For the top five research questions, the Average Expert Agreement was between 62% to 70%. Overall, almost seven out of ten stakeholders agreed on their score for the top five priorities.

This figure shows the proportion of participants on our final results webinar who agreed that each question was a top priority for future research. Overall, there was consensus on most questions, although the question on reference groups had slightly lower agreement. Based on stakeholder feedback, it's possible that some participants did not understand the term “reference groups” which we have clarified in this agenda by including a glossary of terms.



Proportion of webinar participants agreeing that highest scoring questions were a priority

Highest Priority Scoring Questions for Domain I: Understanding norms and their influence

The top three priority questions for understanding norms focus on how norms influence AYRSH behaviors, and how this influence differs based on intersectionalities and life course transitions.



How do norms influence behavior/outcomes differently depending on people's intersecting identities (e.g., SES, religion, disability, etc.)?



How do social norms influence AYSRH behaviors and outcomes?



How do social norms related to AYSRH shift at critical life course transitions?

Highest Priority Scoring Questions for Domain 2: Designing & implementing NSIs

The top three priority questions for designing and implementing norm-shifting interventions include effective strategies to shift AYSRH health behaviors, engage reference groups and involve diverse stakeholders in intervention design and delivery.



What interventions (strategies, activities) are effective in shifting norms related to AYSRH behaviors/outcomes?



What are effective strategies to engage reference groups to support shifts in norms related to AYSRH?



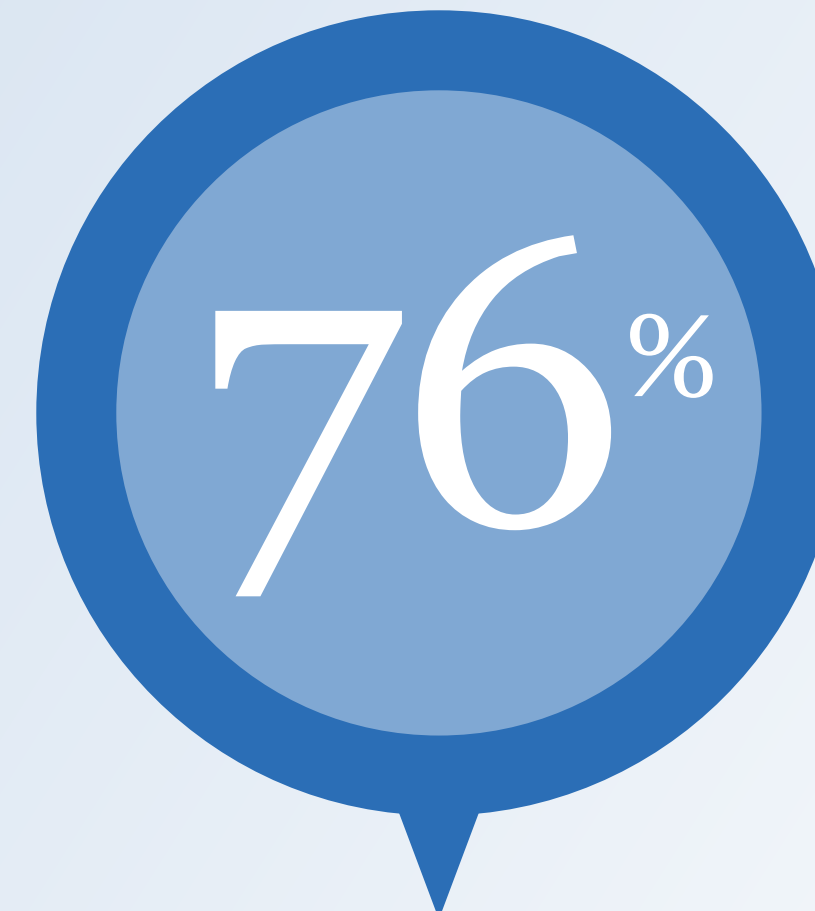
How can adolescent and youth norm-shifting initiatives engage a diverse consortium of stakeholders in intervention design and delivery?

