BILL & MELINDA
GATES *foundation*

Convening: The Impact of Social Norms on Outcomes for Adolescent Girls
Bill & Melinda Gates Foundation, JUNE 16-17, 2015
MEETING REPORT

This report includes key messages from the Impact of Social Norms on Outcomes for Adolescent Girls convening. It is not intended to be a comprehensive report on the topic; it summarizes substantive the discussion points and emerging recommendations for moving forward.

I.   Introduction

The unfinished agenda of the Millennium Development Goals, the forthcoming Sustainable Development Goals, and other development objectives laid out in Bill & Melinda Gates' Annual Letter drive action to address some of the threats facing adolescent girls in low- and middle-income countries, but much remains to be done. The empowerment of women and girls can be transformational in the benefits to individuals, and can potentially secure outcomes more broadly:

> *"Decades of research makes clear that women and girls are a crucial part of the development equation. When women and girls are empowered and can act in their own best interests, they are drivers of development who can fast-track progress for everyone. They are the ones who prioritize education, healthcare, and nutrition — all the building blocks of healthy societies." – Melinda Gates[1]*

Policies and programs to empower adolescent girls can help the many millions at risk of poor health and development outcomes, but many empowered girls still encounter barriers due to discriminatory and often gendered social norms:

> *"I know that all of these girls are capable of amazing things. The reality, though, is that not all of them will break free from the trap of extreme poverty or manage to avoid being forced into marriage too young, to a man they didn't choose." – Melinda Gates[2]*

The Bill & Melinda Gates Foundation has been exploring how social norms can be a powerful driver of behavior and thus can be a key determinant of girls' health, well-being, and empowerment as illustrated in the graphic below (Figure 1). The role of gendered social norms in preventing development gains for the largest-ever population of adolescent girls in low- and middle-income countries is often overlooked – yet addressing these social norms offers considerable potential to increase the impact of development investments.

To enable learning and encourage action, the Foundation hosted the **Impact of Social Norms on Outcomes for Adolescent Girls** convening on June 16th and 17th, 2015 in Seattle, Washington. The

convening brought together participants from academia; private, bilateral, and multi-lateral donor agencies; research and implementing organizations; and the WHO to seize the opportunities provided by the growing global commitment to adolescent girls – the current 'girl buzz'. Through expert presentations, open discussion, and interactive group work, the meeting participants:

(1) considered adolescent girls' health, development, and empowerment outcomes and the influence of social norms on them;

(2) identified measurement and evidence gaps related to social norms;

(3) identified opportunities to develop measurement tools and generate evidence in selected countries to illustrate the potential of integrating a normative perspective into work with adolescent girls; and

(4) agreed on strategies to advance the dialogue and the implications for program effectiveness and impact, cost-effectiveness, scale, replicability, and equity.
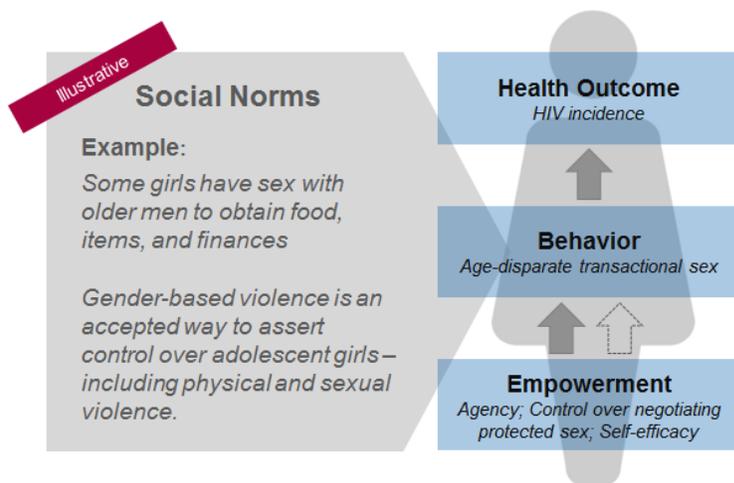

Figure 1: How social norms affect adolescent girls: health, empowerment, and ultimately, gender justice

This meeting report summarizes the key messages that came out of the conversations and action oriented group discussions under four themes: **1) Refining the concepts: Social norms and adolescent girls; 2) Understanding how social norms play out for girls using a problem diagnosis; 3) The implications for interventions; and 4) Translating ideas into action**. This is followed by a set of recommendations that emerged over the course of the convening.

For those interested in learning more about the content of the presentations, details are available in the linked presentations at the end of the report, along with additional resources.

II.   Convening Overview

The Foundation recognizes the need to improve understanding of the inter-relationship between social norms and health, development, and empowerment outcomes. Better evidence on the effects of social norms on adolescent girls in low- and middle-income countries will help build the ability of adolescent girl programmers and policy-makers to understand context-specific social norms, measure their influence, and identify where and how to intervene in social norm change in ways that are effective, cost-effective, replicable, scalable, and equitable.

