OVERVIEW | Learning Collaborative to Advance Normative Change

OUR CHALLENGE

Social norms—the often unspoken rules that govern behavior—shape the trajectories of young people. Social expectations related to girls' education, age at marriage, intimate partner violence, and culturally accepted ways to be a man or a woman influence the ability of adolescents to access information and services and the degree of control they have over their lives and their relationships, all of which influence their sexual and reproductive health and overall well-being. The impact of *harmful* social norms, such as expectations related to gender-based violence, early marriage, and early parenthood, is receiving increasing attention.

SNAPSHOT OF LEARNING COLLABORATIVE PARTICIPANTS

STEERING COMMITTEE MEMBERS

Bill & Melinda Gates Foundation, Children Investment Fund Foundation (CIFF), UK Department of International Development (DFID), FHI 360 (co-convener), Institute for Reproductive Health, Georgetown University (convener), London School of Hygiene and Tropical Medicine (LSHTM), Overseas Development Institute (ODI)/GAGE, Pathfinder International, UNICEF Office of Research – Innocenti, United States Agency for International Development (USAID)

ORGANIZATIONS INVOLVED

Access Alliance, African Population and Health Research Center, American Jewish World Service, American University, BRAC University, Breakthrough, CARE, Center for Health and Gender Equity, CRS-Uganda, Drexel University, Ethiopia School of Public Health, ExpandNet, Fant Indept India, George Washington University, Girl Effect, Global HealthCorps Uganda, Hollistic Girls Program, Guttmacher Institute, Hewlett, ICRW, John's Hopkins University, Makarere University, Oak Foundation, Packard Foundation, Palladium, Pathfinder International, Plan International, Population Council, Population Media Center, Population Reference Bureau, Population Services international, Promundo, Puntos de Encuentro, Save the Children, Sex Rights Africa Network, SIDA/Sweden, Sonke Gender Justice, Stanford University School of Medicine, Tearfund, Together for Girls, Tostan, Tufts University, UN Foundation, UNICEF, UNFPA, University of Exeter, University of Ibadan, University of Leuven, University of Pennsylvania, Wellspring Foundation, WHO, World Vision,

As more programs are working to foster norms that support healthy behaviors and environments, there is an opportunity to advance understanding of social norms: what they are, how to measure them, how they influence behavior, and how to scale up norms-shifting interventions that show promise. To date, the emerging community of practitioners working to shift social norms is fragmented, lacking theoretical clarity and validated measures, and has poorly documented the scale-up process of norms-shifting interventions that have been taken to scale.

OUR SOLUTION: THE LEARNING COLLABORATIVE

With support from the Bill & Melinda Gates Foundation, the Learning Collaborative to Advance Normative Change envisions a world where the powerful influence of social norms in shaping adolescents' lives is widely understood, and where projects and programs improve adolescent sexual and reproductive health by applying normative science at scale. Led by a Steering Committee, the Learning Collaborative is a platform for coordinated identification of norms-shifting interventions and evidence, and sharing and discussing emerging evidence, promising practices, and lessons learned. Working together, the Learning Collaborative contributes to efforts to build consensus on program, evaluation, and scale-up approaches for norms-shifting initiatives aiming to improve adolescent sexual and reproductive health and well-being.

THE LEARNING COLLABORATIVE: STRUCTURE & STRATEGIES

Our work takes multiple forms including in-person and virtual meetings, technical consultations, e-mail/listservs, a social media discussion group, and cloud-based file sharing. The Learning Collaborative launched with a convening meeting to seek agreement and alignment on key priorities, develop a shared agenda of mutual relevance, and establish a community structure and commitment to common goals and activities. During the meeting, we selected social norm theory, measurement, and scale-up & costing of norms-shifting interventions as our key areas. To achieve collective goals and advance practice, the Learning Collaborative is organized according to three topic-focused Learning Communities:

Overview of 'Learning Communities'		
SOCIAL NORM THEORY	**SOCIAL NORM MEASUREMENT**	**SOCIAL NORM SCALE UP & COSTING**
Do conceptual frameworks & program design keep you up at night?	Interested in thorny issues in measuring and evaluating social change?	Frustrated by pilots to nowhere? Interested in costing social change?
Working together to develop theory-based yet program-practical tools for design, monitoring, and evaluation of norms-shifting interventions. These tools can provide common language and concepts for comparing and contrasting program experiences and results.	Working together to strengthen the measurement of social and gender norms, and to develop and share practical guidance to advance measurement science in program design, monitoring, and evaluation.	Working together to strengthen the design, evaluation and costing of norms-shifting interventions going to scale and develop experience-based guidance and lessons learned for future scale up.
COMMUNITY ACTIVITIES	**COMMUNITY ACTIVITIES**	**COMMUNITY ACTIVITIES**
• propose a conceptual framework of the influence of social norms on adolescent sexual and reproductive health behavior • develop a practical, program design-focused guide describing how to apply the latest social norms theory and evidence to program design.	• develop a peer-reviewed and tested practical tool to explore and identify social norms in a specific setting to inform program and measurement approaches • create an online compendium of qualitative and quantitative social norms measures	• develop a Scale-up Considerations guide on design of scalable interventions, and their planning, documentation and evaluation as they are scaled • field test a primer on activity-based costing to guide costing-to-implement studies of norms-shifting interventions

JOIN US !

The Learning Collaborative provides many opportunities to get involved, depending on your interest and availability, and we invite you and your colleagues to join the Collaborative and its Communities. To join, contact Cait Davin: (cait.davin@georgetown.edu).

KEY RESOURCES FROM THE LEARNING COLLABORATIVE

The fruit of this labor is available in a special supplement in the Journal of Adolescent Health: bit.ly/2Hldjb7.

Key resources from the Learning Communities are be highlighted in accompanying resource guiding briefs and materials. Resources focus on landscaping of norms-shifting interventions, guidelines for considering scale-up of norms-shifting interventions, an online compendium of state-of-the art approaches to measurement, a field-tested norms diagnosis guide, and more!

FIND THEM ONLINE: WWW.ALIGNPLATFORM.ORG/LEARNING-COLLABORATIVE