Highest Priority Scoring Questions for Domain 3: Enhancing NSI monitoring and evaluation

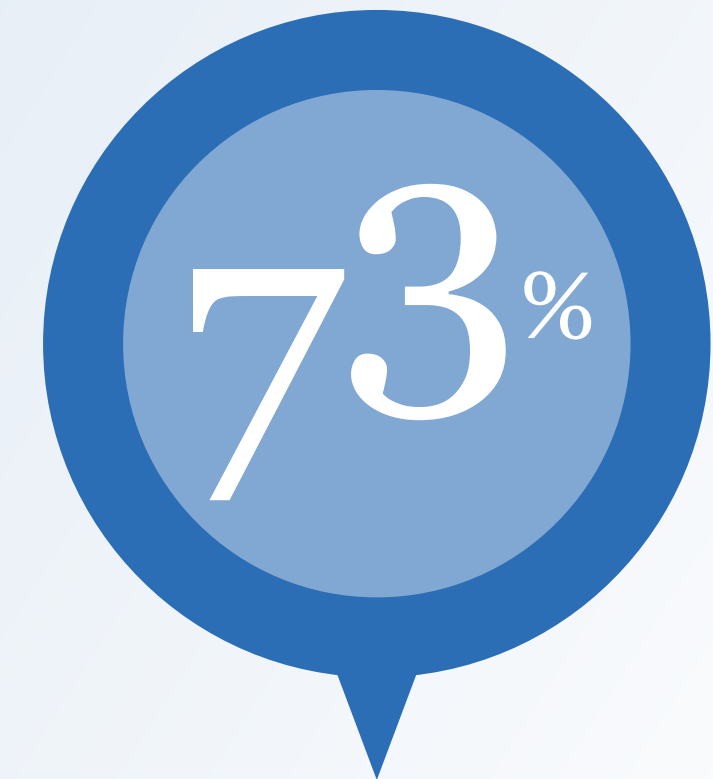
The top three priority questions for enhancing monitoring and evaluation of norms-shifting interventions include questions on indicators and monitoring and evaluation approaches, including cost and cost-effectiveness assessment. They focus on methods that are practical as well as rigorous.



What are practical and valid indicators and approaches to monitor norms-shifting related to AYSRH interventions?



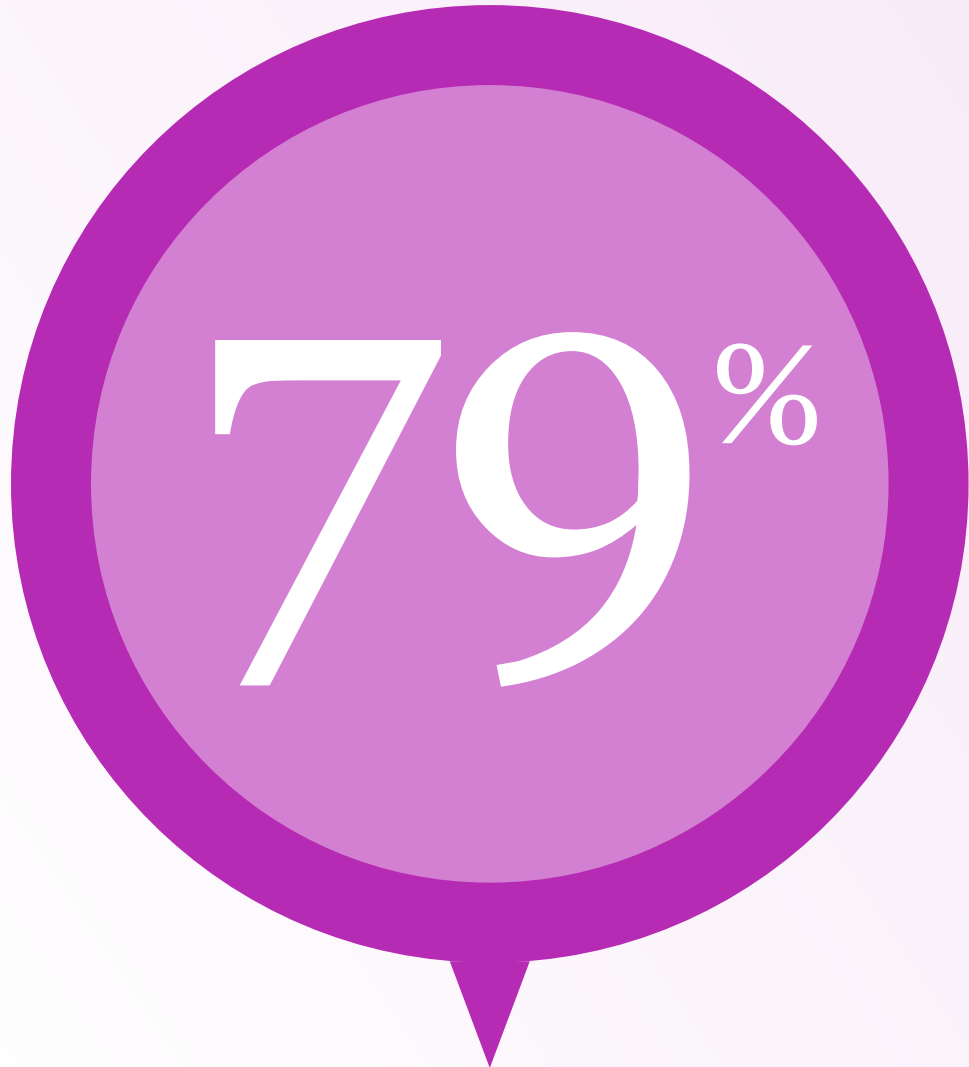
What are practical and rigorous approaches (e.g., social network analysis, influence mapping, vignettes) to evaluate adolescent and youth norms-shifting interventions?