Strategic questions were posed early in the convening to help frame the discussion and to advance conceptual clarity over the two days:

1. **Refining the concepts**: Do we agree with the assumption that by better understanding – and sometimes changing – the social norms that discriminate against adolescent girls, we can do more to empower girls, unlock their demand for health and development services, increase impact, and thus improve equity and gender justice?

2. **Implications for interventions**: At present, most normative interventions in the adolescent girl program space target harmful traditional practices – FGM/C, child marriage, also gender-based violence to a degree. What is the universe of adolescent girl issues that merits attention from a social norms perspective: only behaviors that are clearly normative (e.g., FGM/C, child marriage), or a much broader range of outcomes for girls that have a less direct link to social norms (e.g., anemia, contraceptive use, smoking)?

3. **Translating ideas into action**: Noting that a social norms diagnosis doesn't necessarily require a social norms intervention – when an intervention to change norms makes sense, how to intervene effectively, cost-effectively, replicably, at scale, equitably?

The meeting advanced the understanding of gendered social norms – which reflect broader power relations – as key influencers of girls' inferior status and gender inequality. It also promoted critical dialogue on the implications of social norms for adolescent girl research and programming. Based on an agreement that the measurement of social norms is a particular challenge, this was a primary focus of the convening.

Participants reported that the meeting was valuable for them because it fostered several global public goods. For example, it stimulated productive connections between participants that reached across disciplines and provided a platform to align questions from donors and programmers with answers from researchers. In wrapping up, the participants identified priorities for advancing action and laid the groundwork for a global learning agenda (detailed below), which they identified as an important strategy for retaining momentum on this topic.

III.   Key Messages

A. Refining the Concepts: Social Norms and Adolescent Girls

❖ *There are multiple definitions of social norms used by academics, researchers and others. Conceptual clarity on the theories and definitions of social norms is critical for the diagnosis of social norms, the design of interventions, and social norms change measurement.*

Lori Heise, Senior Lecturer at the London School of Hygiene and Tropical Medicine and Co-Research Director of STRIVE, shared a commonly used definition of social norms: a set of social (interdependent) expectations that are shared within a valued reference group. She drew the distinction between beliefs about typical behaviors and appropriate behaviors. Cristina Bicchieri, Professor at University of Pennsylvania, presented her theory of social norms, which is based on measurable concepts of social expectations and conditional preferences among a reference network. She explained how the use of hypotheticals can test for causality between expectations and preferences and bring social norms to light. (Figure 2)

Figure 2: Bicchieri 2006 – Definition of Social Norm
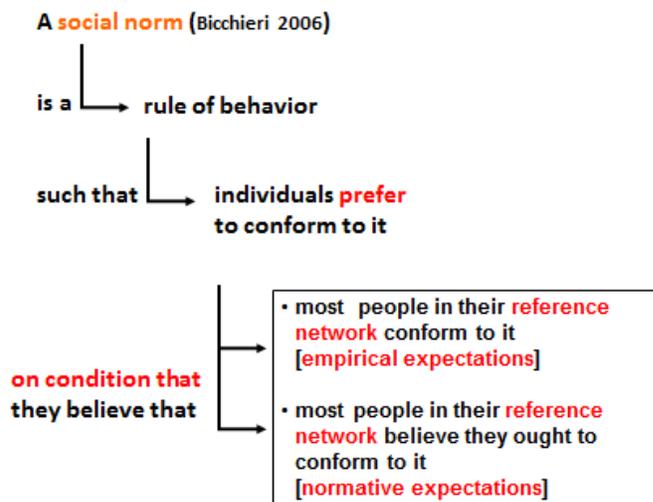
Cristina Bicchieri's description of reference networks laid the foundation for a panel on practitioner's experiences of social norms measurement, which covered, for example, Holly Shakya, University of California - San Diego, who is mapping reference networks in Honduras. Several participants discussed the value of vignettes as a research tool for determining if a social norm is underlying behavior. Vignettes that trigger reactions to various hypothetical scenarios can be used to determine the existence of empirical expectations and conditional preferences – which establish the causality between expectations and behavior. Vignettes can also be used to determine if sanctions exist, as well as to test emerging hypotheses about the existence of a social norm.

