Gender norms and change

Resources to support campaign interventions to shift gender norms

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Information

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Executive summary

This paper provides an overview of evidence on recent program interventions that address gender norms. Conducted for the Australian Government's Investing in Women (IW) program, its purpose is to provide a summary of how these interventions have sought to influence gender norms and the lessons learned from these efforts. IW seeks to increase women's economic empowerment in Indonesia, the Philippines, and Vietnam by positively influencing gender norms related to workplace equality within the formal sector and among urban millennials. As part of this, the IW program is allocating resources to local partners to conduct campaigns to shift the gender norms that inhibit women's economic participation and empowerment.

To address the need by IW partners for information on influencing gender norms through interventions and campaigns we conducted a review of the literature and annotated bibliographies provided by IW. We also supplemented this with search of academic and non-academic databases for material relating to best practice in gender and social norms interventions, particularly campaign interventions. While initially divided into different domains, including women's economic empowerment, gender-based violence, caregiving, and engaging men, it became apparent that these fields were interrelated and often attempted to address multiple norms at the same time. Consequently, we have divided the findings into the areas of social norms, strategies and lessons learned, monitoring and evaluation, and social marketing approaches.

Social norms

Based on the literature, there are three stages to shifting social norms, including gender norms. These include:

Stage 1: Changing social expectations regarding the desired behaviour change among the people who hold that norm in place (the individual's reference group). This can include raising awareness to dispel misconceptions about inaccurate beliefs, shifting individual attitudes towards the behaviour, promoting public debate around the norm, providing and promoting a positive alternative, and providing opportunities for public and collective change.

Stage 2: Publicising the change in attitudes, expectations and behaviours. This may include publicising role models and the benefits of the new behaviour, avoiding reinforcing the negative behaviour and stereotypes, and developing a diffusion strategy to catalyse broader change, for example, mass media campaigns.

Stage 3: Catalyse and reinforce new positive behaviours and norms through rewards, sanctions, and opportunities to conform. It is important to provide opportunities to demonstrate the new behaviour, and to create new rewards and sanctions. This could be through esteem and sense of belonging.

Approaches, strategies and lessons learned

The Practitioner Learning Group on 'Shifting Social Norms in the Economy to Create Change at Scale' recommended adopting an integrated system wide approach. It means interventions should happen at the organisational, community and national level to achieve sustainable results, both at scale and impact. CARE's Social Analysis and Actions (SAA) is a recommended approach as it is effective in promoting gender transformation at different levels. SAA is a participant-led social change journey in which participants critically reflect, explore, and challenge the pressing social norms, beliefs and practices that are important to them. SAA is effective to facilitate critical reflection and gender dialogues with both households and the wider community.

The review of the literature showed that there were four common strategies to gender norms change across the different program interventions. The first, was the use of creative channels of communication to reinforce messages that challenged expectations around gender norms. Communication media were useful for presenting alternative versions of reality and for facilitating change in norms that are not directly observable by the community, such as caregiving and domestic labour. The second was that public education and campaigns can create change among men. Best practice suggests that it is important to start working with boys early in their lifetime, to use a gender-synchronised approach (working with women and girls at the same time), to promote alternative versions of masculinity, and to promote men's involvement in caregiving. Third, effective interventions often worked with influencers and opinion makers, as these persons may act as social gatekeepers towards more equitable norms. Lastly, it was critical to change gender inequality in institutions, including workplaces. Importantly, this involves working with leadership and workplace policy.

Monitoring and evaluating gender norms

Measuring social norms is extremely context-dependent. Recognising this, Cislaghi and Heise (2017) have developed a useful framework which sets out four stages in the design of programmes seeking to change social norms and their measurement approach: 1) Explore; 2) Investigate; 3) Measure; 4) Understand, plan, act. Two widely used tools are (SNAP) developed by CARE and the Social Norms Exploration Tool (SNET) developed by the Learning Collaborative. These tools help us understanding what norms are present in a particular context, and how they affect a particular issue, draw on social norms theory. To understand whether norms are changing and how, it is helpful to combine qualitative and quantitative research and to take a long-term view. Mackie et al. (2015) suggest inquiring the following information to measure norm change:

- Do some individuals over time shift to another reference group or form a new one?
- The social expectations of others in the reference group
- Empirical expectations with respect to the old behaviour and the new behaviour
- Normative expectations with respect to the old behaviour and the new behaviour

- How social expectations change over time? A simple way to measure the change in social expectations might be to inquire:
    - Over time is the harmful action less approved of in the group?
    - Over time is the harmful action less typical in the group?
    - Over time is the beneficial action more approved of in the group?
    - Over time is the beneficial action more typical in the group?

Social marketing and advertising approaches to gender norms

Social marketing uses marketing tools and techniques to seek to benefit the social good. Evidence from these interventions can also help to assist and inform campaigns to shift gender norms. Based on these interventions, this review found that it is critical to conduct baseline studies to know the local context before designing a social marketing intervention, and that there should be a pilot period to test, redevelop, and retest any campaign messaging that is being used. Successful interventions provided messaging that conveyed actions the audience could take towards behaviour change, and discussion groups are key to encourage critical reflection among the community on the gender norm. Mirroring the evidence on social norms change, evidence also suggests that it is important to adapt the campaign to different sub-groups of the population and to target changes in institutions and policies.

Conclusions

While this paper focuses on campaigns to influence gender norms, including social marketing, it is important to recognise that all the available evidence suggests that campaigns are not effective on their own to create change in gender norms. They need to be supplemented at the individual, community, and institutional levels with critical reflection, advocacy, and policy work. Although the evidence also shows great promise for working with men to create behaviour change, working with men also needs to be treated with caution to avoid shoring up men's power and control. Although this paper intends to provide an overview of evidence from different gender norms interventions across different country and cultural contexts, it is important to recognise the importance of local knowledge and creative local approaches. We hope that this paper can help inform those approaches, and that the IW partners can build and implement new best practice interventions that shift their communities towards more equitable norms that empower and protect women and girls.

Purpose

This paper provides an overview of evidence on program interventions that address gendered social norms, particularly communications campaigns. Its purpose is to provide a concise summary of how recent interventions have sought to influence gender norms and the lessons learned from these efforts, to inform future programming by the Investing in Women program and its partner organisations. This review is designed to complement annotated bibliographies compiled by Investing in Women on gender norms and women's economic empowerment.

Introduction

The Investing in Women program (hereafter IW) is an Australian Government funded aid program that targets inclusive economic growth through women's economic empowerment in South East Asia. Established in 2016, IW endeavours to improve women's market-based participation by encouraging workplace gender equality, facilitating impact investment for women's small and medium enterprises, and developing interventions that positively shift gendered norms, attitudes, and practices. As part of the IW agenda to influence gender norms, the program allocates resources to build a community of local voices that can undertake impactful campaigns for influencing gender norms. To achieve this purpose, innovative proposals were sought from actors that were interested in partnering with IW to influence gender norms that act as barriers to women's participation as employees and entrepreneurs in Indonesia, the Philippines, and Vietnam.

IW defines 'gender norms' as the accepted attributes, characteristics, roles and rules of behaviour for women and men at a particular point in time by a specific society or community (Investing in Women 2019a). In the main, gender norms frequently reflect and reinforce unequal gender relations, usually to the disadvantage of women and girls, and to men and boys who do not conform to expectations around manhood (Griffin 2017). In the case of women's economic empowerment, gender norms create barriers and hinderances to women's economic participation. These include occupation and industry segregation, women's low representation in senior management and company boards, the long standing gap between men's and women's pay, the disproportionate impact of care work on women and girls, workplace discrimination and harassment, restrictions on their physical movement, and limited control over household financial decisions (Dabla-Norris & Kochhar 2019; Harrison 2019).

To bolster women's economic empowerment, the IW program targets four specific norms in its programming, including women's perceived primary role as caregiver, men's perceived role as family provider, perceptions that certain jobs are women or men only, and perceptions that women are better in support roles and men are better leaders (Investing in

Women 2019a). While changes in norms can be driven in the long-term by broader structural and environmental forces, including economic development, education, political mobilization, urbanization, and migration (Marcus et al. 2015), reflecting the goals of the IW program, this paper looks at initiatives which are driven by programmatic efforts and the campaigns they use. The aim of this paper is to provide IW campaign partners with a summary of best practice on how to influence gender norms, as well as individual examples for the three intervention countries of Philippines, Vietnam, and Indonesia. Where possible, throughout the paper, we have also tried to incorporate examples from these contexts.

To begin the paper, we outline the key concepts regarding social norms change before then describing the methodology that underpins this review. Then, we present the findings of this review, divided into five sections including:

1. Social norms change
2. Strategies and lessons learned in changing gender norms (including women's economic empowerment, care responsibilities and domestic labour, masculinities, and violence against women)
3. Monitoring and evaluating gender norms
4. Social marketing and advertising approaches to gender norms

Finally, we conclude with some key lessons common to the five sections. Attached to this paper are three annexes which present case studies of relevant interventions on gender norms from the three IW intervention countries of Indonesia, the Philippines, and Vietnam, and one annex on interventions from South East Asia. Combined, this paper and its annexes should provide a useful resource for IW partners to inform their campaigns.

Key Concepts

There are many and varying definitions of the different concepts used in this paper. For the purposes of our review, we applied the following definitions and use them as our guide.

Economic empowerment is the capacity of women and men to participate in, contribute to and benefit from growth processes in ways which recognise the value of their contributions, respect their dignity, and make it possible to negotiate a fairer distribution of the benefits of growth. Economic empowerment increases women's access to economic resources and opportunities including jobs, financial services, property and other productive assets, skills development and market information. Women's economic empowerment and participation are fundamental to strengthening women's rights and enabling women to have control over their lives and exert influence in society (Gibert & McNaughton 2018).

Gender equality refers to equal rights, responsibilities and opportunities of women and men and girls and boys. It means that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into

consideration, recognizing the diversity of different groups of women and men. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development (UN Women n.d.).

Social norms are beliefs about what others do (empirical expectations) and what others think one should do (normative expectations) (Bicchieri & Penn Social Norms Training and Consulting Group 2016). The behaviour of individuals can be independent, dependent, or highly dependent on these expectations. The strength of this depends on two factors:

- People's beliefs about the negative consequences of being among those who try but fail to adopt a new social norm; and
- People's beliefs about effort needed to get enough people to adopt a new social norm.