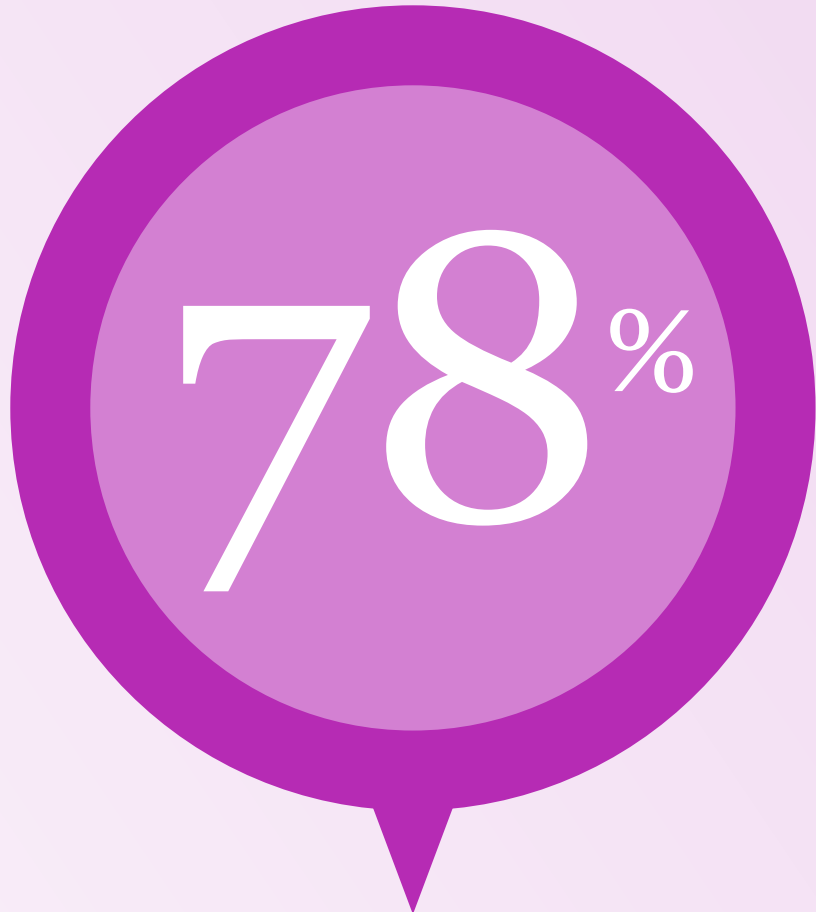
How can we assess the costs and cost-effectiveness of norms-shifting interventions for adolescents and youth?

Highest Priority Scoring Questions for Domain 4: Scaling and sustaining norms-shifting interventions

