ANNEX- VOL 1

Annex Volume I	
Names of Evaluation Team	Sabrina Evangelista, Regional Evaluation Specialist, FCE Team Leader
	Sonal Zaveri, Senior Evaluation Consultant, overall FCE support.
	Arushi Pankaj Dubey, Regional Evaluation Analyst; overall FCE support.

	Ayca Atabey, Evaluation Research Consultant – Meta-synthesis support.
	 Mahesh Krishnan Ramesh, Evaluation and Research Intern; overall FCE support.
	
	 Case Study Locations and Teams:
	
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Contents

Annex 1: Terms of Reference **https://gate.unwomen.org/EvaluationDocument/Download?evaluationDocumentID=10303**

Annex 2: Approach Paper **https://gate.unwomen.org/EvaluationDocument/Download?evaluationDocumentID=10304**

Annex 3: Evaluation Objectives and key questions

The key objectives addressed by the FCE include the following:

a. **Contribute to building an understanding on social norms efforts implemented by UN Women and implicit/explicit theories of change being applied through programmatic efforts** across different regions and thematic areas.
b. **Feed into the headquarters led programmatic development of the social norms area** with evaluative evidence.
c. **Contribute to building a repository** (including internal and external information) of approaches to measuring social norms, which could be used by UN Women CO's to support programming on social norms.
d. **Contribute to the understanding of UN Women's niche/potential role** with respect to social norms programming in the UN system and beyond, considering efforts of civil society at both country and global levels.
e. **Identify lessons learned and recommendations related to future programming and corporate level requirements** or systems necessary to support and measure progress in this area of work.
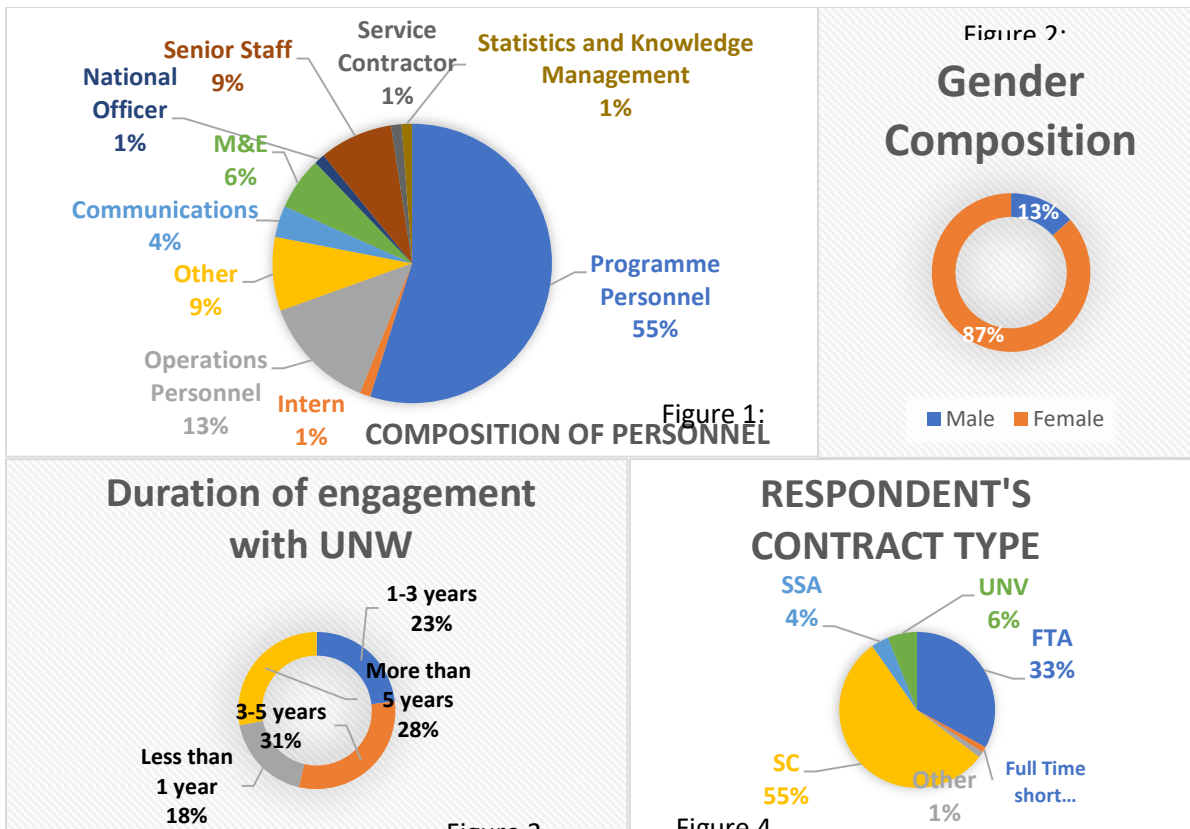
The following three key questions guided the overall Feminist Collaborative Evaluation. The questions may be adapted as the process moves forward.

