

Measuring Social Norms and Girls' Empowerment: The use of SenseMaker within a mixed methods evaluation

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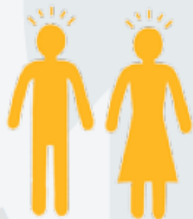
Theory of Change



OUR VISION OF CHANGE



Create spaces for dialogue between adolescents, parents, and other community members to promote communication, trust, and support for gender equity and rights



Deepen girls, boys, parents, and community members' critical awareness of gender equity and rights, and promote solidarity within peer groups



Promote positive/ gender equitable norms through exemplifying and celebrating alternative behaviors



Encourage networks, solidarity groups, and organizations to collaborate, shift discourse, and take action to support gender equitable opportunities for girls' and boys'

TIPPING POINT



STAFF ENGAGE IN ONGOING SELF-REFLECTION AROUND GENDER AND POWER

Tipping Point is engaging in an iterative approach.

As actors engage and issues emerge, our approach helps us tailor and adapt our strategies to promote social norms that support gender equitable opportunities.

Tipping Point Outcomes for Evaluation

OUTCOME 1: Girls have critical awareness of gender and rights, and strengthen confidence, skills, and social capital for making progressive choices in their lives.

OUTCOME 2: Parents value the voices, opinions and aspirations of adolescent girls.

OUTCOME 3: Social norms related to marriage (dowry expectations, perceptions of girls' potential, and perceptions of marital relationships that promote hegemonic masculinity and ignore girls' rights) are changing to be more supportive of girls and against early marriage

OUTCOME 4: Networks, solidarity groups and organizations collaborate together (laterally and vertically) to take actions for girls

Main project activities at community level

- Fun Centres for girls and boys
 - Regular meetings in a dedicated safe space
 - Participating in/ organising public events
- Mothers'/parents' groups
 - Regular meetings
 - Participating in/ organising public events
- Ending Violence against Women (EVAW) forum
 - Home visits
 - Meetings with community gatekeepers
 - Participating in/ organising public events

Tipping Point Evaluation Methods:



- Internal synthesis of monitoring data (e.g. Outcome Mapping)
- PhotoVoice in 2 project communities
- SenseMaker ® with girls, boys, mothers, and fathers
- Survey Questions added to SenseMaker ®
- Qualitative research:
 - FGDs with participants and non-participants
 - In-depth interviews with positive deviants
 - Key informant interviews

SenseMaker Sample



Respondents:

875 people total from 12 villages in wetland (*haor*) communities in Sylhet division