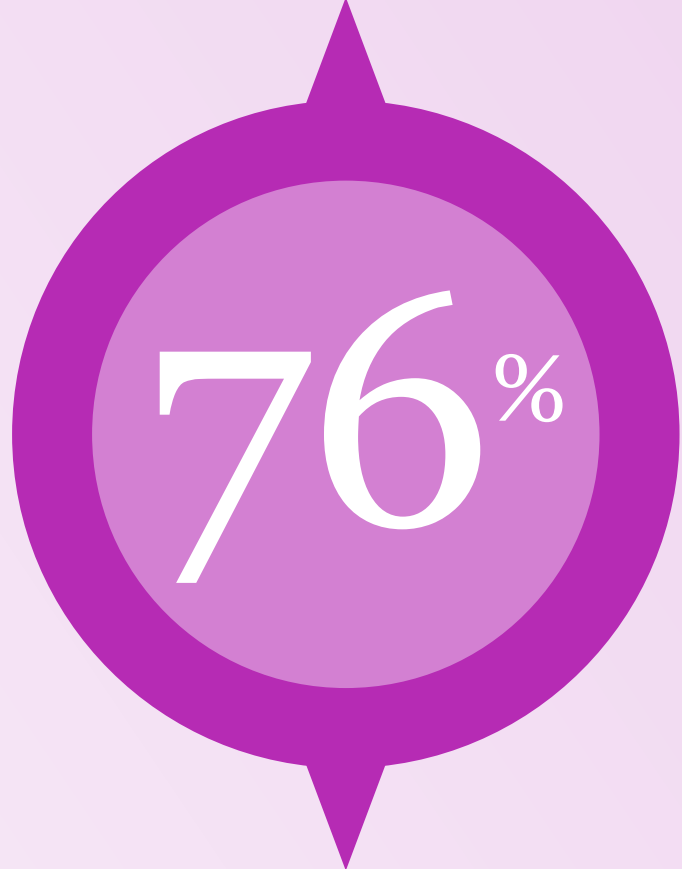
The top four priority questions (two questions tied for third place) for scaling and sustaining norm-shifting interventions focus on best practices for adaptation and scale-up and understanding program characteristics that facilitate scale-up.



What are best practices for adapting adolescent and youth NSIs?



What are different approaches for scaling sexual and reproductive health NSIs for adolescents across sectors?



What are best practices for adapting adolescent and youth NSIs?

What program characteristics facilitate scale up of NSIs for adolescents and youth? How and why do they do so?

How did research priorities vary by stakeholder region?

The heat map on the next slide shows the ranking of the top five research questions by and across regions. These results reveal regional variability in scoring, highlighting the need to take context into account when applying this research agenda.

Notable similarities and differences across regions include:

- **Across all regions**, the research question *“What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/ outcomes?”* ranks in the top five priorities
- **In Europe and Central Asia** stakeholders ranked questions on program characteristics for scale-up and cost/cost-effectiveness as top priorities, while they scored slightly lower in other regions.
- **Sub-Saharan Africa** stakeholders consistently ranked questions around adaptation in the top five, while these were ranked slightly lower in other regions.
- **In Asia and Anglophone Africa and North & South America** strategies to engage reference groups were in the top three priorities but ranked lower in **Europe/Central Asia** and **Francophone Africa**.

Research Priority Ranking by Region

Questions	North & South America / Caribbean	Europe / Central Asia	South and East Asia / Pacific	Francophone Africa	Anglophone Africa
1.5 How do norms influence behavior/outcomes differently depending on people's intersecting identities (e.g., SES, religion, disability, etc.)?	6-10	> 10	4-5	6-10	> 10
2.1 What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/outcomes?	1	2-3	2-3	1	4-5
2.2 What are effective strategies to engage reference groups to support shifts in norms related to AYSRH?	2-3	> 10	1	6-10	1
2.5 What are the unintended consequences (both positive and negative) of adolescent and youth norms-shifting activities and strategies? How can we mitigate negative unintended consequences (e.g., backlash)?	6-10	6-10	4-5	> 10	> 10
3.1 What are practical and valid indicators and approaches to monitor norms-shifting related to AYSRH interventions?	2-3	4-5	6-10	2-3	2-3
3.2 What are practical and rigorous approaches (e.g., social network analysis, influence mapping, vignettes) to evaluate adolescent and youth norms-shifting interventions?	6-10	4-5	6-10	6-10	6-10
3.3 How can we assess the costs and cost-effectiveness of norms-shifting interventions for adolescents and youth?	> 10	2-3	> 10	6-10	> 10
4.1 What adaptations can be made while preserving program effectiveness?	6-10	> 10	> 10	4-5	4-5
4.2 What are best practices for adapting adolescent and youth norms-shifting interventions?	4-5	6-10	6-10	2-3	2-3
4.3 What are different approaches for scaling sexual and reproductive health norms- shifting interventions for adolescents across sectors (e.g., health, education, community)?	6-10	6-10	2-3	4-5	4-5
4.5 What program characteristics (e.g., frequency, duration, technologies utilized, strategies, participants, facilitators) facilitate scale up of norms-shifting interventions for adolescents and youth? How and why do they do so?	4-5	1	6-10	> 10	> 10

*Research questions listed scored in the top 5 overall research priorities across domains in at least one region.