- **What have we learned about social norms programmatic work implemented by UN Women?**
  - What is the current investment and portfolio of efforts at UN Women dedicated to social norms work?
  - How are different initiatives conceptualizing social norms programming at UN Women in relation to the socio-ecological model?
  - To what extent is the leave no one behind principle integrated in UN Women's social norms programming?
  - What are the implicit / explicit theories of change being applied through programmatic efforts and how are these informed and implemented collaboratively with civil society?
  - What measurement approaches are feasible?
- **What are the opportunities at the organizational level for supporting UN Women personnel in planning, implementing, monitoring and evaluating social norms work?**
- **What are the opportunities/niche for UN Women to contribute to social norms programmatic space externally?**

Annex 4: Survey Summary

Part 1: Background: General characteristics

The survey was sent to 177 CO personnel across programmes and operations team (figure 1), out of which 82 responded, giving us a high response rate of 46.3%. The survey was opened from August 2023 until October, 2023. 87% (N= 71/82) of the respondents identified as female, and 13% (N= 11/82) as male (Figure 2). More than half of the respondents (55% or N=45/82) are SC contract holders (Figure 3). 31% (N=25/82) of respondents have worked with UN Women for 3-5 years and 28% (N=23/82) have worked in UN Women for more than 5 years. (Figure 4).

Figure 1: COMPOSITION OF PERSONNEL

- Senior Staff 9%
- Service Contractor 1%
- Statistics and Knowledge Management 1%
- National Officer 1%
- M&E 6%
- Communications 4%
- Other 9%
- Programme Personnel 55%
- Operations Personnel 13%
- Intern 1%

Figure 2: Gender Composition

- Male 13%
- Female 87%

Duration of engagement with UNW

- 1-3 years 23%
- More than 5 years 28%
- 3-5 years 31%
- Less than 1 year 18%

Figure 3

RESPONDENT'S CONTRACT TYPE

- SSA 4%
- UNV 6%
- FTA 33%
- SC 55%
- Other 1%
- Full Time short…

Figure 4

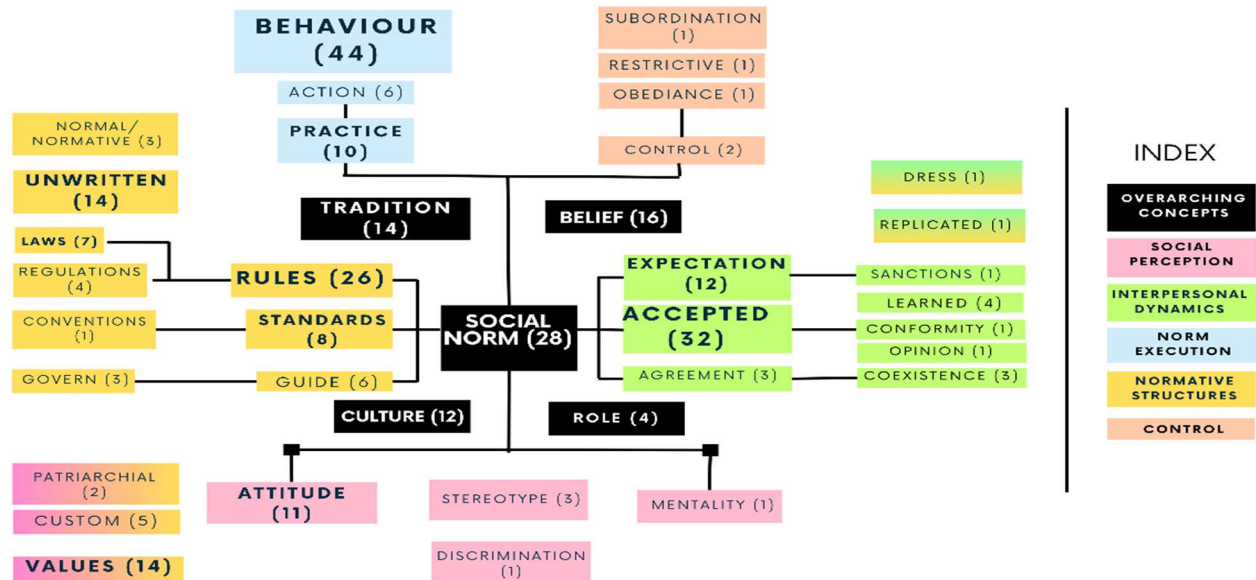**Respondents' participation in thematic groups and operations area of work**