❖ *A common conceptual framework would help clarify the links between social norms, empowerment, behavior change, and outcomes for adolescent girls, and would be a valuable contribution to the adolescent girl field.*

Participants emphasized the need for greater clarity on the goal of increasing attention to social norms. It is to change social norms; to change behaviors and outcomes; or to promote gender equality? No single theory or approach is sufficient to encompass the appropriate conceptual framing of how social norms affect adolescent girls, but better alignment between the relevant theories and concepts would help to advance action. Caroline Harper from the Overseas Development Institute (ODI) shared a useful working conceptual framework from the "Transforming the Lives of Adolescent Girls" research program, which summarizes how changing gender norms affect outcomes for girls (Figure 3)[3].
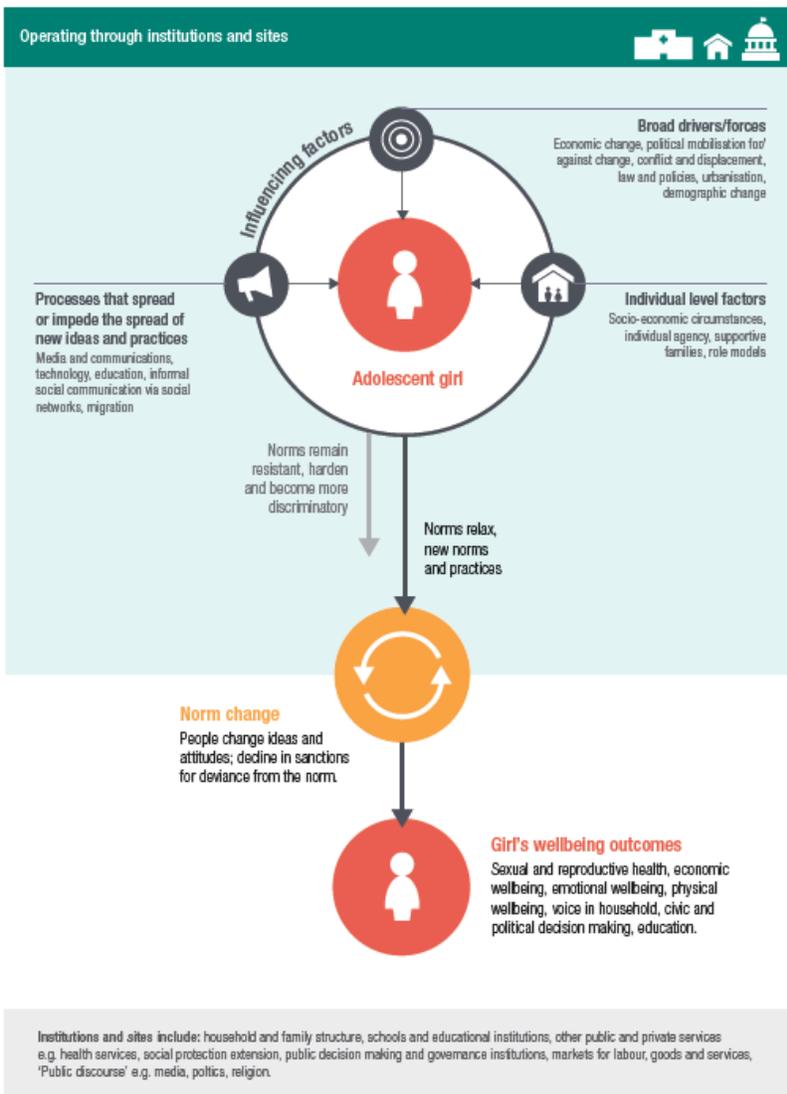

Figure 3: How gender norms affecting adolescent girls change, ODI

❖ *Different social norms are relevant for different health, development, and empowerment outcomes – which can pose a challenge to the development of a unified framework and set of metrics.*

Presenters shared examples of how social norms relate to current investments and strategies to promote adolescent girls' outcomes in different domains:

- *Family planning* – Clarissa Lord-Brundage from the Gates Foundation presented the Family Planning team's new strategy. The strategy seeks to understand social norms that are key enablers for increasing contraceptive use by adolescents and youth, delaying first pregnancy and birth, increasing birth spacing, and increasing girls' agency and decision-making. The strategy also includes men and boys in the solution.

- *Nutrition* – Laura Birx from the Gates Foundation shared the Nutrition team's new strategy. She emphasized that social norms affect nutritional status through their influence over intra-household food allocation, which suppresses adolescent girls' weight and height and has an ultimate impact on their children's health. Interventions to educate girls, abolish child marriage, prevent adolescent pregnancy, and make a variety of nutritional food available to youth all play a role in achieving nutrition outcomes.

- *HIV and gender-based violence* – Janet Saul from S/GAC described how the DREAMS initiative includes activities to help girls build relationships with older mentors in their communities to support girls' agency and influence community norms. The DREAMS teams anticipate that this will increase positive gender norms and decrease negative gender norms to help achieve HIV-related health outcomes.

- *Empowerment* – Lori Heise described the dynamic relationship between the many ongoing adolescent girls' empowerment programs – which focus on building girls' agency – and social norms. She pointed out that social norms can impede social change at the community level; while agency can help girls resist expectations, it doesn't always transform those expectations.