Heat map ranking: 1 2-3 4-5 6-10 >10

How did research priorities vary by stakeholder profession?

The heat map on the next slide compares the ranking of the top five questions across stakeholder profession.

Across all professions, three questions ranked in the top five priorities, including:

- Effective interventions to shift norms
- Effective strategies to engage reference groups to support shifts in norms
- Practical and valid indicators and approaches to monitor norms shifting

Academics ranked best practices for adaptation among their top three priorities, while other professions ranked this in their top 10.

Program implementers ranked scale up questions in their top five, while **academics and donors/policy makers** scored them slightly lower.

Given agreement across professions on key questions (effective NSIs, strategies to engage reference groups, and indicators and approaches to monitor NSIs), these should be prioritized.

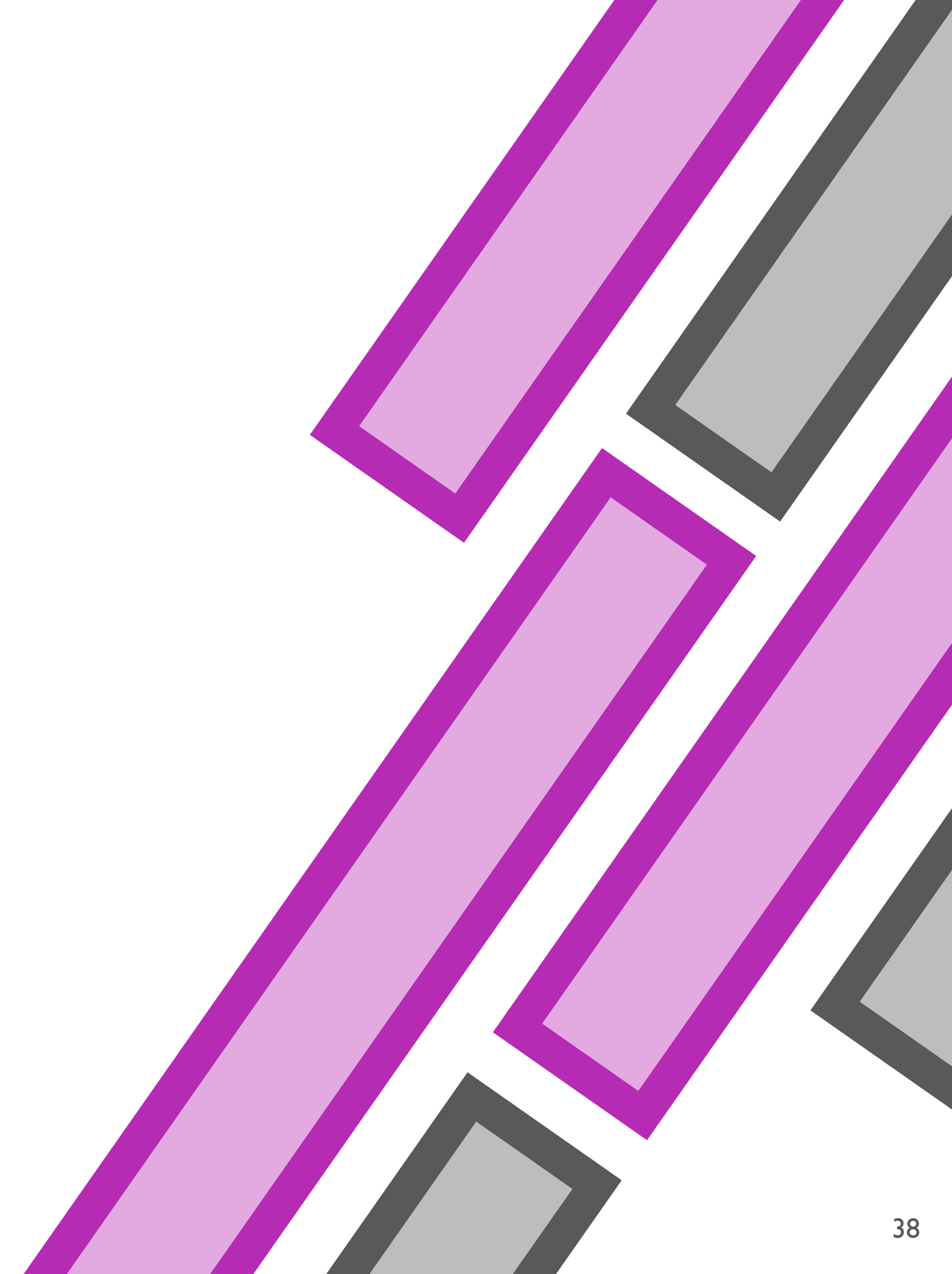
Research Priority Ranking by Profession

Questions	Researcher/ Academic	Program Implementer	Donor/ Policy Maker	Not Listed
1.2 How do social norms influence AYSRH behaviors and outcomes?	> 10	> 10	6-10	4-5
2.1 What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/outcomes?	1	1	4-5	2-3
2.2 What are effective strategies to engage reference groups to support shifts in norms related to AYSRH?	2-3	4-5	2-3	2-3
3.1 What are practical and valid indicators and approaches to monitor norms-shifting related to AYSRH interventions?	4-5	2-3	1	1
3.2 What are practical and rigorous approaches (e.g., influence mapping, vignettes) to evaluate adolescent and youth norms-shifting interventions?	6-10	6-10	4-5	> 10
4.2 What are best practices for adapting adolescent and youth norms-shifting interventions?	2-3	4-5	4-5	6-10
4.3 What are different approaches for scaling sexual and reproductive health norms- shifting interventions for adolescents across sectors (e.g., health, education, community)?	6-10	4-5	6-10	4-5
4.5 What program characteristics (e.g., frequency, duration, technologies utilized, strategies, participants, facilitators) facilitate scale up of norms-shifting interventions for adolescents and youth? How and why do they do so	4-5	6-10	6-10	> 10
1.2 How do social norms influence AYSRH behaviors and outcomes?	> 10	> 10	6-10	4-5
2.1 What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/outcomes?	1	1	4-5	2-3
2.2 What are effective strategies to engage reference groups to support shifts in norms related to AYSRH?	2-3	4-5	2-3	2-3

*Research questions listed scored in the top 5 overall research priorities across domains in at least one profession.

Heat map ranking: 1 2-3 4-5 6-10 >10

THE WAY FORWARD



What do these results mean?

Across a diverse set of stakeholders, priority questions focus primarily on the design, implementation, monitoring, adapting, and scaling of NSIs, rather than building knowledge around norms.