A majority of the respondents, comprising 68% (N=56/82) of them, work in the operational area of Programme/Project Management & Implementation (figure 5). This is followed by the operational area of Monitoring and Reporting, forming 24% (N=20/82) of the respondents. While 52% (N=43/82) of the respondents worked in the thematic area of Women's Economic Empowerment, 46% (N=38/82) were engaged in the area of Ending Violence Against Women (respondents could choose more than one option here).

OPERATIONAL AREAS OF WORK

Number of respondents

ADMINI…	FINANCE	OPERAT…	HR	PROCUR…	MONIT…	PROJEC…	COMMU…	STRATE…	OTHERS	ICT	EVALUA…
16	10	14	7	12	20	56	4	19	8	1	1

THEMATIC AREA OF WORK

Number of Respondents

DISASTE…	EVAW	WEE	WPS	GOVERN…	HUMANI…	HIV/AIDS
16	38	43	26	36	11	8
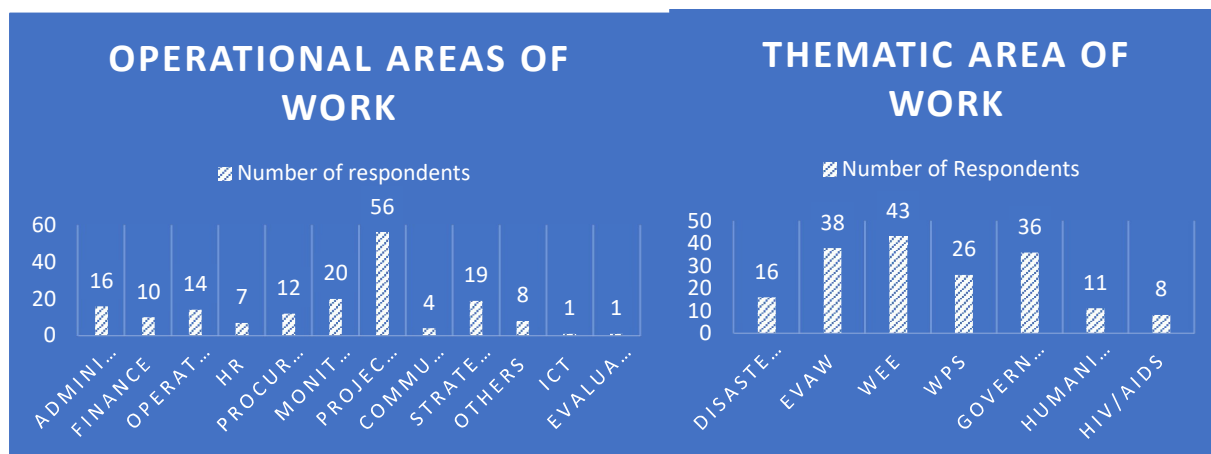
Part 2: Understanding Social Norms