❖ *The concept of "higher level norms" gained traction over the course of the convening.*

Higher level norms – first introduced by Lori Heise – refer to those broad, foundational social norms that are associated with specific social norms across a range of settings and regions. Examples of relevant higher level social norms include: girls being possessions, the scripted role of a "good wife", and menstruation as polluting.

❖ *It is important to recognize that social norms are one of many structural factors that determine outcomes for adolescent girls.*

Adolescent girls face a range of structural constraints that impact their health and well-being. Other important structural drivers, like globalization, conflict, migration, and property regimes, were raised, as well as the early construction of gender identity.

The importance of considering social norms in the context of other structural determinants came up in discussion of the many related studies, analyses, and programs that are ongoing and planned. For example, the Social Determinants of Health Framework may be an acceptable pathway to integrate

social norms into problem diagnoses. There are relevant empowerment initiatives underway that do not call out norms explicitly but may influence "gender norms" or "social norms", although limitations in social norms measurement capacity prevent us from knowing about actual impact norms. Actions to diagnose and change social norms should build on related programming.

B. Understanding how Social Norms Play out for Girls Using a Problem Diagnosis

❖ *The group identified a critical need for measurement tools to diagnose when social norms are at play as a starting point for increasing attention to social norms across the program cycle.*

Improving adolescent girl programming experts' ability to diagnose when a social norm affects girls' outcomes may help improve the effectiveness of their programs. A diagnosis could indicate what social norms are at play and how they affect adolescent girls' outcomes; it could also indicate when a normative intervention is required and what type of intervention makes the most sense in order to change behaviors and improve outcomes for girls. A range of social norms measurement approaches were considered during the meeting (described in associated presentations, below).

Based on participants' agreement about the need for better diagnostic tools, a working group outlined the parameters of a diagnostic approach, laying the foundation for the development of a measurement tool (Box 1 for details). They noted that tools are already in use to track the impact of social norms – including on girls' and women's empowerment – and aspects of social norm change. A review of the best of the many existing tools should be the starting point for developing a new tool. Giovanna Lauro, from Promundo, shared how the Gender Equitable Men Scale (GEMS) has been adapted by other organizations to align with institutional goals while still remaining culturally sensitive.

❖ *Diagnostic tools and guidance must be simple in order to apply complex social norms concepts to the real world of adolescent girl programming realities.*
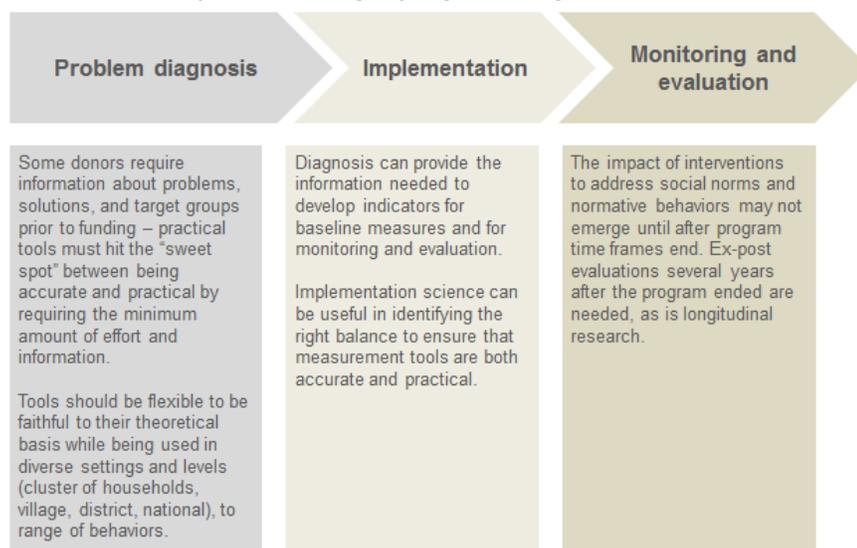

Problem diagnosis	Implementation	Monitoring and evaluation
Some donors require information about problems, solutions, and target groups prior to funding – practical tools must hit the "sweet spot" between being accurate and practical by requiring the minimum amount of effort and information. Tools should be flexible to be faithful to their theoretical basis while being used in diverse settings and levels (cluster of households, village, district, national), to range of behaviors.	Diagnosis can provide the information needed to develop indicators for baseline measures and for monitoring and evaluation. Implementation science can be useful in identifying the right balance to ensure that measurement tools are both accurate and practical.	The impact of interventions to address social norms and normative behaviors may not emerge until after program time frames end. Ex-post evaluations several years after the program ended are needed, as is longitudinal research.

Figure 3: Considerations for integrating social norms diagnosis across the program cycle; Source: FSG

BOX 1: MEASUREMENT GROUP NOTES -- DEVELOPING A SOCIAL NORMS DIAGNOSTIC TOOL

Objective: To enable groups involved in adolescent girl programming to integrate social norms into a problem diagnosis, and program design and monitoring/evaluation when appropriate.