These results suggest that **the global community agrees that social norms matter** for AYSRH, and recommends building evidence on:

- Effective approaches to shift norms
- Feasible and rigorous approaches to monitor these normative shifts
- Adaptation and scale-up approaches to translate impact to the population level

Finally, there is continued interest, across priorities, in exploring and documenting cultural considerations of norms-shifting, how to engage youth effectively and the impact of effective youth engagement on norms-shifting efforts.



What are the strengths of the SNRA?

- 1. Engaged a diverse set of stakeholders** with majority representation from the LMIC and implementer stakeholders.
- 2. Employed a step-wise, systematic, and rigorous approach.** CHNRI allowed input from more stakeholders than would have been possible through discussion-based approaches alone.
- 3. Presented research priorities through the lens of stakeholder region and profession.** Users can apply them flexibly, with attention to context.
- 4. Achieved stakeholder consensus** around the top five priorities.

What are the limitations of the SNRA?

- 1. Completed by a sample of global stakeholders and did not specifically engage youth,** despite efforts to engage a broad spectrum of voices. Priorities could shift based on feedback from different stakeholders.
- 2. Prioritized broad research questions requiring further refinement.** Work will be required to operationalize questions into research designs, taking into account context and regional diversity.
- 3. Included some scoring criteria which may have been unclear.** The criteria did not influence ranking after weighting. Criteria applicability and interpretability could be improved in future initiatives. The criteria on equity seemed particularly problematic as participants noted it was dependent on how the question was operationalized.



What can you do?

The SNRA provides a road-map of research priorities to guide continuing efforts to develop an enabling environment for healthy timing and spacing of pregnancy among adolescents and youth.

You can help turn this into agenda into action!



Invest time and resources to address knowledge gaps regarding how to:

- shift norms,
- monitor change,
- adapt and scale norms shifting interventions.



Share the Social Norms Research agenda to accelerate progress.

- Share our webinar presenting the final results of the SNRA. Available in [English](#) and [French](#)!
- Share this [slide doc](#).



Advocate for research priorities to be funded and implemented within your networks by hosting discussions, incorporating information into trainings, conducting presentations, and sharing results.



Tag Passages on Twitter [@PassagesProject](#) and post about the SNRA on social media.