Respondents were asked to type key words they would use to describe social norms. The Key words were further classified according to their common theme, and respectively placed in color coded boxes as seen in the figure below:
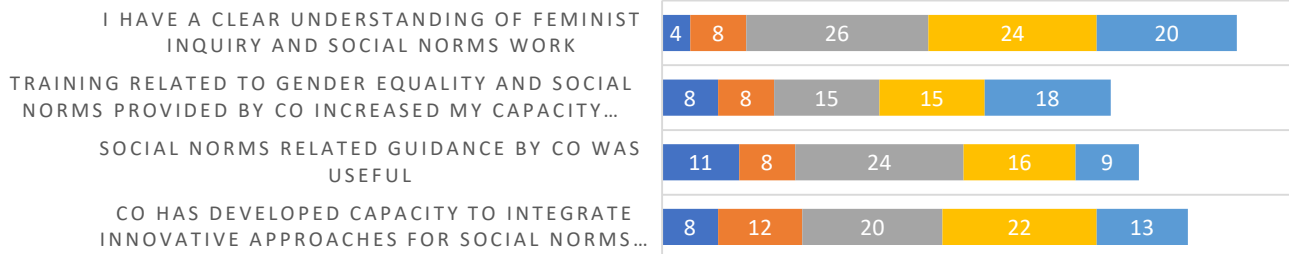
Social Norms Conceptualization Word Cloud

BEHAVIOUR (44)

ACTION (6)

PRACTICE (10)

SUBORDINATION (1)

RESTRICTIVE (1)

OBEDIANCE (1)

CONTROL (2)

NORMAL/ NORMATIVE (3)

UNWRITTEN (14)

LAWS (7)

REGULATIONS (4)

CONVENTIONS (1)

GOVERN (3)

RULES (26)

STANDARDS (8)

GUIDE (6)

TRADITION (14)

BELIEF (16)

SOCIAL NORM (28)

DRESS (1)

REPLICATED (1)

EXPECTATION (12)

ACCEPTED (32)

SANCTIONS (1)

LEARNED (4)

CONFORMITY (1)

OPINION (1)

AGREEMENT (3)

COEXISTENCE (3)

CULTURE (12)

ROLE (4)

PATRIARCHIAL (2)

CUSTOM (5)

ATTITUDE (11)

STEREOTYPE (3)

DISCRIMINATION (1)

MENTALITY (1)

VALUES (14)

INDEX

- **OVERARCHING CONCEPTS**
- **SOCIAL PERCEPTION**
- **INTERPERSONAL DYNAMICS**
- **NORM EXECUTION**
- **NORMATIVE STRUCTURES**
- **CONTROL**

Participants were requested to evaluate statements on a scale of 0 to 5. The ensuing responses are as follows for the respective statements:
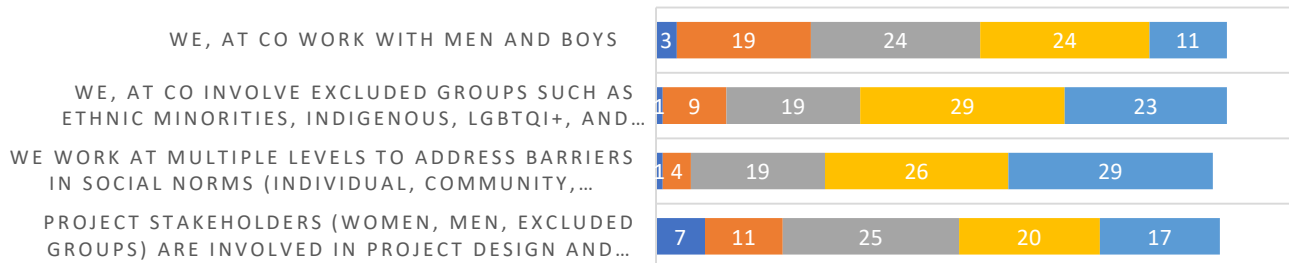
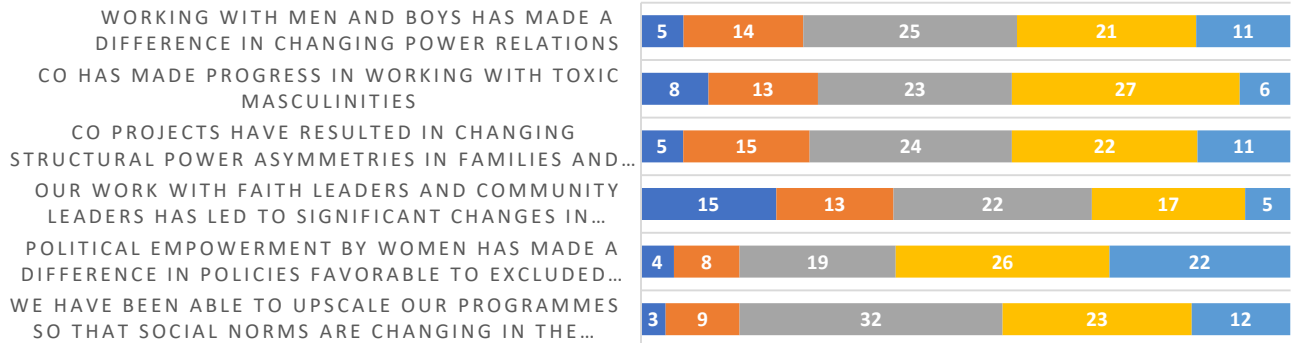## UNDERSTANDING OF SOCIAL NORMS