As a result, social norms can be resistant to change. To change an interdependent action, it is necessary to change beliefs about what others do and what others think one should do among enough group members. Enough members of the group must believe that enough of its members are adopting the new norm. This new expectation can begin in a small group and then diffuse through the remainder of the reference group (see below) (Mackie et al. 2015).

Gender norms are the accepted attributes, characteristics, roles, and rules of behaviour for women and men at a particular point in time by a specific society or community (Investing in Women 2019a). Gender norms are social norms that specifically relate to gender differences (Haider 2017). Gender norms are often so ingrained that most people are not conscious of them, and believe they are natural and unchangeable. An example of a gender norm is the belief that women are naturally more nurturing than men, and that men are naturally more aggressive (Griffin 2017).

Reference groups are those people who hold a social norm in place. They are people whose opinions matter to the individual making the decision on what is typical or appropriate behaviour and whether to comply with the social norm. Reference groups may be from both subordinate and dominant groups, they are not necessarily the group which holds power. For example, a mother-in-law can sanction a daughter-in-law (both from subordinate group), or a man can sanction another man because he doesn't conform to a norm that encourages men to beat their wife to teach her a lesson. Reciprocal expectations among the people in a reference group hold a social norm in place (Mackie et al. 2015).

Social sanctions (rewards/disapprovals) keep norms in place. Social influence—the anticipation of social approval or disapproval for one's actions, also called positive or negative social sanctions, respectively - maintains social norms. Norm-breakers may face social backlash. This usually entails losing or conferring power and status in a community (Stefanik & Hwang 2017)

Social norms are different from behaviours (what an individual does) **and attitudes** (what an individual believes). People can comply with social norms even when the norms contradict their personal beliefs. Personal beliefs are outweighed by social expectations if others

negatively sanction behaviours. Some behaviours are more influenced by personal attitudes, while others are more influenced by social norms (Mackie et al. 2015).

Method

To address the need by IW campaign partners for contextually relevant information on gender norms change we looked at the available literature in two stages. In the first stage, we reviewed four annotated bibliographies provided by the IW program where the authors had already conducted literature reviews on gender norms and women's economic empowerment. In this stage, we included papers for review if they related to campaigns, social marketing, advertising, caregiving and caring responsibility, masculinity, gender-based violence, Indonesia, the Philippines, and Vietnam. Based on the limitations of the literature within these annotated bibliographies, we then needed to extend our search to other databases.

In the second stage, we extended our review to academic databases and databases of relevant development organisations. For academic databases, we searched Scopus, Applied Social Sciences Index and Abstracts, and Medline for relevant information using broad search terms on gender and gender norms. Broad search terms were deliberately used to try to capture as much information that might be relevant for campaigns as possible, particularly for the IW intervention countries.

For non-academic databases, we reviewed publications and materials from a limited number of sources, including Align, CARE Insight, the Asia Foundation, International Rescue Committee, Reliefweb, Overseas Development Institute, the Myanmar Information Management Unit, and IW publications. While this review includes information from many sources and other reviews on gender norms, due to time limitations we were not able to canvas as much of the non-academic and academic literature as we would have liked to increase the depth of this paper.

Findings

This section presents the results of the review. While the focus of this paper is on shifting gender norms, we believed it was important to begin with an overview of the social norm change framework and process, as this can be used to shift social norms in any area of intervention, including women's economic empowerment. In reviewing different interventions across different areas of gender norms change, we noted that the same social norms change principles kept reoccurring and that different areas of gender norms change were highly interrelated. Indeed, program interventions often used one methodology to

address multiple norms at the same time (for instance, many programs that engage men in caregiving are informed by a principle to reduce violence against women). Rather than separate out different areas of norms change (women's economic empowerment, caregiving, masculinities, preventing violence against women and girls) and risk repetition, instead, we provide examples of how different social norms change methodologies have been applied in these domains and the lessons learned in challenging one or more social norms. The section then concludes with sections on monitoring and evaluation, and social marketing approaches to gender norms.

Social norms change

Many different factors influence behaviours, including individual factors (such as personal attitudes and knowledge) and structural factors (such as laws, power dynamics in relationships, and constraints in access to and control over resources). Within this interplay of factors, social norms can act as either a brake or an accelerator in the process of behaviour change. It is therefore important to understand how social norms sustain specific behaviours. While addressing harmful gendered social norms is not a silver bullet, in some cases it may be key to shifting intractable negative behaviours. In their 2016 paper, Tankard and Paluck (2016) identify five conditions under which interventions to shift norms and behaviours are likely to be more powerful. These include:

1. when individuals identify with the source of normative information;
2. when new norms are believable representations of group opinions and behaviours;
3. when the individual's personal views are closer to the new normative information;
4. where the new normative information is widely shared within the reference group; and
5. when new normative descriptions are contextualised.

Aligning with Tankard and Paluck (2016), The Department for International Development (DFID) in the UK has produced a framework for shifting social norms that uses a social ecology framework to understand drivers and supporters of harmful behaviours (Alexander-Scott, Bell & Holden 2016). Looking at the DFID model, conditions 2-5 of Tankard and Paluck (2016) are reflected and conditions 1-3 can be considered as necessary steps before building an approach using the DFID model (Campbell & Chinnery 2018). The DFID model consists of three stages: changing social expectations regarding the behaviour within the reference group; publicising the change in attitudes, expectation, and behaviours, and; catalysing and reinforcing new positive behaviours and norms through rewards, sanctions, and opportunities to conform. This framework can also be used as a checklist to integrate a social norms approach into programme design or to monitor and evaluate programme implementation using a social norms lens (Alexander-Scott, Bell & Holden 2016). These stages and examples for each can be found below.

Stage 1: Change social expectations regarding the behaviour within the reference group

If inaccurate beliefs are present then raise awareness to dispel misconceptions
The concept of pluralistic ignorance (where a majority of individuals within a reference group assume a norm that they do not personally support, assuming that others' compliance with it show majority support) is one way in which to effect norms shift (Alexander-Scott, Bell & Holden 2016). Changing perceptions and building new social norms can in part be achieved by presenting summary information about current behaviours or norms to a group. This summary information is intended to replace an individual's personal and subjective norm perceptions with new information (Tankard and Paluck 2016)

Shift individual attitudes towards harmful behaviour (i.e. weaken existing norm)
When support for an existing behaviour is strong, individual attitudes need to change before social expectations can change (attitudinal change is insufficient on its own to shift social norms) (Alexander-Scott, Bell & Holden 2016).

Example: In Phase 1 of IW, advocacy partners across the Philippines, Indonesia and Vietnam impressively reached over 18 million people online. In Indonesia and the Philippines, the advocacy partners campaigns included raising awareness of women working in non-traditional sectors and men sharing household and childcare roles as an alternative narrative to gender biases (Investing in Women 2019c).

Promote public debate and deliberation around the norm
Public debate and deliberation is important to shift social expectations so individuals can see and hear from others in the reference group. Edutainment and mass media can also be used, for example through radio call-in shows, as a way of doing this at scale. Social media and mobile technologies are other obvious ways to reach large numbers of people and prompt debate, but there is a dearth of studies examining the impact on social norms (Alexander-Scott, Bell & Holden 2016).

Example: Partners in Phase 1 of IW identified a key lesson learned was reaching both the reference groups and the target audience to change social norms and behaviours. In the Philippines, Edukasyon and PBEd understood the acutely important roles that parents and teachers play in influencing the course and career decisions of girls. While their campaigns included online content and offline workshops directly for girls, activities that worked with parents and teachers were also seen as a crucial investment. In Vietnam, when trying to influence national assembly delegates, partners reflected a need to "understand the system" and "identify the voice they will listen to most" (Investing in Women 2019c).

Promote a positive alternative
Norms exist for a reason: they provide rules for how to belong to a group. Harmful social norms that are not replaced with more positive norms are likely to return. Programmes need to provide alternatives to harmful norms to make change as easy as possible.

Example: Interventions that encourage adolescent boys and young men doing housework, including activities that are done outside which other people can see (e.g. sweeping, hanging

up laundry), can be highly positive. By doing this they can show that they do not consider it unmanly to do housework, or that they are 'ahead of the curve' with new, more equal ways of living (Marcus & Harper 2015).

Provide opportunities for public and collective change
Public pledges can directly address individual beliefs about what is typical and appropriate behaviour within a group. For instance, if I see many others in my community sign a pledge against gender-based violence (GBV) I may be less likely to think most others in the community perpetrate violence and also less likely to believe it is socially acceptable (Alexander-Scott, Bell & Holden 2016).

Stage 2: Publicise the change in attitudes, expectations, and behaviours

Publicise role models and benefits of new behaviour
Role models may persuade people to adopt new norms, condemn existing norms and/or simply make an alternative seem feasible where previously it was unimaginable (Alexander-Scott, Bell & Holden 2016). Social norms marketing and edutainment have used mass media to promote role models in radio and TV dramas that the audience can identify with, but communication materials at the local level can also be an important component of such initiatives and often include a wide range of creative materials, such as posters, comics, and information sheets (Alexander-Scott, Bell & Holden 2016).

Example: A celebrity sports star is seen in mainstream media or social media doing housework or taking care of a young child. This can help present a more equal division of labour within the home as positive and progressive (Marcus & Harper 2015).

Avoid reinforcing the negative behaviour
Messages should be screened to ensure they are not reinforcing other harmful norms and stereotypes. Messages which emphasise the need to protect women from violence can play into ideas about women as the 'weaker sex' and inadvertently shore up support for violence against women and girls who do not play the 'weaker' role (Alexander-Scott, Bell & Holden 2016).

Develop a diffusion strategy to catalyse broader societal change
Several programmes have shown promising practices pairing communication strategies such as mass media with the cultivation of local change agents such as citizens, key influencers, and role models. According to social network theory, individual change agents should be better connected and more influential in their communities to increase the chances of successful diffusion at scale (Alexander-Scott, Bell & Holden 2016).

Stage 3: Catalyse and reinforce new positive behaviours and norms through rewards, sanctions and opportunities to conform

Provide opportunities for new behaviour
A social norms intervention is more likely to be successful if it not only provides clear guidance on a new norm but also opportunities and ways of behaving in accordance with that new norm (Alexander-Scott, Bell & Holden 2016).

