

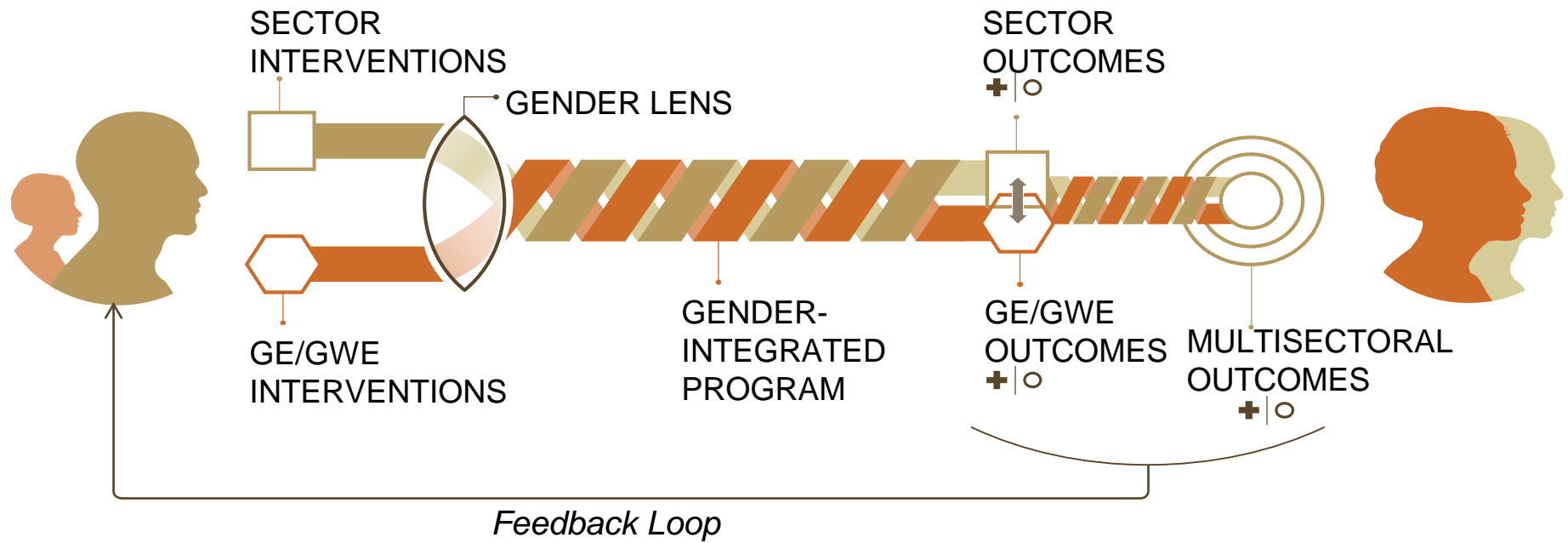
GATES FOUNDATION APPROACH TO LEARNING ABOUT AND INVESTING IN SOCIAL NORMS

LINEA Biannual Meeting, October 2017

Amy Pennington, Gender Equality

THE GATES FOUNDATION'S MODEL OF WOMEN AND GIRLS' EMPOWERMENT AS CONNECTED TO SOCIAL NORMS

Gender Integration Model: *Science Magazine* (2014)



GE/GWE: Gender Equality and Girls' and Women's Empowerment

+|o Benefit / Neutral

DEFINITION OF EMPOWERMENT OF WOMEN AND GIRLS



GATES FOUNDATION INVESTMENTS IN SOCIAL NORMS

LEVERAGE EXISTING RESOURCES TO DEVELOP SOCIAL NORMS TOOLS

Establish a common language and tools on social norms and its effects on adolescent girls among practitioners

Why	In June 2015, the foundation convened practitioners working on social norms who noted the value of bringing together a wide range of expertise on this topic through a structured collaboration
How	IRH/Georgetown is leading donors, researchers and implementers toward consistent, simplified and practical norms terminology/concepts, improved diagnosis and measurement of social norms, clarity on how social norms programs influence behavior, and agreement on principles for scaling promising normative interventions.
What	The 185 Learning Collaborative members representing more than 30 organizations are producing a vetted compilation of the top social norms literature, a landscaping of social norms initiatives, drafting theory of change guidance, compiling a compendium of norms measurement tools and diagnostic tools. A Journal of Adolescent Health Supplement will highlight this learning in 2018

SUPPORT THE GROWTH OF COMMUNITIES OF PRACTICE IN THE GLOBAL SOUTH

Enable a knowledge sharing platform on social norms and adolescent girls that reaches communities of practice in the Global South

Why	<ul style="list-style-type: none">• Information and tools on social norms interventions is being generated, including through large multi-country adolescent girl programs such as PASSAGE and GAGE, but information is not accessible in one location or shared systematically.• NGOs and governments in the Global South interested in designing, implementing and assessing the effects of normative interventions need access to this material.
How	ODI is developing a digital platform to Advance Learning and Innovation on Gender Norms (ALIGN). It will contain curated knowledge and key resources on gender norms theory, research methodologies, interventions and innovations.
What	Through curated knowledge and key resources , ALIGN will grow a Community of Practice working on gender norms in the Global South and the Global North (including annual meetings, webinars etc.)

GENERATE EVIDENCE ON THE EFFECTS OF NORMS ON ADOLESCENT GIRL HEALTH & DEVELOPMENT OUTCOMES

Secondary data analysis	Analysis of available survey data from DHS, WORLD VALUES SURVEY and MICS, to contribute to three papers in <i>The Lancet</i> Series on the Next Generation of Gender Equality
IMAGES	The International Men and Gender Equality Survey (IMAGES) surveys and complementary qualitative research will be conducted in Tanzania and Niger to develop program and policy recommendations for better engaging men and boys in achieving women's and girls' full economic, social and political empowerment and working to end violence against women and promote reproductive, sexual and maternal and child health.
GAGE <i>(grant in process)</i>	<i>Act with Her</i> will work to improve gender equality and empower adolescent girls (ages 11-19) in Ethiopia, India, and a third country in the West/Central Africa to improve gender inequities and power imbalances in families, communities, and institutions leading to poor outcomes. Effects will be measured across physical health and nutrition, education, bodily integrity, psychosocial well-being, voice and agency, and economic empowerment.

WOMEN AND GIRLS AT THE CENTER OF DEVELOPMENT (WGCD) LEARNING AGENDA

Learning Cluster Question: How can programs foster agency in adolescent girls?

- What are the effects of deliberately addressing gender norms in programs seeking to address adolescent girls' agency?

- Nine projects focus on this sub questions, across a variety of contexts in South Asia and Sub-Saharan Africa.
- Most use club or classroom-based approaches, some targeted to girls, others mixed-gender or gender-segregated, using a synchronized approach to curricula.
- Some include interventions with parents and community leaders as well.
- Two-thirds are testing for causal impact, using RCT or quasi-experimental designs