Legend: ■ Low - 1 ■ 2 ■ 3 ■ 4 ■ High - 5

Statement	1	2	3	4	5
I HAVE A CLEAR UNDERSTANDING OF FEMINIST INQUIRY AND SOCIAL NORMS WORK	4	8	26	24	20
TRAINING RELATED TO GENDER EQUALITY AND SOCIAL NORMS PROVIDED BY CO INCREASED MY CAPACITY…	8	8	15	15	18
SOCIAL NORMS RELATED GUIDANCE BY CO WAS USEFUL	11	8	24	16	9
CO HAS DEVELOPED CAPACITY TO INTEGRATE INNOVATIVE APPROACHES FOR SOCIAL NORMS…	8	12	20	22	13

WITH RESPECT TO PROGRAM DESIGN

Legend: ■ Low - 1 ■ 2 ■ 3 ■ 4 ■ High - 5

Statement	1	2	3	4	5
WE, AT CO WORK WITH MEN AND BOYS	3	19	24	24	11
WE, AT CO INVOLVE EXCLUDED GROUPS SUCH AS ETHNIC MINORITIES, INDIGENOUS, LGBTQI+, AND…	1	9	19	29	23
WE WORK AT MULTIPLE LEVELS TO ADDRESS BARRIERS IN SOCIAL NORMS (INDIVIDUAL, COMMUNITY,…	1	4	19	26	29
PROJECT STAKEHOLDERS (WOMEN, MEN, EXCLUDED GROUPS) ARE INVOLVED IN PROJECT DESIGN AND…	7	11	25	20	17

WITH RESPECT TO EFFECTIVENESS OF PROGRAMS

Legend: ■ Low - 1 ■ 2 ■ 3 ■ 4 ■ High - 5

Statement	Low - 1	2	3	4	High - 5
WORKING WITH MEN AND BOYS HAS MADE A DIFFERENCE IN CHANGING POWER RELATIONS	5	14	25	21	11
CO HAS MADE PROGRESS IN WORKING WITH TOXIC MASCULINITIES	8	13	23	27	6
CO PROJECTS HAVE RESULTED IN CHANGING STRUCTURAL POWER ASYMMETRIES IN FAMILIES AND…	5	15	24	22	11
OUR WORK WITH FAITH LEADERS AND COMMUNITY LEADERS HAS LED TO SIGNIFICANT CHANGES IN…	15	13	22	17	5
POLITICAL EMPOWERMENT BY WOMEN HAS MADE A DIFFERENCE IN POLICIES FAVORABLE TO EXCLUDED…	4	8	19	26	22
WE HAVE BEEN ABLE TO UPSCALE OUR PROGRAMMES SO THAT SOCIAL NORMS ARE CHANGING IN THE…	3	9	32	23	12

WITH RESPECT TO LEADERSHIP AND INTEGRATION OF SOCIAL NORMS AT OFFICE

Legend: ■ Low - 1 ■ 2 ■ 3 ■ 4 ■ High - 5

Statement	Low - 1	2	3	4	High - 5
CLOSE INTEGRATION OF PROGRAMME AND OPERATIONS HAS HELPED TO TIMELY ADAPT SOCIAL…	9	14	31	15	9
REFLECTION SPACES AND OPEN DISCUSSION HAS HELPED TO UNDERSTAND SOCIAL NORMS	9	9	23	23	13
WE HAVE MAINSTREAMED SOCIAL NORMS WORK	7	9	28	21	13
WE HAVE DEVELOPED INNOVATIVE AND CONTEXTUALIZED WAYS TO DESIGN INITIATIVES FOR…	6	10	23	26	14
WE ARE ABLE TO TRACK SOCIAL NORMS IN THE RESULTS MANAGEMENT SYSTEM	11	16	27	17	6
WE REGULARLY LEARN FROM OUR EVIDENCE AND ADAPT OUR PROGRAMS	6	14	21	30	9
WE HAVE ADAPTED OR DEVELOPED NEW INDICATORS ON SOCIAL NORMS THAT WILL HELP US TRACK CHANGE	8	19	30	11	8
WE WORK WITH FEMINIST LEADERS AND NETWORKS IN THE AREAS OF SOCIAL NORMS TO INFORM OUR…	4	4	21	28	21