Example: In Phase I of IW, campaign content and tools were provided to engage families in behaviour change process. Campaign material gave those with pre-existing positive beliefs extra confidence and encouragement to start the conversation and "enhance" behaviour change in an environment where gender equality is talked about "in hushed tones" and many men feel "ashamed" to take on domestic roles and feel pressured to continue traditional norms. The campaigns have been a "courage builder" for conversations and action. One partner said that focus group discussions with their target group showed that "70% of people said, 'we want to discuss the issue with our family [prior to the campaign] but we don't have the content to inform it'" (Investing in Women 2019c).

Create new rewards and sanctions
Norm change is not necessarily linear, and for new norms to be sustained, sufficient sanctions and rewards systems must be in place. For instance, rewards could take the form of esteem and sense of belonging to a group of early adopters endorsed by aspirational role models and ambassadors (Alexander-Scott, Bell & Holden 2016).

Approaches

The Practitioner Learning Group on 'Shifting Social Norms in the Economy to Create Change at Scale' recommended adopting an integrated system wide approach. It means interventions should happen at the organisational, community and national level to achieve sustainable results, both at scale and impact. At the organisational level, this would involve critical reflections on gender norms affecting staff. At the community level, it involves awareness-raising through different methods. At the national level, an integrated system wide approach can involve organised diffusion of key messages through wider public engagement/social marketing and coordinating with policy makers and the private sector to tackle institutional norms and introduce appropriate policies/legislation (Singh et al. 2018).

CARE's Social Analysis and Actions (SAA) is an effective approach to promote gender transformation at these different levels, including individual, organisational, and structural levels (CARE International 2018). SAA is a participant-led social change journey in which participants critically reflect, explore, and challenge the pressing social norms, beliefs and practices that are important to them. SAA achieves long-term change as participants are empowered – individually and together – to be the masters of their own social norms change. SAA is used to challenge harmful gender and social norms, for instance traditional ideals of femininity and masculinity; unequal gendered division of decision-making and labour; unacceptability of contraceptive use; women's lack of mobility; son preference; and gender-based violence. SAA is effective to facilitate critical reflection and gender dialogues with both households as well as the wider community (CARE International 2018). CARE Country Offices in Vietnam and Myanmar have strong experience in applying the SAA approach within the organisation and in programming WEE projects.

Strategies and lessons learned in changing gender social norms

In reviewing the different approaches and strategies to shifting gender norms there are several commonalities that come through. In this section we divide these into four strategies: creative channels of communication, public education campaigns, working with influencers, and changing norms about gender inequality in institutions. While this paper and these strategies are targeted towards campaigns, it is important to recognise that creating social norms change is difficult, and that approaches should work at multiple levels to achieve sustainable results. This means working with individuals on critical reflection, working with communities through awareness raising, diffusing key messages through wider public engagement and advocacy to policy-makers, and within institutions and workplaces (Singh et al. 2018). We will now address each of the four strategies in turn.

Strategy 1: Using creative channels of communication to reinforce messages that challenge both empirical and normative expectations

Radio, community theatre, posters, and videos, have been found to be important media for raising awareness of problems with a current norm and presenting alternative versions of reality that are identifiable but deviate from gendered expectations. Mass media campaigns can be effective tools for facilitating change, in particular, for gender norms that are not directly observable, such as caregiving and domestic work. Best practice suggests that it is important to research the target group to identify messages that resonate locally, and to test before implementation. Phrasing messages in such a way that they tap into local contexts and cultures can increase their chances of being accepted and acted on. As can 'aspirational' messages that tap into people's desires for a better life, with more money and greater social status (Georgia 2015). To ensure that the messages do not inadvertently reinforce a harmful social norm or behaviour, there also needs to be a combination of normative messaging that elicits strong emotions (Singh et al. 2018).

Example: A lesson learned from Phase I of IW is that campaigns which are built on existing platforms and media that extend their content to messages promoting gender equality are more effective than those building an audience base from scratch. Partners are then able to focus efforts and resources toward creating awareness and engagement within a limited timeframe (Investing in Women 2019c).

Example: Oxfam's WE-Care initiative was implemented in the Philippines and Zimbabwe. The WE-Care programme has been engaging WE-Care Champions and role model families as a way of challenging the descriptive norm that men don't do care work by showing that men can and do in fact do care work (Adrian Hodges Advisory Ltd. 2017). In the Philippines, social norm intervention activities included community awareness activities, training role models ('care champions'), involving school groups, and mass media campaigns. Youth 'care champions' led social media campaigns, and a TV advertisement on sharing unpaid care that was shared on social media reached over 17 million people in one month (Van der Gaag et al. 2019).

Example: Through Our Eyes is a participatory video project that has been implemented in five countries, including with Karen refugees on the Thai-Myanmar border (Gurman et al. 2014). Implemented by two Karen groups, the videos are made by community members and focus on women's rights and gender-based violence. Screened in front of the community and followed by a discussion group, they encourage critical reflection on gender norms, and encourage empathy and compassion on the issue of violence against women and girls (Gurman et al. 2014).

Example: In Phase I of IW, both the advocacy and research partnerships were undertaken through local organisations who identified local agendas and tested creative solutions as experts within their context. Through partners, locally tailored messages reached target audiences via channels they trusted, delivered by familiar voices. In Vietnam partners noted that when working with businesses "we talked of economic benefits… for each type of company". Correspondingly, for influencing factory workers, messages were reframed to speak to the "priority concerns of the workers". In Indonesia, partners used messaging that would appeal to their target audience. For Katadata, with their professional readership base, economic data was used to influence. For influencing domestic life, Pulih-ALB framed messages to be about harmonious families and relationships, something which they recognised to be of key value to households (Investing in Women 2019c).

Example: In Indonesia, the MenCare+ program seeks to engage men aged 15 to 35 years as caregiving partners in maternal and newborn child health, and sexual and reproductive health rights. It aims to improve maternal and newborn child health, improve decisions about reproductive health, facilitate gender equality, and lessen violence based on gender relations (Martam 2016). In their formative research, the program recognised that messages around fatherhood were not resonating with young urban men in Jakarta. They adapted their messaging and the name of the program to reflect their interest in relationships, preparing for the future, and violence against women and girls (Martam 2016).

Strategy 2: Public education and campaigns can model and promote social norm change among men

Campaigns aimed at men and boys can be catalysts for change. Best practice suggests that engaging men and boys as stakeholders in gender equality is the most promising approach, recognizing that gender equality benefits women and girls and has positive impacts on the lives of men and boys (ICRW 2018). Well established evidence shows that programs that aim to shift gender norms and work on masculinity are the most effective (Flood 2015), while those which do not risk reinforcing existing men's power over women (Barker, Ricardo & Nascimento 2007). Interventions that target men and boys can occur in the workplace, at sporting and leisure activities, and at home. They can harness the power of information and communication technologies to change gender norms, portray care work as skilled and valuable, and shift how fatherhood is seen in the community (Van der Gaag et al. 2019).

In reviewing papers on effective approaches to engaging men and boys, key principles underpinning these approaches mirror those for broader social norms change initiatives. In

addition to these practices covered in other social norms interventions, the following are specific points with respect to engaging men[1]:

- Start young: engaging adolescent boys in gender equality can have long term benefits. But we should also engage men and boys throughout their life stage, and in the different roles they play in the lives of women and girls.
- Use a gender-synchronised approach: programs should engage with all genders in a process of gender transformation, working with women and men sequentially, simultaneously, individually, or mixed.
- Promote alternative, positive masculinities: use messaging that promotes men as people who can create change. use positive messages showing men can change and men changing or acting in positive ways. Demonstrate what they gain from changing their behaviour. Use extensive formative research and testing of messaging.
- Promote images of men's caregiving: this is a useful entry-point in enabling more equitable division of household tasks and decision-making.

Example: As part of the Investing in Women program in Indonesia, Alliansi Laki-Laki Baru, an alliance of men's organisations that engage with men on campaigns against gender-based violence, and the organisation Yayasan Pulih, published positive messages on women's economic empowerment through social media channels. The #KitaMulaiSekarang (We Start Now) campaign conveyed messages on harmonious families and relationships and engaged sensitively with critics of gender equality who challenged their campaign. This represents a positive step in promoting men's caregiving and alternative masculinities (Investing in Women 2019c).

Example: In December 2015, United Nations Development Programme in Vietnam produced 8 movies featuring typical scenarios where gender roles were flipped to raise public awareness about gender stereotypes and call for participation in removing gender-based barriers. These videos are the first intervention within the #HowAbnormal campaign. They have received over 80,000 views, and over 1,000 likes and shares on UNDP Vietnam's Facebook and YouTube channels, and have been widely disseminated by celebrities, UN agencies, CSOs and general audience – not limited to the youth. The #HowAbnormal campaign also includes holding youth-engaging festivals as well as the drama and photo contests at some of Vietnam's largest universities throughout 2016. One of the campaign's initial successes includes groups of students independently implementing initiatives to raise awareness in their universities of negative gender stereotypes that are in line with the #HowAbnormal campaign (Global Innovation Exchange 2019).

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[1] Further information on working with men and boys can be found in Barker, Ricardo & Nascimento (2007), Edström et al. (2015), MenEngage Alliance (2015), Marcus, Stavropoulou & Archer-Gupta (2018), Flood (2015), and can der Gaag (2019). These papers also have interventions from the Philippines, Indonesia, and Vietnam - León-Himmelstine & Salomon (2020), Martam (2016), and Hoang, Quach & Tran (2013)

Strategy 3: Effective strategies for social norm change from working with influencers/opinion makers

Working with role models and champions to challenge prevailing norms in the communities is critical for building a social movement (Singh et al. 2018). Social gatekeepers, such as micro-influencers on social media channels, or religious, traditional, and political leaders in the community, can help show the way towards more equitable norms (Van der Gaag et al. 2019). Working with them can be particularly important for ensuring the legitimacy of the new information that may go against the current norm. It also helps to disseminate this new information more broadly and shape public support. This is particularly critical in contexts where a backlash is possible, as opinion leaders can play a key role in risk mitigation. For programs that engage men in gender equality, for instance, effective interventions work with male champions, community leaders, and other influencers to promote gender equality messages among the community. In Oxfam's WE-Care program, they successfully used this strategy by recruiting youth 'care champions' to challenge gender norms on care work and using male religious and traditional leaders to promote care work as part of men's responsibility, and not just as a way of helping their wives (Adrian Hodges Advisory Ltd. 2017).