LIST OF RESEARCH QUESTIONS

Domain I: Understanding norms and their influence

- I.1. How do social norms related to adolescent and youth sexual and reproductive health shift at critical life course transitions (e.g., puberty, sexual debut, marriage, becoming a parent)?
- I.2. How do social norms influence adolescent and youth sexual and reproductive health behaviors and outcomes?
- I.3. How do social norms diffuse through social networks in different contexts?
- I.4. What meta-norms (e.g., authority, gender ideology, control & violence) influence adolescent and youth sexual and reproductive health
- I.5. How do norms influence behavior/outcomes differently depending on people's intersecting identities (e.g., SES, religion, disability, etc.)?
- I.6. Which social norms constructs (e.g., descriptive norms, injunctive norms, sanctions) are related to adolescent and youth sexual and reproductive health behaviors/outcomes?

LIST OF RESEARCH QUESTIONS

Domain 2: Designing & implementing NSIs

- 2.1. What interventions (strategies, activities) are effective in shifting norms related to adolescent and youth sexual and reproductive behaviors/outcomes?
- 2.2. What are effective strategies to engage reference groups to support shifts in norms related to adolescent and youth sexual and reproductive health?
- 2.3. How can adolescent and youth sexual and reproductive health norms shifting interventions effectively catalyze diffusion of effects beyond project participants?
- 2.4. Do planned diffusion strategies for adolescent and youth norms shifting interventions result in greater change than spontaneous diffusion?
- 2.5. What are the unintended consequences (both positive and negative) of adolescent and youth norms shifting activities and strategies? How can we mitigate negative unintended consequences (e.g., backlash)?
- 2.6. How can adolescent and youth norm shifting initiatives engage a diverse consortium of stakeholders (e.g., community individuals and orgs partners, private and public organizations, governments) in intervention design and delivery?

LIST OF RESEARCH QUESTIONS

Domain 3: Enhancing NSI monitoring and evaluation

- 3.1.** What are practical and valid indicators and approaches to monitor norms-shifting related to adolescent and youth sexual and reproductive health interventions?
- 3.2.** What are practical and rigorous approaches (e.g., social network analysis, influence mapping, vignettes) to evaluate adolescent and youth norms-shifting interventions?
- 3.3.** How can we assess the costs and cost-effectiveness of norms-shifting interventions for adolescents and youth?
- 3.4.** What are reliable and valid measures of social norms constructs (e.g., descriptive norms, injunctive norms, sanctions) for adolescents and youth?



LIST OF RESEARCH QUESTIONS

Domain 4: Scaling and sustaining norms-shifting interventions

- 4.1.** How effective are adolescent and youth norm shifting interventions after adaptation?
- 4.2.** What are best practices for adapting adolescent and youth norms-shifting interventions?
- 4.3.** What are different approaches for scaling sexual and reproductive health norms- shifting interventions for adolescents across sectors (e.g., health, education, community)?
- 4.4.** How does scaling adolescent and youth norms-shifting interventions differ with public (e.g., government) vs. private (e.g., NGO/FBO) sector partners?
- 4.5.** What program characteristics (e.g., frequency, duration, technologies utilized, strategies, participants, facilitators) facilitate scale up of norms-shifting interventions for adolescents and youth? How and why do they do so?

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GLOSSARY OF KEY TERMS

Descriptive Norms: What individuals believe is typical behavior in a group, regardless of whether that behavior is actually common

Gender Norms: Collective beliefs about what behaviors are appropriate for men and women and about how the genders should relate

Influence Mapping: Participatory technique where participants draw links between themselves and significant others in their lives.

Injunctive Norms: Individuals' perceptions of acceptable or unacceptable behavior within a group

Meta-norms: Foundational norms that are broadly shared across settings and regions

Norms-shifting intervention (NSI): An intervention that aims to facilitate shifts in harmful norms or foster new norms to promote health and well-being

Organized Diffusion: A process for how an idea or practice spreads widely within a group of people.

Reference Group: People whose opinion or behavior matters to an individual for a particular behavior, belief, or norm and within a certain context

Sanctions: Rewards or punishments that an individual and community believe will follow a given behavior

Scale-up: Deliberate efforts to expand the reach of health innovations in order to increase their impact.