A diagnostic tool should include questions to identify:
1. Existence of a social norm, i.e., frequency of the behavior, acceptability of the behavior, presence of sanctions
2. Variance of the social norm, i.e., degree of variability, which indicates the degree of influence the social norm has over specific behaviors
3. Social network, i.e., the specific individual and relationships that perpetuate the social norm's influence over behavior; need to tailor for very young adolescents, highly excluded girls

Steps for implementing a diagnostic tool include:
1. Formative research
   a. Desk-based research to uncover the frequency of the behavior and underlying reasons for it
   b. Mixed method survey to understand clustering of behavior, variability of views, and members of reference group (relies on asking the right questions to the right people)
   c. Qualitative assessment to remove other explanations, and to understand how approval or disapproval affects the behavior (vignettes useful)
2. If yes a social norm is a determinant of the behavior, design the program-specific assessment tool
   d. Identify indicators to use in baseline, tracking, and evaluation
   e. Conduct baseline research including tailored questions about social norms, which are adapted from the general guiding questions (based on Qs 1-2 above)
   f. Integrate into routine monitoring and evaluation activities

Strategies for developing a diagnostic tool:
- Review existing tools and guidance to inform diagnostic tool and avoid duplication (e.g., GEM, forthcoming Univ. of Pennsylvania/UNICEF and LSHTM STRIVE Guidance, DREAMS empowerment measures, etc.)
- Design a **simplified** tool, building on the best of what already exists, including modules with adaptable guidance to
  o detect the presence of a social norm
  o measure social reference networks, indicating target group for diagnosis and intervention
  o track changes with baseline/monitoring/evaluation assessments
- Test application of diagnostic tool
  o Using existing data, e.g.,
    > KAP survey results
    > DHS/MICS datasets
    > Sub-national level mapping
  o In different regions
  o For different outcomes
- Revisit and update tool based on implementation experience; make it a 'living tool'

C. The Implications for Interventions

❖ *The priority is to determine when a normative intervention can add measurable value to existing adolescent girl-centered programming.*

Several participants noted the importance of considering when and how social norms interventions can catalyze better outcomes for adolescent girls in the context of girl-centered programming. For example, it is important to determine the right balance between targeting action directly at girls and targeting girls "plus" members of the appropriate reference network. How do we factor in work with boys and men? Learning about the added value of addressing social norms among important "others" in adolescent girl programs may help dispute the notion that it is a zero-sum game and shift the conversation from girl-targeted *versus* community-level activities to girl-targeted *and* community-level activities.

To decide when a normative intervention makes sense, Robert Blum from the Johns Hopkins Bloomberg School of Public Health recommended differentiating social norms that are offensive from social norms that are harmful. Importantly, the conclusion will most likely vary depending on which girls are in the target group – it is the most vulnerable girls who are likely to suffer 'harmful' effects of a social norm that is merely 'offensive' for the relatively more empowered girls.

❖ *There is much to learn about "what works" to change social norms, building on evidence about normative interventions from different sectors.*

If the problem diagnose indicates that a social norm is at play, then it may make sense to intervene in changing the norm and the normative behavior with a normative intervention. Holly Shakya pointed out the potential of thinking broadly about the relevance of normative interventions; there may be scope to create wholly new norms in support of a positive behavior where no social norm existed.

The evidence base on normative interventions and their impact on adolescent girls' outcomes is relatively weak. However, a number of factors are known to influence the effectiveness of interventions: the type of normative behavior in question and its visibility or invisibility are important intervention design considerations, as is the degree of community cohesion. For example, changing a normative practice that is conducted publicly in a tight-knit community requires a different intervention than a private practice in an informal settlement of strangers.

The replicability of successful interventions across regions and contexts cannot be assumed, as Annabel Erulkar from the Population Council illustrated by comparing the different effects of community conversations on child marriage in Ethiopia and Tanzania.

Matt Freeman from the Nike Foundation discussed their support for mass media and communications activities, which are common strategies used to address normative beliefs and behaviors. He described Yegna in Ethiopia, which aims to shift perceptions about girls within communities and among girls

themselves. Social communication tactics can have significant reach and are potentially cost-effective in nature. However, Matt pointed out the limited capacity to measure the impact of these types of interventions on social norms relating to adolescent girls.

❖ ***Donors and program designers need to consider the cost-effectiveness of interventions on social norms and normative behaviors in the design phase.***

Studies of the effectiveness of normative interventions must consider cost and cost-effectiveness. It was noted that normative interventions may result in more than one benefit across a range of outcomes, which would be difficult to capture in a traditional cost-effectiveness analysis.[4] Furthermore, normative interventions have the potential to amplify the impacts of behavior change interventions, which could boost their cost-effectiveness, but it would be difficult to isolate the cost-effectiveness of the social norm component.