10 subgroups: Participants and non-participants

Girls (2 age cohorts), boys; mothers and fathers of adolescents

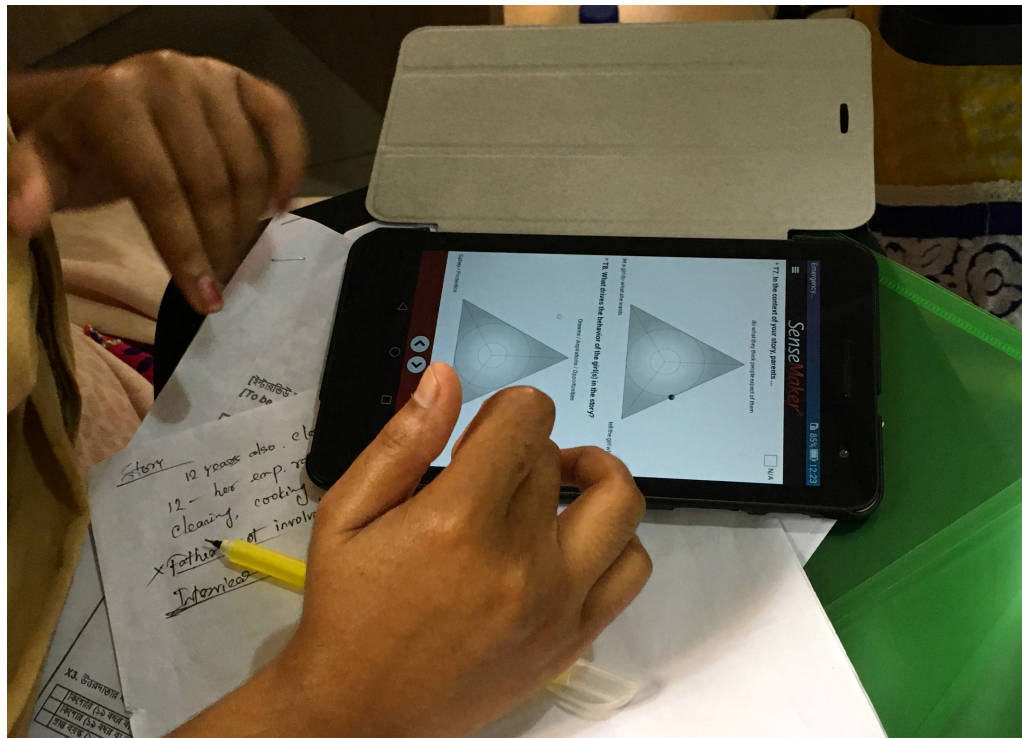


Sensemaker® Prompt



For a girl:

Please share a recent experience (within the past 6 months) about a challenge that you or another girl in your village has faced and how she dealt with this challenge. What happened? Who was involved? How did the situation end?



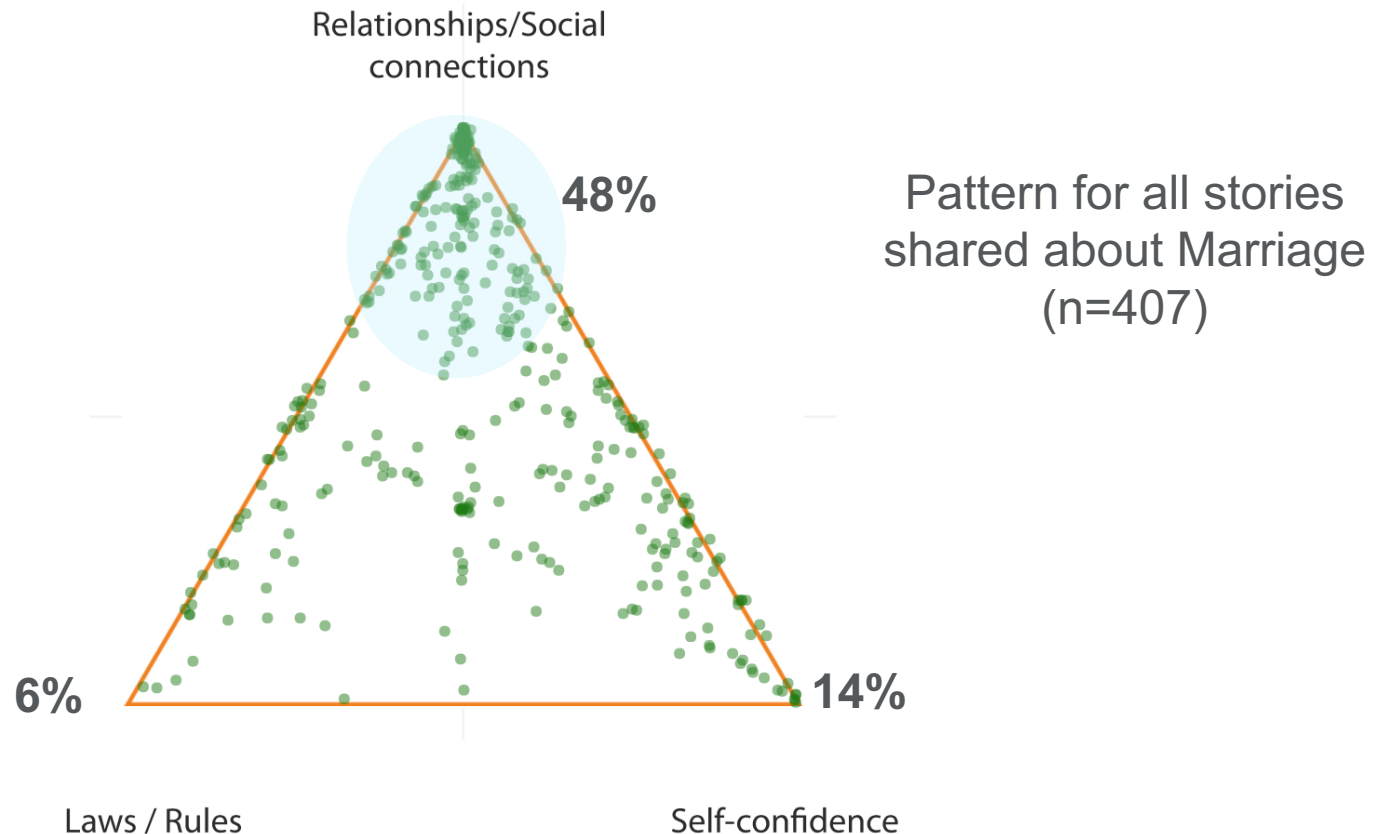
Sequencing of data collection activities