Example: In Phase 1 of the IW program, Berakar Komunikasi in Indonesia applied a native advertising approach called influencer marketing. Marketers define influencers as social media users who are actively having conversations with their online communities around issues that are relevant to an organisation. Berakar engaged with more than 20 influencers or key opinion leaders who posted about the video and other content from the #TanamkanKepercayaan campaign on Facebook, Twitter, and Instagram. These individuals came from a wide range of backgrounds—celebrities, athletes, artists, etc—allowing the campaign to reach a diverse audience and sustain conversations.

In the Philippines, Edukasyon enlisted 10 youth ambassadors for the campaign. These youth ambassadors spoke at campus roadshows and shared campaign content on their personal social media channels. They also contributed content for the campaign portal and Edukasyon's social media channels. Content by youth ambassadors were among the top-performing posts on Edukasyon's social media channels.

IW partners reflected on the importance of showing relatable people promoting positive norms make the campaign appealing. In running influencing marketing campaigns, partners showed a preference for micro-influencers, social media users who do not have celebrity status or millions of followers but who register higher-than-average audience engagement. Some partners reflected that these "homegrown" champions can be just as inspiring as popularly known champions as they are more real and "relatable" to the audience (Investing in Women 2019c).

Strategy 4: Changing social norms to reducing gender inequality at the institutional level

Institutional gender inequality is a critical factor inhibiting women's ability to progress in professional environments. Workplaces are therefore important spaces where campaigns and

gender norms change initiatives need to be directed. CARE's work in garment factories, for example, has shown these spaces to be very hierarchical with power differentials between men and women known to be an environmental factor that contributes to sexual harassment (Campbell & Chinnery 2018). Kabat-Farr and Cortina (2013) refer to a 'think manager—think male' mindset which informs rejection of women in positions of power and notes that stereotypes about masculinity (such as those of leadership and rationality) explain why men benefit where workplaces are predominantly women (Campbell & Chinnery 2018). Women's empowerment initiatives need to undermine this dynamic to improve protection of women at work and increase their participation and progression in the labour force.

DFID guidance on addressing violence against women and girls in women's economic empowerment programs provides a number of recommendations to promote company social norm change (Georgia 2015). These include using communications and workshops to build knowledge and understanding of gender equality, the rights of women, and non-tolerance of discrimination and violence against women and girls. A whole company approach, with internal champions, is required to achieve social norm change. This includes scrutiny of the company structure. Making the economic case is an important part of building a critical mass of supporters within the organisation to tackle violence. Information on increases in productivity and profitability from such changes should be part of the process (Georgia 2015). Key lessons on reducing violence against women in the workplace from this report include:
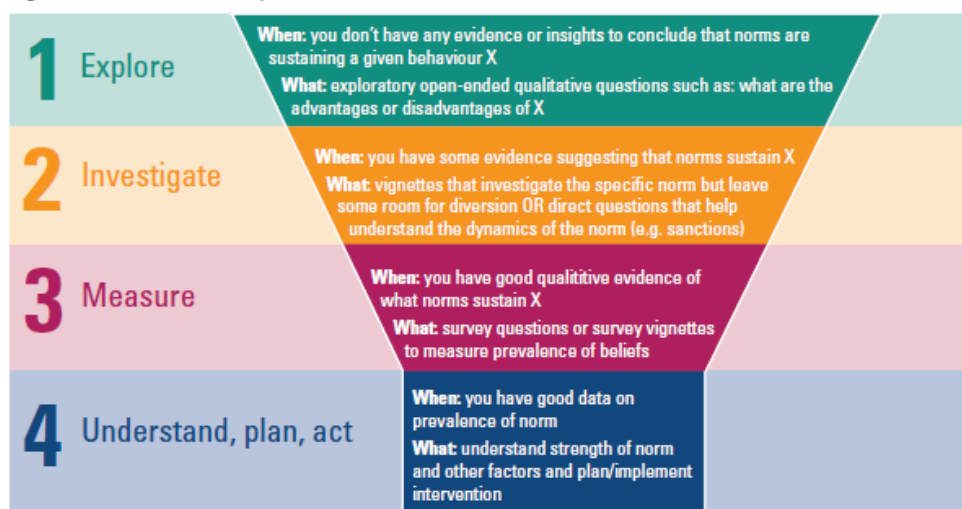
- That leadership is essential.
- Approaches that include union involvement or women's organisations need to foster a spirit of collaboration between employer and employees.
- Policies, procedures, audits and systems that address violence within the workplace and support women who have experienced violence outside of or on the way to work should consider the need to be participatory and inclusive of women, the importance of safety and confidentiality, the pre-eminence of women's rights and safety over company profit, and the important of having links to organisations able to provide relevant services.
- Social norm change in organisations can be catalysed and promoted through these approaches, and by using an effective internal and external campaign. This should be consistent with the values and approach that is integrated throughout the organisation and include media and direct communications.

Example: The STOP project of CARE Australia works with the garment industry and government in the Mekong to design and implement workplace models and mechanisms for preventing and responding to sexual harassment. The project interventions are informed by four components: 1. Leadership commitment; 2. Policies, planning and strategies; 3. Workplace practices and norms; and 4. Training, learning and capacity (Campbell & Chinnery 2018). Interventions to change social norms relating to sexual harassment include training and communication activities. The project uses specific scenarios about sexual harassment to facilitate discussion in training workshops with factory workers and human resource staff. The project also produces communication materials such as poster, video and leaflet to raise awareness about forms and causes of sexual harassment in different spaces, e.g. in the community, on the way to work and within the factory (CARE Australia 2020).

Monitoring and evaluating gender norms

Measuring social norms is extremely context-dependent (Cislaghi & Heise 2017). Recognising this, Cislaghi and Heise (2017) have developed a useful framework which sets out four stages in the design of programmes seeking to change social norms and their measurement approach (Figure 1).

Figure 1: The 'funnel' of norms exploration and measurement

1 Explore
When: you don't have any evidence or insights to conclude that norms are sustaining a given behaviour X
What: exploratory open-ended qualitative questions such as: what are the advantages or disadvantages of X

2 Investigate
When: you have some evidence suggesting that norms sustain X
What: vignettes that investigate the specific norm but leave some room for diversion OR direct questions that help understand the dynamics of the norm (e.g. sanctions)

3 Measure
When: you have good qualititive evidence of what norms sustain X
What: survey questions or survey vignettes to measure prevalence of beliefs

4 Understand, plan, act
When: you have good data on prevalence of norm
What: understand strength of norm and other factors and plan/implement intervention

Two widely used tools are Social Norm Analysis Plot (SNAP) framework developed by CARE and the Social Norms Exploration Tool (SNET) developed by the Learning Collaborative (ALiGN n.d.b). These tools help us understanding what norms are present in a particular context, and how they affect a particular issue, draw on social norms theory:

- Who is the reference group of a particular norm?
- Descriptive norms or empirical expectations (beliefs about what most people do in a given locality);
- Injunctive norms or normative expectations (beliefs about what most people think is appropriate behaviour);
- The key reference groups who influence particular norms;
- The strength of a particular norm;
- The sanctions for violating a norm; and
- Personal beliefs and attitudes, as distinct from norms theory (ALiGN n.d.b).

WHAT'S MEASURED

Knowledge, attitudes → Behaviour Change

Perceptions (social norms) →
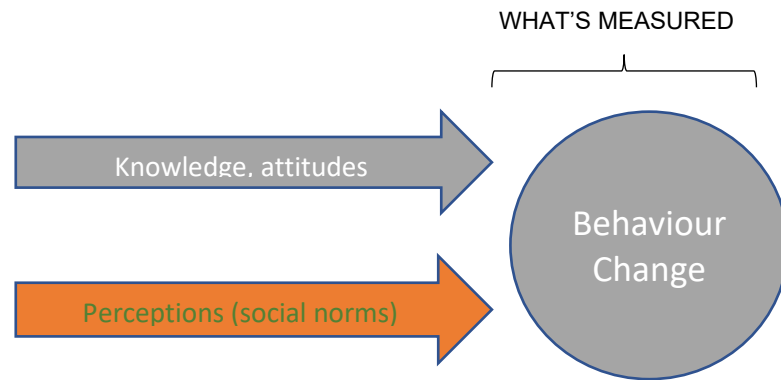
To understand whether norms are changing and how (stage 3 of Figure 1), it is helpful to combine qualitative and quantitative research and to take a long-term view (over a generation or more), as norm change processes can be slow. For more information about the use of each method, see page 20 of the Social Norm Exploration Tool (SNET) (Institute for Reproductive Health 2020), page 9-14 of the SNAP framework (Stefanik & Hwang 2017) and Quantitative Measurement of Gendered Social Norm (Samman 2019). Some approaches to measuring norm change focus on proxies, such as outcomes or attitudes; others aim to measure norms themselves by examining perceptions of appropriate behaviour in particular circumstances (ALiGN n.d.a). Mackie et al. (2015) suggest inquiring the following information to measure norm change:

- Do some individuals over time shift to another reference group or form a new one?
- The social expectations of others in the reference group
- Empirical expectations with respect to the old behaviour and the new behaviour
- Normative expectations with respect to the old behaviour and the new behaviour
- How social expectations change over time? A simple way to measure the change in social expectations might be to inquire:
  - Over time is the harmful action less approved of in the group?
  - Over time is the harmful action less typical in the group?
  - Over time is the beneficial action more approved of in the group?
  - Over time is the beneficial action more typical in the group?

The Social Norms Analysis Plot (SNAP) framework (SNET) has many similarities in terms of diagnosing and identifying norms (corresponding to stage 1 and 2 of the figure 1). The SNET provides very useful information about using various tools for collecting qualitative data, specific instructions for planning a field trip and clear guidance about steps and methods for data analysis. CARE's SNAP framework provides more detailed information about measurement stage and methods (corresponding to stage 3 measuring norms of the figure 1). The table 1 below outlines the purpose, methods, and learning aims for each stage of measurement during implementation.

Table 1: Measurement stages and methods

STAGE	PURPOSE	METHODS
Formative research	Identify possible social norms, sanctions, reference groups	Literature review, informal discussions with community
Baseline	Verify social norms, assess strength, identify 'cracks' in norms and opportunities for interventions	Quantitative surveys, qualitative interviews, and vignettes in focus group discussions (FGDs)
Monitoring	Observe signs of norm change; monitor backlash	Activity monitoring, observation
End-line	Changes in social norms, correlate with changes in behaviour and attitudes	Quantitative surveys, qualitative interviews and vignettes in FGDs

Source: Stefanik & Hwang 2017 'CARE's Journey Piloting Social Norms - Measures for Gender Programming'

The following table provides examples about the signs of a norm change by comparing data from baseline to monitoring and end-line evaluation.