D. Translating Ideas into Action

❖ ***The millions of new dollars (pounds, etc.) invested in adolescent girl programming, much of which is being planned now, offer an unprecedented window of opportunity to integrate social norms into adolescent girl research and programming.***

Participants agreed that there is a time-limited window of opportunity to put smart social norm programming on the adolescent girl agenda. Rachel Yates from the Department for International Development (DFID) recommended "learning by doing" rather than awaiting all of the evidence before taking action. There are near-term opportunities to take action. For example, Annabel Erulkar from Population Council highlighted the opportunity to integrate new questions into ongoing Population Council surveys in Ethiopia to shed light on social norms and how their girl-centered programs relate.

Sequencing action may help generate buy-in at various levels, from governments to donors. In the near term, enabling better measurement is a priority that will have global resonance. In the medium term, actions such as generating the investment case on the added value of a normative perspective and developing a set of global indicators – built around the identification of higher-level norms – may make sense.

❖ ***Scaling up programs that tackle normative behaviors is needed to reach adolescent girls in sufficiently large numbers to make a real difference to outcomes.***

Government buy-in is essential to "move from boutique to scale" as Chandra-Mouli Venkatraman from the WHO put it. Working with governments is also critical to make the case for increased attention to social norms, defining which outcomes merit a social norms perspective, scaling up programs, and evaluating their effects. However, as Lisa Phillips from DFID-Kenya and Margareta Norris Harrit from the World Bank pointed out, building government commitment to changing negative social norms could be a challenge – especially where government partners are sensitive about "Western" influences on their culture such as in Kenya.

Another risk of scaling up social norms programming was mentioned by Julie Pulerwitz from the Population Council. Implementers need to be aware of the risk of community-level "backlash", which could threaten people who exhibit disrupted gender norms.

❖ ***When scaling up, implementers should pay close attention to intervention quality and targeting, which could suffer as the coverage of normative interventions expands.***

A common concern in scaling-up community-based development approaches is the inevitable trade-off between increasing coverage and retaining quality. Participants echoed this, which is a serious concern for normative interventions in light of the limited capacity on social norms among implementing partners and the need for normative approaches to be tailored to the particularities of the target community.

In small group discussions, participants identified the need to systematically identify which adolescent girls are the appropriate target group for social norms diagnosis and intervention, and to segment them accordingly. This is consistent with broader recommendations for adolescent girl programs, which have been successful when they have segmented girls into narrowly defined target groups with shared characteristics (e.g., restricting girls' groups to very young adolescents; child domestic workers; married girls).

Segmentation has important implications for the measurement of social reference groups, which will significantly vary for different sub-groups of girls (e.g., socially isolated girls, child domestic workers). It is also essential to monitor if interventions are targeting the right girls and the right reference groups when scaling up.

❖ ***Partners with different expertise should collaborate to advance the learning and action agenda on adolescent girls and social norms.***

Social norm theorists and researchers working alongside adolescent girl programmers and policy-makers would make a powerful team. Including people who are skilled at translating different perspectives may be necessary to find the simple path to aligning social norms theory with development practice.

Kathryn Kaplan, a CDC Fellow in Tanzania who is considering the details of the DREAMS Initiative to prevent HIV in vulnerable adolescent girls, underscored this point when she posed challenging questions to the participants. Experts in the group deliberated her questions, such as: what are the metrics to measure sensitive issues like IPV and transactional sex? What are the implications for programming? Can programs affect social norms in light of larger macro-level changes that are needed for a sustained impact?

IV.   Global Recommendations

The convening participants confirmed their enthusiasm for applying new knowledge and pursuing the connections they made over the two days. In a forward-looking exercise, they ended the meeting by sharing specific plans. In the near term, several intended to share lessons and outputs from the meeting with colleagues and consider ways to integrate social norms measurement into relevant grant proposals and measurement frameworks. In the longer term, participants planned to integrate social norms analysis into baseline analyses for gender projects, develop frameworks so their organizations can address social norms in their work, and collaborate with measurement and evaluation colleagues to add social norm diagnoses to adolescent reproductive health impact evaluations.

In addition to individual actions, several recommendations emerged over the course of the plenary and small group discussions.

1. Identify collective research priorities based on the emerging global learning agenda. (Box 2)[5]

2. Establish a collaboration structure (using an existing platforms or creating something new) to enable multidisciplinary teams, including expertise in social norm theory and its practical implications, adolescent girl programming, empowerment, etc. to take forward specific recommendations, including for example,
   a. Review evidence on 'what works' to change social norms and normative behaviors (e.g., media) and identify evidence gaps – consider systematic or systematic-style review.
   b. Create a clearinghouse for literature on related topics using a platform like the WHO Knowledge Gateway; this should include an inventory of existing work on social norms, gender norms, normative behaviors, and the measurement there-of, organized by issue area such as child marriage, coerced sex.
   c. Conduct webinars on social norms, adolescent girls, and gender, which could be similar to the Grand Challenges Canada webinars hosted every six months on specific issue areas where participants have the opportunity to interactively engage.