Social Networks: The interconnected social interactions and relationships between individuals

Social Network Analysis: The study of how personal networks influence the attitudes and behaviors of an individual and vice versa

Social Norm Constructs: Norms created by a given culture

Social Norms: The perceived informal, mostly unwritten, rules that define acceptable, appropriate, and obligatory actions within a given group or community

Spontaneous Diffusion: Diffusion outside of project outputs that happens in unpredictable ways

Vignettes: Participatory group discussions of open-ended stories

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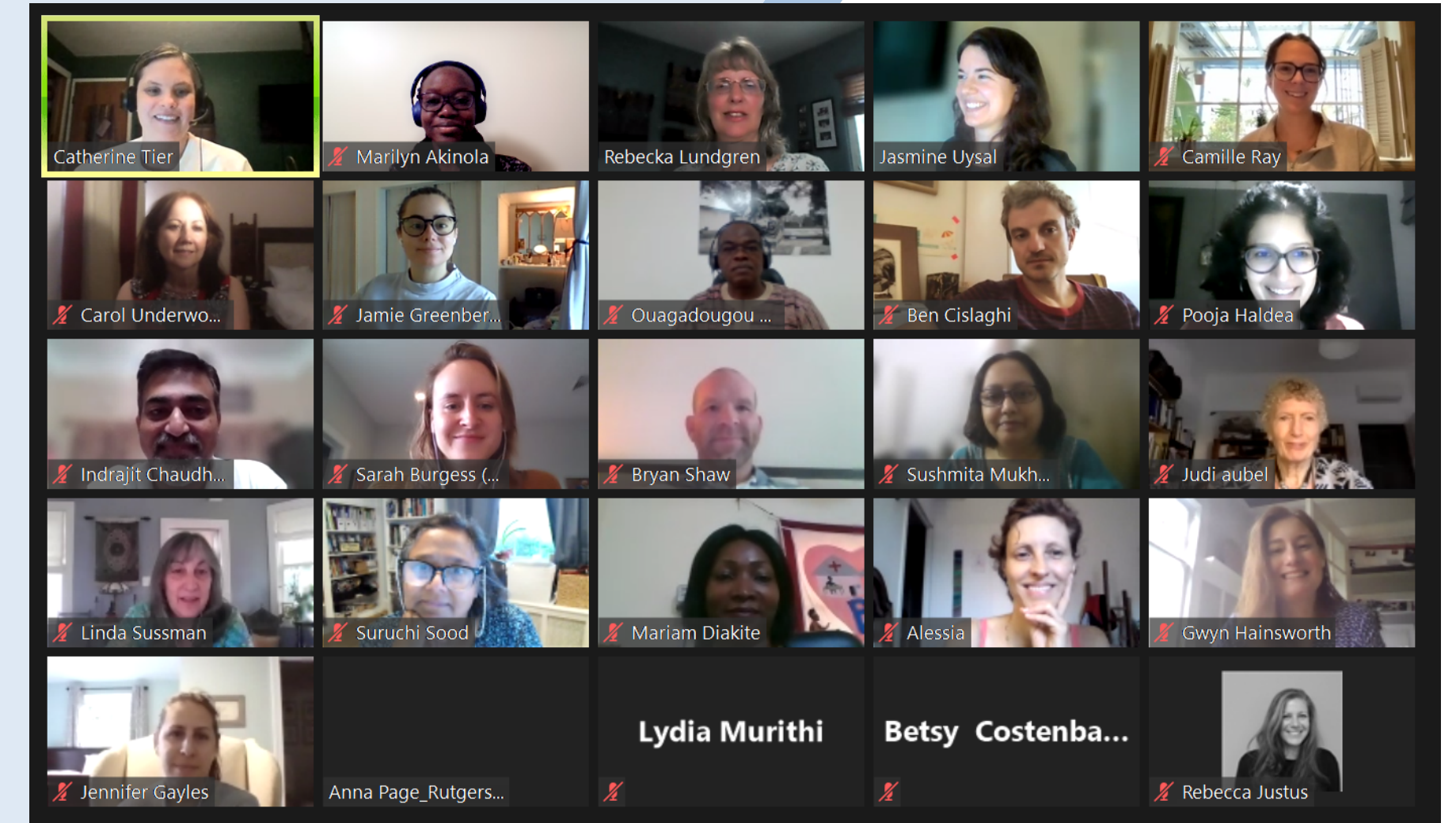
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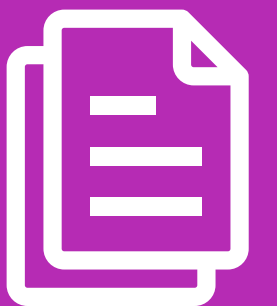
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