Table 2: The Social Norms Analysis Plot (SNAP) framework

Components of norm	Definition	Signs of changes in a social norm
Empirical expectations	What I think others do	- Responses reflect a different perception of what people think others are doing - Increase in respondents report a perceived change of behaviour of others - Changes in the extent of conformity and disagreement among homogenous groups and across the different groups
Normative expectations	What I think others expect me to do (what I should do according to others)	- Responses reflect a different perception of what others expect respondent to do - Increase of respondents reporting the desired new behaviours as expected of them - Changes in the extent of conformity and disagreement among homogenous groups and across different groups
Sanctions	Opinion or reaction of others (to the behaviour) – specially others whose opinions matter to me	- Changes in consistency across groups - Changes in sanctions that are identified - Changes in the severity of sanction - Changes in the likely frequency of sanctions being enacted
Sensitivity to sanctions	If there is a negative reaction from others (negative sanction) would the main character change their behaviour in the future?	- Changes in how the main character would respond - Increase in respondents who say the main character would still make the desired behaviour change despite sanctions
Exceptions	Under what circumstances would it be ok for the main character to break the norm (by acting positively)	- Change in the # of exceptions allowed to break a norm - Changes in #s or types of individuals who deviate from the norm - Changes in responses about individuals who are impervious to social sanctions

Source: Stefanik & Hwang 2017 'CARE's Journey Piloting Social Norms - Measures for Gender Programming'

The SNAP framework of CARE is powerful in measuring norm strength. The rigidity and influence of norms (i.e. norm strength) are determined by the extent to which there is broad agreement between empirical and normative expectations, whether sanctions are weak or severe, the sensitivity to sanctions and the existence of acceptable exceptions to break a norm.

Sensitivity to sanctions is a unique contribution that SNAP makes to our understanding of the influence of norms (specifically, the expectation of sanctions) on behaviour (Stefanik & Hwang 2017). To assess sensitivity to sanctions, research participants are asked to share their perceptions about whether the lead character in the vignettes would change her decision if her reference groups displayed disapproval. Information about sensitivity to sanctions

provide insights on whether anticipated social sanctions are strong enough to influence behaviour and compel compliance. Information about sensitivity to sanctions also helps in making an assessment about opportunities for norm change. Research findings about opportunities for norm change will be helpful to inform the design and implementation of social norm change campaigns of IW phase II.

Table 3 below suggests methods to collect data for each step of a social norm research for programming purpose. Key steps in programming include identifying social norms, reference groups, the extent to which a social norm can influence behaviours, and identifying early adopters of new norms.

Table 3: Social norm research for programming purpose

What data is useful to know?	Data source	Design implication
What are the norms?	Formative research, validated by baseline (quantitative and/ or qualitative)	Use as topics/themes of norms-shifting activities (e.g., dialogue, debates, pledges, public testimony, games, campaigns, etc.). Increase the visibility of positive behaviours/attitudes and of public support for positive norms.
Who is the reference group (RG)?	Formative research, validated by baseline	Target reference groups for "main character's" behaviour change, and/or change main character's perceptions about what the reference group does and thinks. (Note: main character in Vignettes)
How strong/influential are these norms over behaviour?	Qualitative baseline - SNAP + formative	Develop strategy that factors in norms along with other factors most influential to behaviours.
How rigid/flexible are norms?	Qualitative baseline - exceptions	Use to inform activity selection or prioritise norms based on project timeframe.
Are people's actual attitudes and behaviours better than social expectations? (Does pluralistic ignorance exist?)	Quantitative baseline	Correct overly pessimistic misperceptions /information.
Who are supporters/early adapters of new norms? (any exceptions)	Qualitative baseline and/or formative research	Increase the visibility of positive behaviours/attitudes and of public support for positive norms. Select for role modeling, and/or connecting supporters.

Source: Stefanik 2020. Personal communication.

The table 4 below (Marcus 2015) suggests indicators to measure gender norms change. It is not intended as a comprehensive list of indicators of change but can be considered as a source of reference for each organisation to develop local specific indicators.

Table 4: Measuring how gender norms change

Issues	Indicators	Used by
General attitudes towards gender equality	% of respondents stating they believe that men and women or girls and boys are equal/should be treated equally	BRAC GQAL Evaluation (Alim 2011); Maendeleo Ya Wanawake evaluation, Kenya (Chege et al. 2001)
	Attitudes towards gender roles (e.g. who should be the breadwinner, look after family members, etc.)	Demographic and Health Survey (DHS); Gender Equitable Men Scale (GEMS)
	% of respondents stating they believe that gender divisions of labour are natural and cannot be changed	Stobenau et al. 2015
	% of respondents believing that women/ girls can do stereotypically masculine roles and vice versa	World Values Survey (WVS)
	% of respondents who believe a woman's main role is looking after her family	WVS, GREAT baseline survey
Economic activities and divisions of labour	% of respondents stating they believe that household chores/work should be shared equally among girls and boys	CHOICES Nepal (IRH 2011); Egypt (Marketeers 2013)
	Average time spent by adolescent girls and boys on unpaid household chores, economic activities (paid and unpaid), education and leisure	Living Standards Measurement Survey, some labour force surveys, time use surveys
	Girls'/young women's control over their earnings	DHS
	Acceptability of girls/ young women working outside the home (where relevant)	World Values Survey
Voice, decision-making power and mobility	Girls'/ young women's influence over household decisions	DHS
	Married girls'/ young women's influence over use of contraception/ timing and number of pregnancies	DHS, GREAT baseline survey
	Range of places a girl/ young woman can go without permission	DHS, BRAC GQAL Evaluation (Alim 2011)
Violence against Women and Girls	Proportion of men/women who agree with the statement 'If a woman disobeys her husband she should be beaten'	(Alexander-Scott, Bell & Holden 2016)
	Perpetration of IPV in last 12 months (men) Experience of IPV in last 12 months (women)	(Alexander-Scott, Bell & Holden 2016)
	Proportion of men/women who believe most other men in their community beat their wives if they disobey them.	(Alexander-Scott, Bell & Holden 2016)
	Proportion of men/women who believe that the practice of wife beating is acceptable within the community.	(Alexander-Scott, Bell & Holden 2016)
	The proportion of men/women who agree with the statements: 'If a husband does not beat his wife if she disobeys, other men in the community will think less of him.' 'Real men control their wives'.	(Alexander-Scott, Bell & Holden 2016)

Social marketing and advertising approaches to gender norms

At its core, marketing in any form is about influencing human behaviour. While commercial marketing seeks to deliver value to the owners or shareholders of the firm producing the product or service, social marketing applies the concepts, techniques and tools of commercial marketing to bring about 'social good' (French & Gordon 2015). Social marketing:

> *seeks to develop and integrate marketing concepts with other approaches to influence behaviours that benefit individuals and communities for the greater social good. Social marketing practice is guided by ethical principles. It seeks to integrate research, best practice, theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, efficient, equitable and sustainable.* (ISMA, ESMA & AASM 2013)

There has been increasing recognition of social marketing as a positive way to bring about social change. Early initiatives in the mid-20th century used commercial marketing techniques in family planning, health and education campaigns in middle and low-income countries. These emphasised social advertising or communication and the distribution of tangible products, such as condoms (Gordon, Russell-Bennett & Lefebvre 2016). In reviewing the literature, it is overwhelming oriented towards public health interventions, including on tobacco and substance use, family planning, and prevention of human immunodeficiency virus and other sexually transmitted infections.

Social marketing approaches

Social marketing does not have a single approach, but groups together different theories, techniques and principles to address and promote social good. While not specifically orientated towards gender norms they are applicable for a social marketing approach to gender equality campaigns. Key principles underlying social marketing campaigns include:

- Consumer orientation: according to exchange theory, participant groups must receive benefits that justify them purchasing a product or service, or performing a behaviour
- Marketing research: research is necessary to identify insights on the specific needs, desires, beliefs, attitudes, and what motivates participations.
- Segmentation, targeting and positioning: tailor marketing to different segments of the population. Use analysis to understand which segments to target. Understand what strategy or position is needed to raise awareness, increase reach, or recognition of communications.
- The marketing mix: a successful program uses a mix of education and engagement, product and service delivery, information provision, environmental and systems change.
- Planning and evaluation: develop a learning culture to understand how to improve. (French & Gordon 2015)

In determining the mix of marketing and campaign materials in a social marketing approach, the 4Ps model has prevailed since the early 1960s. These emphasise product, price, place, and promotion (see French & Gordon 2015). But recent publications by Gordon (2012), and Tapp and Spotswood (2013) offer alternative frameworks to approach the social marketing mix. In the United Kingdom, a set of benchmark criteria has been developed for social marketing, with good interventions: (1) setting behaviour goals (2) using consumer research and pre-testing; (3) making judicious use of theory; (4) being insight driven; (5) applying principles of segmentation and targeting; (6) making use of the marketing mix beyond communication; (7) creating attractive motivational exchanges with the target group; and (8) addressing the competition to the desired behaviour. (French & Blair-Stevens 2006).

Social marketing and gender norms

There are few publicly available documents on the use of social marketing techniques to influence gender norms. Irma Martam notes in her paper on the use of social marketing techniques in the Indonesian MenCare+ campaign that the role of women and gender in social marketing is largely ignored (Martam 2016). It is difficult to identify social marketing approaches because these techniques are often used with other forms of community outreach, such as in programs on sexual and reproductive health, maternal and newborn child health, fatherhood, or gender-based violence.

Paluck and Ball (2010) review social norms marketing interventions aimed at gender-based violence, including case studies of the Soul City program in South Africa, We are Different We are Equal in Nicaragua, and Program H in Brazil, Mexico and India. Based on their review, they identify important five components of social norms marketing to combat gender-based violence:

- Baseline studies: It is critical to know the local context before designing an intervention and a successful social norms marketing intervention. Messages need to be attuned to the correct group, norms within that group, and the wider social environment.
- Pilot project: before an intervention begins there should be a pilot period to test, redevelop, and retest messaging. Many social norms marketing interventions use 'listening groups' to provide feedback during the program, and before commencing.
- Channel factors: successful social norms programs include messaging that provides an easy way for the audience to take next step towards behavioural change.
- Unintended effects: campaigns can have negative effects. They may be uninteresting and have low engagement, or by communicating awareness about a particular issue may reinforce that it is normal rather than activating behaviour to reduce it.
- Discussions group are powerful: many campaigns use discussion groups to communicate new social norms. Social influence techniques are most powerful when delivered face to face. But group members can also undermine the campaign through vocal opposition.