3. Leverage new and ongoing adolescent girl programs in illustrative geographies to collaboratively support work to generate new evidence and develop measurement tools in support of a global learning agenda, including for example, (Box 3 for sample country recommendations)
   a. Engage implementation science techniques to 'learn by doing'.
   b. Use research in priority settings as learning labs that use open transparent approaches and foster ownership by involving key stakeholders.

BOX 2: GLOBAL LEARNING AGENDA: A FIRST CUT

Deepen understanding of how social norms affect outcomes and social change
1. What are the priority 'higher level norms' for adolescent girls associated with specific social norms that hold negative behaviors in place?

2. How do 'higher level' and specific social norms affect adolescent girls' health and development outcomes across countries?
   2.1 Explore the role of social norms in driving behaviors and outcomes:
      > concepts of purity and pollution (e.g., menstrual blood as impure and polluted); high value placed on chastity; son bias (infanticide is an indicator of favoring boys over girls); GBV; child marriage; FGM/C; political and social barriers to acceptance of sexuality education in schools; dictates against girls' empowerment including independent mobility, asset ownership, control over household decision-making.
   2.2 Identify outcomes that merit unpacking using a "gap analysis" of outcomes that lag for adolescent girls relative to boys. (*endnote reference 10*)

3. How to measure the presence of and changes in social norms?
   3.1 See Box 1 on diagnostic tools
   3.2 Use the OECD's Social Institutions and Gender Index (SIGI) to track social norms change as part of broader social changes towards gender equity over time

4. What were the main drivers of change in normative behaviors where the rate of change is patchy, using a historical review
   4.1 E.g., pockets of child marriage decline

Intervening to create new social norms and reduce harmful normative behaviors
1. What are the most effective tactics for creating new social norms for adolescent girls:
   1.1 Adolescent girl-centered interventions?
      > include retrospective program data ex-post facto to shed light on the sustainability of program impacts.
   1.2 Normative interventions that create new social norms?
      > e.g., positive norms such as: menstruation is a positive and not a burden; girls are viewed as equal to boys; equal division of chores; equitable intra-household food allocation; acceptability of women's political and civic activity.
   1.3 Which types of normative behaviors are underpinned by norms that are likely to be mutable vs. those that are harder to change (e.g., custom/moral rules, personal normative beliefs)?

2. What normative interventions are the most effective for improving adolescent girls' health, well-being, and empowerment outcomes?
   2.1 What is the appropriate mixture of interventions in a multi-component approach?

3. How to measure the cost-effectiveness of interventions that have multiple components and multiple potential benefits, and which are the most cost-effective tactics for changing normative behaviors?

4. Which are the most scalable interventions for changing normative behaviors?
   4.1 How to increase coverage while retaining quality? Are there acceptable trade-offs between expanding coverage and retaining fidelity?

4. Invoke a range of theoretical frameworks to develop <u>conceptual clarity</u> on social norms and adolescent girls, leading to collaboration on a theory of change specifying the hierarchy of outcomes we seek (e.g., new social norms, improved outcomes, gender equality) and the entry points for action.

5. Develop a practical _diagnostic tool_, building on what exists (Box 1)

6. Using an agreed set of priority "higher level norms", develop a shared _set of indicators_ that a coordinated group of donors could use to assess the normative effects of specific gender programming.

7. Develop the _investment case_ on the costs and economic losses due to harmful practices that are rooted in social norms to support advocacy and increase investment.

8. Improve donor collaboration on social norms and adolescent girls, including where possible leveraging and expanding learning opportunities in the context of existing investments (e.g., DFID's recently announced funding to protect girls from child marriage in 12 countries across Africa, Asia, and the Middle East.)

BOX 3: IDEAS FOR AN ILLUSTRATIVE GEOGRAPHY -- ETHIOPIA BREAKOUT GROUP

Participants in a small working group identified social norms and normative behaviors in Ethiopia and their impact on adolescent girls' health, well-being, and empowerment. Based on the discussion, the group identified potential opportunities to improve learning and implementation in this region.