- 1) Tool design incorporating synthesis of monitoring data
- 2) PhotoVoice
 - Open, exploratory approach in 2 communities
- 3) SenseMaker (+short survey)
 - Preliminary analysis + sensemaking with project team
- 4) Qualitative (FGDs, IDIs, KIIs)
 - FGDs with participants and non-participants
 - In-depth interviews with positive deviants
 - Key informant interviews

Additional insights from SenseMaker

1. Confirmed our advocacy focus

What influences the outcome of the stories of girls?



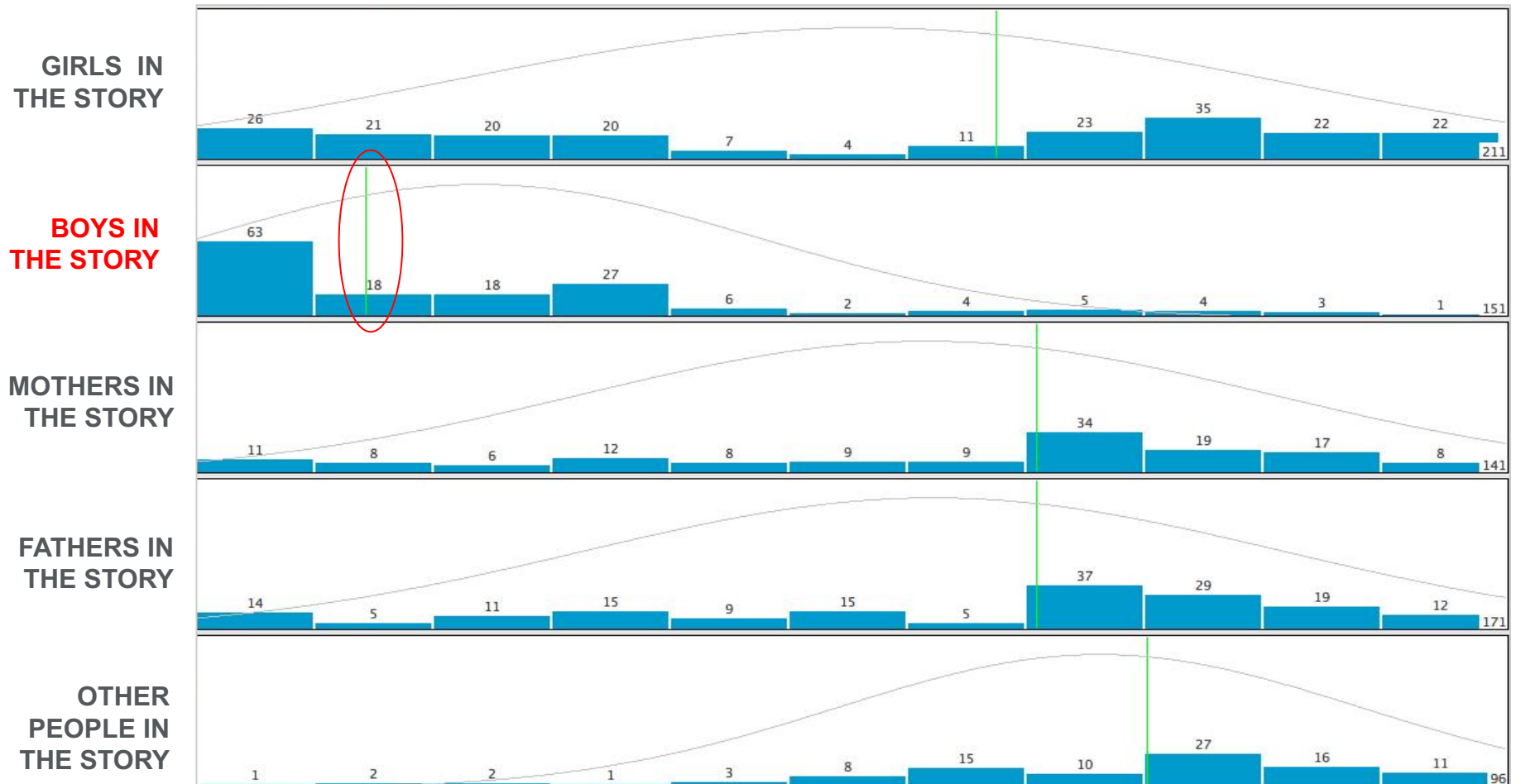
2) Emergence of social media and other communications technologies