Martam (2016) provides an overview of local implementation of a social marketing approach to encouraging fatherhood and preventing violence against women through implementation

of the MenCare+ campaign in Indonesia. In line with best practice on gender norms change, it includes multiple interventions at different levels of society, including group education, public campaigns, and work with the health providers. Best practices displayed by MenCare+ using the social marketing approach include:

- Understanding the target population: in-depth research was conducted with male youth in Jakarta on gender, violence and masculinity to inform program design and identify barriers to norm change.
- Adapting the intervention to different regions and sub-groups of the population: for instance, urban youth were not able to attend structured programs due to work commitments, with the intervention instead delivered through monthly meetings, youth facilitators, and online discussion groups.
- Bringing the campaign to the local context: as young men in Jakarta were less interested in fatherhood the program instead focused on violence, relationships, and preparing for the future.
- Targeting institutions and policies: social marketing was used to create change in attitudes among health workers, community leaders, and policy makers, to enact broader change in society.

An example of a social marketing approach from Phase 1 of the Investing in Women program comes from the creative agency Berakar Komunikasi who created a video that documented a social experiment revealing biases against women in the Indonesian workforce. The #TanamkanKepercayaan (Building Trust) campaign hit almost 4 million in reach, with almost 400,000 in views. This was facilitated by almost third of its funding being allocated to distribution, demonstrating the importance of budget in achieving reach and impact. They actively engaged with influencers and key opinion leaders from difference backgrounds (celebrities, athletes, artists) who posted about the video on multiple social media channels. (Investing in Women 2019c).

Further information on social marketing to influence gender norms from contexts less relevant to the Investing in Women program countries include the Young Men Initiative which aimed to promote healthier masculinities in the Balkans (Namy et al. 2015), and an intimate partner violence prevention program in the west of the United States of America (Keller & Honea 2016).

Gender portrayals in advertising and marketing

Critical to shifting gender norms is the way women, men, girls and boys are portrayed in advertising and marketing campaigns. Gender is a key focus of the customer experience with brands and marketing campaigns, yet recent research suggests that both women and men feel they are not portrayed accurately in advertising (Kantar 2019). In an Ipsos survey of adults across 28 countries, for example, the majority of respondents believed that advertising influences how they see themselves, that it sets unrealistic expectations and puts pressure on women, that it contains sexist content that offends them, and that it reinforces traditional gender roles (Unstereotype Alliance 2018). This stereotyping can cause harm to individuals

and perpetuate gender inequality both in private and in public (Advertising Standards Authority 2018).

In a recent review of gender representation in the Philippines, the University of the Philippines found that advertising had clear differences in gender representation. With print ads, for instance, tending to represent more women than men as consumers and more men than women as experts (University of the Philippines 2020). Women were also more likely than men to be portrayed in the house and parenting (University of the Philippines 2020). As stated within the paper, advertising is shaped not only by the industry and its commercial function, but also the cultural, social, and gender norms of the society in which it operates (University of the Philippines 2020). Advertising and marketing material therefore present an avenue for portraying a more equal society, shifting individual attitudes, and creating public debate gender inequality. For campaigns that wish to challenge gender norms Kantar (2019) recommends the following actions, however, these should be adapted to the cultural context:

- Being bold, consciously considering gender issues, and challenging the status quo.
- Recognising outdated assumptions and simplistic ad targeting
- That progressive brands can shine with aspirational and authoritative characters
- Assess media targeting by gender

Campaigns and gender norms initiatives

Although there is limited consideration of gender norms change in existing social marketing initiatives, insights can be derived from evaluations of campaigns as a component of gender norms change initiatives. Reviews of the program evaluations show that these have largely focused on the use of mass media to convey messages about gender equality and entertainment programs that present an alternative reality of gender relations, with better interventions using more than one approach. Effective campaigns give people access to new information, engage people through different forms of media, target messages to different groups of people, use real-life or fictional characters as role models, and distribute printed materials to accompany mass media. Providing opportunity for community discussion is critical, and the use of interactive elements, such as through engagement in Facebook discussion groups. Messages on gender norms also need to be linked with opportunities for the target groups to do things differently, public demonstrations of commitments to gender equality by community leaders, and engagement with institutions in the wider community. Evidence suggests that campaigns with longer durations and more intensive activities typically achieve more than less intensive programs. (Marcus et al. 2015; ODI 2015).

Conclusion

In this paper we have endeavoured to provide an overview of strategies, approaches and recommendations that are relevant for gender norms change campaigns conducted under the Investing in Women program. While the points that have been included are best-practice strategies based on evaluations of interventions that have taken place or are currently operating, it is important to recognise the importance of local perspectives and creative approaches to social norms change initiatives in that particular context. Good baseline research on the target of your campaign is what informs this. What is further emphasised across the history of gender norms change initiatives though, is that campaigns are not enough to create change on their own, they need to be combined with interventions at the individual and community level to provide a space for reflection and discussion. Also noted is the importance of working at different layers, and reinforcing efforts with broader change through policy and institutions. While working with men can help prevent gender-based violence, interventions also need to be careful to avoid reinforcing men's power and control over women and girls. This requires constant critical reflection on the positioning and messaging of your campaign or program. Which brings us to the last point. We as persons who implement programs have our own norms and understanding of gender which we bring to our approach. It is important that we also take time to reflect on our own biases, recognizing these and seeking to improve our perspective.

Annex 1: Indonesia

There are few publicly available documents (in English) detailing outcomes for programs that have endeavoured to shift gender norms in Indonesia. There were two papers that detailed the outcomes of the international campaign MenCare+ in Indonesia (Haryanto 2018; Martam 2016), and one on an intervention addressing violence against women among young students in Jakarta (Prayoga et al. 2015). This annex presents a condensed summary of each report as well as examples from Phase 1 of IW interventions in Indonesia. We also provide recommendations from outside of the scope of this review that may be useful for influencing campaigns targeting gender norms in Indonesia.

Martam, I 2016, 'Strategic social marketing to foster gender equality in Indonesia', Journal of Marketing Management, vol. 32, no. 11–12, pp. 1174–1182. Available at: <https://www.tandfonline.com/doi/full/10.1080/0267257X.2016.1193989>

The MenCare+ program seeks to engage men aged 15 to 35 years as caregiving partners in maternal and newborn child health, and sexual and reproductive health rights. It aims to improve maternal and newborn child health, improve decisions about reproductive health, facilitate gender equality, and lessen violence based on gender relations. In line with best practice on gender norms change, it includes multiple interventions at different levels of society, including group education, public campaigns, and work with the health providers. Based on its implementation in Indonesia, best practices displayed by MenCare+ include:

- Understanding the target population: in-depth research was conducted with male youth in Jakarta on gender, violence and masculinity to inform program design and identify barriers to norm change.
- Adapting the intervention to different regions and sub-groups of the population: for instance, urban youth were not able to attend structured programs due to work commitments, with the intervention instead delivered through monthly meetings, youth facilitators, and online discussion groups.
- Bringing the campaign to the local context: as young men in Jakarta were less interested in fatherhood the program instead focused on violence, relationships, and preparing for the future.
- Targeting institutions and policies: social marketing was used to create change in attitudes among health workers, community leaders, and policy makers, to enact broader change in society.

Prayoga, T, Noviardi, AC, Winata, C, Saputra, G, Angelina, V, Kristianto, J, Himawari, RC, Sharron, S & Abraham, J 2015, 'Social psychological interventions to reduce the number of violence against women in Indonesia', Mediterranean Journal of Social Sciences, vol. 6, no. 4S2, pp. 285–295. Available at: <https://www.mcser.org/journal/index.php/mjss/article/view/7079>

The Psychology Department of Bina Nusantara University led a number of interventions to

address violence against women using the PATH model. The program endeavoured to increase the tendency of bystanders to intervene in domestic violence incidents, reduce behaviour that objectifies women, and reduce verbal violence against women. To increase bystander intervention the Psychology Department developed a handbook on violence prevention with this socialised to young university students through seminars on gender. To address the objectification of women, they led conversations on violence and objectification of women on a student radio station, with listeners also engaged through questions and answers over Twitter. To target verbal violence, they used a combination of T-shirts and pins. Key learning from this intervention includes:

- Targeting bystanders to intervene in incidents of violence against women.
- Conduct a mapping of traditions and values that maintain gender-based violence, with it particularly important to pay attention to cultural norms in Indonesia.

Investing in Women 2019, Partnerships review: Indonesia, Philippines, Vietnam, Monitoring, Evaluation and Learning Team, Investing in Women, Manila.

The #KitaMulaiSekarang (We Start Now) campaign in Indonesia published positive messages on male engagement for women's economic empowerment through social media channels. These were conveyed through Aliansi Laki-Laki Baru, an alliance of men's organisations that engage with men on campaigns against gender-based violence, and the organisation Yayasan Pulih. Messages were framed about harmonious families and relationships, with these recognised to be of value to their target group. Not only spreading these forms of messaging, the campaign also engaged with critics who challenged them in a sensitive manner.

Another campaign conducted in Indonesia under Phase 1 of the IW program comes from the creative agency Berakar Komunikasi. They created a video that documented a social experiment revealing biases against women in the Indonesian workforce. The #TanamkanKepercayaan (Building Trust) campaign hit almost 4 million in reach, with almost 400,000 in views. This was facilitated by almost third of its funding being allocated to distribution, demonstrating the importance of budget in achieving reach and impact. They actively engaged with influencers and key opinion leaders from difference backgrounds (celebrities, athletes, artists) who posted about the video on multiple social media channels. (Investing in Women 2019c).

Further considerations for gender norms campaigns

- Design communications campaigns to target caregiving by men and boys, as women may be unable to advance due to the double burden of caregiving and professional work. (Lindawati & Smark 2015)
- There is an absence of role models for women in upper level management positions in Indonesia (Lindawati & Smark 2015). This could be integrated into behaviour change campaigns.
- There is a risk that relying on male community leaders as role models in behaviour change campaigns in Indonesia may reinforce dependence on their authority. (Peck 2015)

- Parents behaving as role models, mother's education level, religion, and the gender ratio in the faculty they were studying in, were predictors of a more gender equal outlook by students in Jakarta and Makassar (Utomo 2016)

Annex 2: Philippines

In reviewing the literature on initiatives in the Philippines, there were few interventions that targeted changes in gender norms, particularly for the IW target population of urban millennials. However, there is significant research on gender in the Philippines that would allow improved segmentation, targeting, and positioning of any gender norms campaign. In this annex, we present a summary of recommendations based on the one intervention that we found – WeCare by Oxfam International – lessons learned from Phase 1 of IW programming, and an overview of further considerations for campaigns based on gender research in the Philippines.