Now (0 – 2 years)
- Identify a simple indicator to identify the most disadvantaged girls to target
- Integrate sample/new questions into Population Council's surveys in Ethiopia to test usability in a diagnostic tool
- Girl Hub is launching safe spaces to complement their current communication and branding activities in Ethiopia and provides an opportunity to integrate social norms thinking into the model (note: diagnostic tool could be piloted here)

Short or medium-term (3 – 5 years)
- **Diagnostic tool**
  - Understand the drivers of behavior or practice
  - Quality of services should be a consideration in a diagnostic process
- **Pilot questions or indices to look at gender norms and power dynamics** that lead to a range of negative behaviors (for example, create common indicators that could be used across DFIDs FGM and 12-country child marriage investment)
- **Explore inter-generational changes to inform girl-programming** (e.g., did parents attend school? How might parental experiences be driving decisions for their daughters?)
- **Review impact of girl-centered programs that have been implemented in Ethiopia** over the past 10 – 15 years to learn about what worked and didn't
- **Create global or national level indicators** for adolescent girls that track progress against SDGs and help support national-level advocacy efforts

---

It is the hope of the convening hosts that the learning, dialogue, and recommendations on social norms emanating from the two days will strengthen efforts to address the full range of determinants of adolescent girls' well-being. The current window of opportunity for adolescent girls provides an excellent opportunity to advance the social norms agenda and promote sustainable changes for girls. Taking collaboration and measurement as first steps, we are optimistic that we can harness the current momentum to increase the coverage of evidence-based interventions and benefit even the hardest-to-reach girls, empowering them and advancing gender equality.

V.   Practical Tools and Resources

1. LSHTM STRIVE's research on the [cost and cost-effectiveness of gender-responsive interventions for HIV](#), led by health economist Michelle Remme.
2. ODI forthcoming Knowledge to Action Resource Series: Gender Norms and Adolescent Girls, which aims to translate findings from 4 year programme of work into useable insights for policy makers and practitioners
3. UNICEF University of Pennsylvania Learning Program on Social Norms - Guide (*forthcoming*)
4. Cristina Bicchieri, University of Pennsylvania Faculty Member, [UNICEF Lectures on Norms](#)
5. WHO [HRP](#) publication: What does not work in adolescent sexual and reproductive health: evidence from research studies and evaluations on interventions and intervention-delivery mechanisms that have shown to be ineffective. Venkatraman Chandra-Mouli, C Lane (USAID) and S Wong (UNFPA) (*forthcoming*)
6. ODI and OECD, [Measuring women's empowerment and social transformation in the post-2015 agenda](#), Caroline Harper, ODI; Keiko Nowacka, OECD Hanna Alder, ODI; Gaëlle Ferrant, OECD
7. Population Council's evaluation of interventions to delay child marriage in Ethiopia and Tanzania (*report findings on Tanzania forthcoming*). Research publications on the topic to date can be found [here](#).

VI.   Convening Presentations (Presentations available [here](#))

1. Bicchieri, Cristina. "Measuring norms." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
2. Birx, Laura. "How social norms affect agriculture and nutrition outcomes for adolescent girls." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
3. Blum, Robert. "The Global Early Adolescent Study: An exploration of the evolving nature of gender and social relations." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.

4. Dave Sen, Priti. "CIFF's approach to supporting adolescent social norm change." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
5. Erulkar, Annabel. "Social Norms and Child Marriage: Preliminary findings from Ethiopia and Tanzania." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
6. Freeman, Matthew. "Social Norms and the Power of Brands." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
7. Harper, Caroline. "Social norms, adolescent girls and gender justice: understanding change pathways." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
8. Heise, Lori. "Social Norms: An intro." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
9. Jodrell, David. "BBC Media Action – health: measuring and understanding Social Norms." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
10. Kaplan, Callie. "Social Norms and DREAMS: The Tanzania Context." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
11. Lauro, Giovanna. "Measuring Social Norms in Practice." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
12. Lord-Brundage, Clarissa. "How social norms affect family planning outcomes for adolescent girls." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
13. Pulerwitz, Julie. Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
14. Saul, Janet. "DREAMS." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
15. Shakya, Holly. "Social Norms Measurement: Intimate Partner Violence in rural Honduras." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
16. Venkatraman, Chandra-Mouli. "Using the global girls' buzz to bring about real change in their lives." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.
17. Yates, Rachel. "Importance of Social Norms on outcomes for adolescent girls." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.

Endnotes

[1] Melinda Gates, "Three Stories That Explain Why I Am Relentlessly, Passionately, and Impatiently Optimistic, May 12, 2015. gates.ly/1QJFGMH

[2] Melinda Gates, "Three Stories That Explain Why I Am Relentlessly, Passionately, and Impatiently Optimistic, May 12, 2015. gates.ly/1QJFGMH

[3] Harper, Caroline. "Social norms, adolescent girls and gender justice: understanding change pathways." Convening: The Impact of Social Norms on Outcomes for Adolescent Girls, Bill & Melinda Gates Foundation, Seattle, WA. 16 – 17 June, 2015. Presentation.

[4] Remme, Michelle et al. "The Cost and Cost-Effectiveness of Gender-Responsive Interventions for HIV: A Systematic Review." Journal of the International AIDS Society 17.1 (2014): 19228. PMC. Web. 26 June 2015.

[5] "Tips for Conducting a Gender Analysis at the Activity or Project Level." USAID, EGAT/WID. March 2011.