“A girl from a nearby village had an affair with a boy from the same village, but their families didn't know that. One day they went somewhere to roam and posted their photos on Facebook. But people of the village came to know about that and they created pressure on the boy's family to get them married. Now they are married and the girl stopped studying.”

Additional insights from SenseMaker: Adolescent boys as social deviants???



Q. How did people in the story behave?



Behaviour defied traditions/
social expectations

Behaviour according to
traditions/social expectations

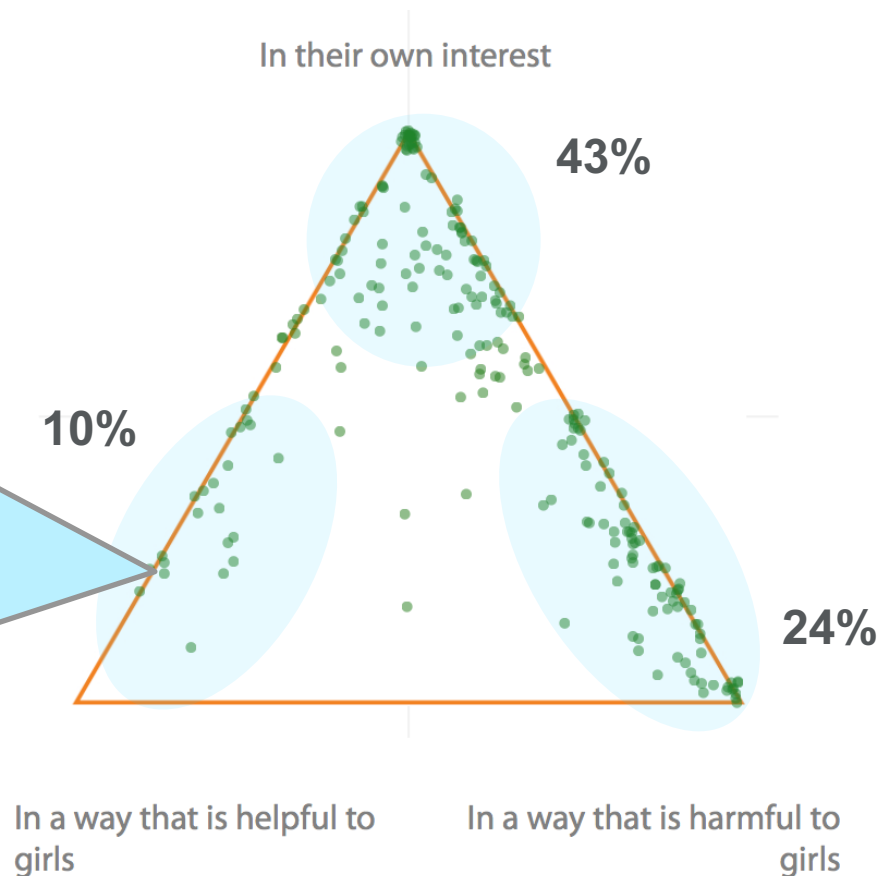
Additional insights from SenseMaker: Adolescent boys as social deviants???



How do boys act in relation to girls...(stories shared by girls, n=230)

Superstitions

My younger sister is very fond of bicycles and she wanted to ride one. Though I was panicked to let her ride. Because I was thinking, what will people think about it? But later I drew courage in myself and taught her to ride. Many people said many things. But to me my sister stands first. Later in the Fun Center's cycle race my sister came in first.



Added value of SenseMaker to the evaluation

- Using SenseMaker in multi-method helped to validate certain aspects of the project's Theory of Change and also provided areas of new exploration
- Highlighted potential new areas for focus for future program design
- Enabled better understanding of different subgroups' perceptions on adolescent girls and their challenges (10 groups in total if you differentiate between older/younger girls)

THANK YOU



Questions?

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Kendeda Fund



JASHIS



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