León-Himmelstine, C & Salomon, H 2020, Findings from a WE-Care project final evaluation, Oxfam International, Oxford. Available at: <https://policy-practice.oxfam.org.uk/publications/findings-from-a-we-care-project-final-evaluation-january-2020-620932>

Oxfam's Women's Economic Empowerment and Care Project combined advocacy with interventions to improve laundry infrastructure, provision of household equipment, and efforts to promote social norms of men and women sharing unpaid care and domestic work. In the Philippines it was implemented by five local partners in rural and peri-urban areas covering 124 barangays and municipalities in the Autonomous Region of Muslim Mindanao (ARMM), Central Mindanao and Eastern Visayas. The overall objective of the program was to "support women and girls to have more choice and agency over how they spend their time and have the ability to engage in social, personal, economic and political activities" (León-Himmelstine & Salomon 2020, p.8). Social norm intervention activities included community awareness activities, training role models ('care champions'), involving school groups, and mass media campaigns.

Based on a final program evaluation, the following are key recommendations for social norms change initiatives:

- Interactive approaches: interactive workshops and dialogues encourage reflection and are more effective than telling community members what to do.
- Messaging: messages should be shared regular through a variety of different channels and formats. Messages should be tailored to different target groups and complemented by different approaches, such as drama, theatre, conversations, posters, leaflets, etc.
- Role models: working with community members and local trusted leaders can be effective as they are able to share messages. But care needs to be taken to make sure the message is not changed.
- Engage men: while men may agree with the content, they may not change their behaviour out of fear of being mocked or questioned. Ensure men can attend regularly through the timing of activities, and provide small actionable steps rather than short-term goals.

- Support long-term change through policy reform: programmes are more effective when they advocate to government. Advocating to government at different levels. Engaging with community leaders and politicians at different levels and different departments. (León-Himmelstine 2020)

Investing in Women 2019, Partnerships review: Indonesia, Philippines, Vietnam, Monitoring, Evaluation and Learning Team, Investing in Women, Manila.

The IW program notes three key campaigns conducted under Phase 1 of the program in the Philippines. These include Edukasyon's #FutureOfYoungPinays, Spark's #inFAIRness, and Evident and PBEd's #STEMPower Our Girls campaigns.

For #FutureOfYoungPinays Edukasyon enlisted 10 youth ambassadors. These ambassadors spoke at campus roadshows and shared campaign content on their personal social media channels. Messages on women's economic empowerment were woven in through female youth ambassadors, and ambassadors contributed content for the campaign portal and Edukasyon's social media channels. Content by youth ambassadors were among the top-performing posts on Edukasyon's social media channels. They were also complemented with offline activities.

Spark conducted advocacy on women's economic role and men's role in the home through the campaign #inFAIRness. It established a new website and social media channels to spread its awareness raising message. The campaign was launched by three senators, giving Spark media reach of 3.35 million in less than two months. Campaign stickers were distributed across cities, in partnership with local government and the transport department.

Evident and the Philippine Business for Education (PBEd) partnered on the #STEMPower Our Girls campaign, which sought to empower girls for STEM careers. Targeting grade six girls, they rolled out a co-curricular enrichment program consisting of industry talks and learning sessions with some 150 girls in Metro Manila, Cebu City and Cagayan de Oro City. A digital campaign was also launched to highlight insights gathered from the interaction with students and their parents and profile women in STEM as role models. It reached 2.42 million people online, and over 600 people offline.

Further considerations for gender norms campaigns

- A survey of undergraduate Filipino psychology students indicated that moral conviction and identification with the disadvantages of women as a group were predictors of willingness to engage in collective action on gender equality (Ochoa et al. 2019). This could inform campaign targeting.
- If campaigns target diversity in sexual and gender orientation, Reyes et al. (2019) shows that Filipinos with more gender inequitable beliefs and greater levels of religiosity are less accepting of lesbian and gay women and men. And that gay men are viewed more negatively than lesbian women.
- In research by UNDP, ODI and Galang (2020) on economic empowerment of lesbian, bisexual and transgender women in the Philippines, they recommend incorporating

the specific challenges of LBT women into programming, and therefore, communications campaigns.

- In Oxfam's formative research for the WE-Care campaign they noted that young people admire TV personalities, and emphasised the role of social media (Facebook) in communication (Oxfam 2019).
- Communications campaigns with fathers can draw on research on social norms by Villamor, De Guzman & Matienzo (2018). They note that fatherhood is not only a social norm Filipino men are required to adhere to, but a self-directed experience that leads to personal growth and maturity.
- For Filipino women, having young children under 3, the presence of a patriarchal family culture, and norms expecting women to care for children inhibit labour force participation. High exposure to media by women has a positive association with labour force participation. It is important to adapt targeting based on religion, with religion influencing engagement with the labour force (NEDA 2019).
- In research conducted by Investing in Women, young women were just as ambitious as men, creating a leverage point for their empowerment. In addition, urban millennials were supportive of paid parental leave, and think it should be extended for men. However, men are concerned about the ramification of taking leave. This suggests that (like the MenCare+ program in Indonesia) care-work with Filipino men could be an entry point for shifting gender norms. (Investing in Women 2019b)
- Prosocial traits of Filipino masculinity that could be targeted through campaigns are detailed in Rubio & Green (2012) and Valledor-Lukey (2012).

Annex 3: Vietnam

Hoang, TA, Quach, TT & Tran, TT 2013, '"Because I am a man, I should be gentle to my wife and my children": positive masculinity to stop gender-based violence in a coastal district in Vietnam', Gender and Development, vol. 21, no. 1, pp. 81–96.
Available at: <https://www.tandfonline.com/doi/full/10.1080/13552074.2013.767511>

The Center for Creative Initiatives in Health and Population (CCIHP), a local NGO in Vietnam, run a program working with male perpetrators in intimate relationship in a town of a north-central coastal district of Vietnam. CCIHP supported the local government to establish a 'Responsible Men Club' to encourage men to deconstruct and reconstruct their ideas about masculinity, relations between women and men, and relations between men. The Responsible Men Club was designed to help the men understand more about themselves, and their own feelings and values relating to marital relationship, fatherhood, and the impact of violence on children. The Club programme provided the men with concrete techniques and skills that they could use to master their feeling and behaviours. The programme emphasis was not on blaming men individually, but on analysing violence from a structural and cultural perspective.

The final element of the programme was different public campaigns to change wider society's view of masculinity too. There was a consistent message throughout these campaigns, which emphasised the new ideas about masculinities promoted at the Club, which mean responsibility and caring. The messages were developed based on the traditional men's values of being strong, but a twist was given to them. The following are examples of slogans that were promoted in public campaigns in the programme: *'Give love and share responsibilities'. 'Father teaches son fishing and living without violence'. 'We are sharing, we are doing housework'. 'Strong for love and sharing'* (Hoang et al. 2013).

Focusing on masculinity and promoting gender equality in a culturally relevant way significantly improves acceptance of the programme by men themselves and their communities, and enhances its impact. Empowerment, a process often used for women, is also important for men. To construct and encourage a positive, non-violent version of masculinity, men need relevant knowledge, skills, mentoring, and peer support. It is a challenge for gender programmes to work on increasing public awareness of the issue of violence against women, and reduce society's tolerance of it, without increasing stigmatisation of and objections to men in general, and to perpetrator men in particular (Hoang et al. 2013)..

Global Innovation Exchange 2019, #HowAbnormal Viet Nam: challenging gender stereotypes.
Available at: <https://www.globalinnovationexchange.org/innovation/howabnormal-viet-nam-challenging-gender-stereotypes>

In December 2015, United Nations Development Programme in Vietnam produced 8 movies featuring typical scenarios where gender roles were flipped in order to raise public awareness about gender stereotypes. It also served as a call for the participation of key institutions, especially youth, in removing gender-based barriers. These videos are the first

intervention within the #HowAbnormal campaign. They have received over 80,000 views, and over 1,000 likes and shares on UNDP Vietnam's Facebook and YouTube channels, and have been widely disseminated by celebrities, UN agencies, CSOs, and a more general audience – not limited to the youth.

The #HowAbnormal campaign also included holding youth-engaging festivals as well as drama and photo contests at some of Vietnam's largest universities throughout 2016. By May 2016, #HowAbnormal festivals had journeyed across 5 universities (both public and private) in 3 provinces of Vietnam, and had the active participation of 10,000 youth. Each festival included a cooking contest and a drama competition where the messages of deconstructing gender norms were highlighted.

#HowAbnormal campaign has successfully stepped out of the cyber platform and created its own visibility and popularity among the UN agencies, the media, the CSOs community, and especially the students. Social media-wise, the campaign's Facebook page has over 3,700 followers and received nearly 1,500 pledges to take action on gender equality. One of the campaign's initial successes includes groups of students independently implementing initiatives that are in line with and complementary to the #HowAbnormal campaign. The Students' Union of the Viet Nam Academy of Traditional Medicine held a photo competition and promoted student to sign a pledge to promote gender equality. Change Maker groups in Ha Noi, Da Nang and Son La are running student events, using some of the #HowAbnormal materials, to raise awareness in their universities of negative gender stereotypes.

CARE International in Vietnam 2018, Building responsibility and accountability for gender-based violence elimination (BRAVE) – proposal, CARE International in Vietnam, Ha Noi.

The **B**uilding **R**esponsibility and **A**ccountability for gender-based **V**iolence **E**limination (**BRAVE**) project is implemented by CARE International in Vietnam (CARE) in partnership with the Centre for Studies and Applied Sciences in Gender, Families, Women and Adolescents (CSAGA) and the Institute for Studies of Society, Economics and Environment (iSEE). The project targets gender-based violence (GBV) victim-blaming as an *entry point* for challenging broader harmful gender norms. Victim-blaming relates as much to gender stereotypes as to social norms or GBV. It is deeply entrenched within patriarchal cultures, and produced and reinforced through the perpetuation of: 1) gender stereotypes about women's and men's roles, 2) specific local social norms that silence victims; and 3) a culture of GBV that normalises perpetrator's violence.

The project has reached its final stage of implementation. As the final project evaluation hasn't been conducted, a Skype call was organised with two key staff of CARE Vietnam and iSEE to get an overview about project success and lessons learned. Below is the summary of reflections from these staff members.

Success:
- The project partners with a group of students who manage the website 'share our stories' – SOS. The website is specially designed for the purpose of supporting violence survivors who want to share their stories. The website has about 190,000 followers. The project

organised training sessions and discussions for survivors and confidants to help them understand how victim blaming can affect the decision to seek help of survivors. Before the project, the confidants mainly shared empathy and sometimes asked judgemental questions about the contexts. They didn't know how to provide the most appropriate support. Now they start with the message 'it's not your mistake' to make survivors feel that their stories are heard. Confidants have better listening skills and know where they can refer survivors to seek support.

- The project facilitates social debates about victim blaming with active participation from five local community-based organisations and their networks. Each post can get 15,000 reaches. In November last year, during the 16 days of activism to reduce violence against women and children, the total number of reach was about 5millions. During this time, the project also engaged public in increasing awareness about GBV and 'victim blaming' by organising two exhibitions, one in Hanoi and one in Ho Chi Minh City.

Lessons learned:
- The project selects a right partner who has a genuine interest in GBV. The website 'share our stories' (SOS) has been managed by this partner and therefore will continue being active after the project will be finished.
- It takes time to change social norms. This is a two-year project. If the project has more time, it can have a greater reach and impact.
- The project engages diverse social groups who are men, women, non-binary people, students, survivors, and community-based organisations. The project wants to engage a wide range of audience who share a common interest in reducing GBV and send a message that violence impacts on everybody. While women and girls are not mentioned in every communication message, they are still the main beneficiaries of the project because a wider community has an increase in understanding about victim blaming and social norms as an underlying cause of GBV.

Campbell, H & Chinnery, S 2018, What works? Preventing and responding to sexual harassment in the workplace - a rapid review of evidence, CARE Australia, Canberra. Available at: <https://www.care.org.au/wp-content/uploads/2018/10/STOP_What-works-to-address-workplace-sexual-harassment_Rapid-Review-of-evidence.pdf>

CARE Australia 2020, Outcome harvesting report of the enhancing women's voice to stop sexual harassment (STOP) project, CARE Australia, Canberra.

CARE Australia implements the Enhancing Women's Voice to Stop Sexual Harassment (STOP) project in Cambodia, Laos, Myanmar and Vietnam (2017-2021). The project is working with the garment industry and government in the Mekong to design and implement workplace models and mechanisms for preventing and responding to sexual harassment. The project interventions are informed by four components for successful workplace interventions to prevent and respond to sexual harassment: 1. Leadership commitment; 2. Policies, planning and strategies; 3. Workplace practices and norms; and 4. Training, learning and capacity (Campbell & Chinnery 2018).

Interventions to change social norms relating to sexual harassment include training and communication activities. The project uses specific scenarios about sexual harassment to facilitate discussion in training workshops with factory workers and human resource staff.

The project also produces communication materials such as posters, videos, and leaflets, to raise awareness about forms and causes of sexual harassment in different spaces, for example, in the community, on the way to work, and within the factory. Social norms relating to gender and sexuality are part of underlying causes of sexual harassment to factory workers.

After three years of implementation, the project has noticed significant improvement in the attitude of HR Managers, compliance officers, and Sexual Harassment Prevention Committees (SHPCs) from target factories in reinforcing mechanisms to respond to sexual harassment (SH) in the workplace. Target factories are using the SHP package and influencing behaviour change by challenging social norms that generally blame victims of SH. Factories also have clear policies in place to prevent SH and give workers clear direction on how to report cases (CARE Australia 2020).

Pittman, A & Haylock, L 2016, Assessing Oxfam's contribution to changes in social norms in VAWG/GBV programming globally, Oxfam GB, Oxford. Available at: <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620109/er-changing-social-norms-vawg-gbv-080216-en.pdf?sequence=1>

This document focuses on assessing the ending Violence against Women and Girls/Gender Based Violence (VAWG/GBV) outcome of Gender Justice Change Goal: 'Violence against women is significantly less socially acceptable and prevalent by 2019'. One of strategies that helped support positive outcomes is the power of creative and interactive means of communication through role plays, drama, and public hearings, rather than passive awareness-raising through leaflets or information channels. Modelling positive behaviour, especially through the Edutainment model, was the focus of two evaluations in Nigeria and Bangladesh. Innovative and interactive means of communication was also mentioned by the evaluations in India and Vietnam. For example, Oxfam Hong Kong's program in Vietnam found particular success in attracting larger crowds when raising awareness of violence against women through role play that combined culture and art.

Annex 4: South East Asia

In the evidence provided by the IW program for review, there was little mention of gender norms change initiatives and campaigns outside of the target countries. Due to time constraints, it was not possible to conduct an in-depth literature search across academic and non-academic sources to ascertain program evaluations and review documents for other countries in the southeast Asian region, including Brunei, Cambodia, Timor-Leste, Laos, Malaysia, Myanmar, Singapore and Thailand. Neither was it possible to cover the vast amounts of literature on gender norms and stereotypes in the South East Asian region. However, to supplement the information provided in the other sections of the paper, three studies of gender norms interventions from Thailand, Cambodia and Timor-Leste are included below. The content from each may help to inform gender norms initiatives conducted under the IW program.

Gurman, TA, Trappler, RM, Acosta, A, McCray, PA, Cooper, CM & Goodsmith, L 2014, '"By seeing with our own eyes, it can remain in our mind": qualitative evaluation findings suggest the ability of participatory video to reduce gender-based violence in conflict-affected settings', Health Education Research, vol. 29, no. 4, pp. 690–701. Available at: <https://academic.oup.com/her/article/29/4/690/635975>

Through Our Eyes is a participatory video project that has been implemented in post-conflict settings in five countries (Gurman et al. 2014). It uses a community-made video methodology to raise awareness and share information about gender-based violence. In Thailand, this approach was in 2009 with refugees on the Thai-Burma border, through local organisations the Karen Student Network Group and Karen Youth Organisation. Through Our Eyes gets communities to create films to address local concerns and create dialogue on gender-based violence. After videos are created, they are played back to the community where they were filmed, with this followed by a group discussion about the personal experience of the viewers and their perceptions of gender-based violence and women's rights. A strength of this approach is that individuals watching the film "experienced real-life situations vicariously as they watched their peers on screen and listened to their peers share personal testimonies in group discussions" (Gurman et al. 2014, p.694).

In evaluation of Through Our Eyes, respondents noted that it created greater awareness of women's rights and gender equality, and that it influenced their attitudes in response to gender-based violence cases, viewing it as a reportable and punishable offense. The paper recognises that it created change through two main ways: (1) contributing to awareness about women's rights at the individual, household, and community level, and (2) using participatory video to start a dialogue that encouraged reporting of gender-based violence and use of services (Gurman et al. 2014). Important points reflecting best practice from this program include the use of multiple levels of intervention, the use of insider perspectives from within the community, and the incorporation of time for reflection and dialogue.

Sovann, R 2019, 'Good practices for eliminating violence against women in Cambodia', Asian Journal of Women's Studies, vol. 25, no. 2, pp. 295–307. Available at: <https://www.tandfonline.com/doi/full/10.1080/12259276.2019.1615242>

Rotvatey Sovann (2019) details four initiatives in Cambodia that are working towards shifting gender norms to prevent violence against women. These include an education program developed by Partners for Prevention called *Shaping our future: developing healthy and happy relationships*, which targets children age 12-14 to address risk factors for violence perpetration at an early age. The Gender and Development for Cambodia runs a 'Gender Café', where women come together to socialise and participation in workshops, using experiential reflection to build activism and individual self-esteem. At the structural level, the Gender and Development Network (GADNet) is a national network that advocates for gender mainstreaming into laws and policies. It has been active in developing a national action plan to end violence against women, and has contributed to gender mainstreaming in Cambodia's national government.

Cambodian Men's Network aims to promote men's engagement in preventing violence against women and girls. The network organises campaigns jointly with leading women-led organisations to collective voice concerns about gender equality, draws attention to men's roles in ending violence against women, and represents alternative role models for Cambodian men. They use a format called 'men dialogue', which promotes conversation with men about harmful masculinity. This also provides a safe group where they can support each other through behaviour change. These groups are also facilitated by spouses of women leaders.

For the Investing in Women program, this mix of programs represents several positive aspects for gender norms change initiatives, including purposeful engagement and accountability to women-led organisations in Cambodia by Cambodia Men's Network, the use of both public mobilization and group reflection to encourage change, initiatives to target changes in gender norms early in the life stage of Cambodian children, engagement in gender mainstreaming in policy and national strategies.

The Asia Foundation 2017, Community-based approaches: a reflection on research, ethics, and practice, The Asia Foundation, Dili. Available at: <https://asiafoundation.org/publication/community-based-approaches-ending-violence-women-community-action/>

The Asia Foundation is implementing the *Nabilan* program in Timor-Leste, with the aim to reduce the proportion of women and children who experience violence, and to improve the wellbeing of those who are affected by violence. A key component of the program is social norms change to prevent violence, combined with support services and strengthening access to justice. For norms change, the program identifies men and women to become change agents in their communities, engages community members in reflection on challenges including violence, works with community mobilisers who are an ongoing presence in the community, and seeks to reduce resistance to messaging through identifying particular community members and engaging them in dialogue about how change may be possible. In

a mid-term evaluation, the program sought to address what factors enable men to change their attitudes and behaviours. The results show two key dynamics:

- In instances of violence, women may seek help from community leaders and use the shame associated with everyone knowing about the abuse to try to change her partner's behaviour. The report emphasises the importance of using people within the community to try to influence behaviour, as outsiders will be dismissed.
- Women and family members are deemed responsible for men's violence, rather than the abusive men. Men have no responsibility for themselves or for their families in terms of their behaviour. This corresponds with international literature calling for an accountability approach to engaging men.

Implications for programming derived from this report include that violence is considered natural and normal for men in Timor-Leste, men have few role models that pattern non-violent forms of masculinity, women and men do not have space or time for reflection on men's violence against women, and there is little consideration of the impact of violence on others (The Asia Foundation 2017). The Nabilan program is based on best-practice for preventing violence against women.

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