Part 3: Capacity Development on Social Norms

About 12% (N=9/74) of the 74 respondents noted that they have attended workshops or webinars on social norms conducted by their respective Country Offices or the Head Quarters. 9.5% (N=7/74) of them has undergone training on GALS. 8% (N=6/74) of the respondents have undergone some training on Sexual Violence (Against sexual abuse and harassment/VAW/IPV). 2/74 respondents have taken some training on Masculinities/campaigns targeting men. 27% (N=20/74) of the respondents responded, "Not Applicable", and 10.8% (N=8/74) of the respondents claim to not have undergone any training.

At the CO level, respondents were asked to highlight areas requiring attention regarding social norms.

- Internally, 43 % (N=28/65) of the respondents expressed that their Country Office needs to focus on internal capacity building. This includes 16.9% (N=11/65) of the respondents expressing the need to focus on Staff Training, 12.3% (N=8/65) of the respondents highlighting the need to focus on capacity development of Staff, 6% (N=4/65) of the respondents highlighting the need for better knowledge sharing/management, and 10.7% (N=7/65) of the respondents

suggesting better tools/frameworks for social norms measurement. 9.2% (N=6/65) of the respondents also highlighted the need for either more resources/ funds, or a better mobilization of the same.

•27.7% (N=18/65) of the respondents indicated the need for increased engagement with external stakeholders. This included more field work, increased engagement with men and boys, youth, educational institutions, and LGBTQ communities. 21.5% (N=14/65) of the respondents also highlighted the need for a better advocacy / communication strategy to increase the reach of social norms awareness.

• 10.8% (N=7/65) of the respondents stressed the significance of corporate level research and evidence-based approaches. 4/65 respondents highlighted better documentation practices.

Annex 5: List of documents reviewed

Projects/Regional Programmes

Women's Economic Empowerment – WEE

- Women's Access to Equal Employment and Leadership in China Project document.
- WeCare - Mobilizing companies to address unpaid care work and violence against women in the workplace Project Document
- Accelerating COVID-19 Socio-Economic Recovery in Myanmar through Resilient and Gender Transformative Enterprises Project Document
- Women's Socio-Economic Resilience in Pakistan Project Document.
- Modernization of the Social Protection Systems in Jamaica, Towards an Adaptive, Shock Responsive, Inclusive System Project Document.
- JP-Promoting productive employment and decent work for women in Egypt, Jordan, and Palestine Project Document.
- Gender component in promoting decent work through occupational safety and health management Interim narrative and financial report.
- Responding to the urgent needs of women and girls in marginalized and vulnerable situation exacerbated by the Coronavirus Disease (COVID-19) in Europe and Central Asia Final Donor Report.
- Inclusive and Equitable Local Economic Development Programme Project Document.

Women, Peace and Security, Humanitarian Action and Disaster Risk Reduction – WPSHA/DRR

- Inclusive Development and Empowerment of Women in Rakhine State Joint Project Document.
- Transforming Institutions and Attitudes to Promote Women's Meaningful Participation in the Afghan National Police Project Document.
- Gender Hub to Strengthen Gender – Responsiveness of the Rohingya Crisis Response Project Document.
- Gender transformative psychosocial support for peace and community resilience in Hela Province Project Document.
- Creating Conditions for Peace in PNG Highlands Project Document.
- Leadership, Empowerment, Access and Protection (LEAP) for Migrant, Asylum Seeker and Refugee Women and Girls in Brazil Final Report
- Gender Equality, Masculinities and Violent Extremism in North Africa: A Research Agenda Project Document.
- Good governance for gender equality in Georgia Project Document
- Empowerment through Self-Defense programme (ESD) SDG Acceleration Fund Document.
- Promoting the Leadership, Empowerment, Access and Protection of Women and Girls (LEAP) Affected by Conflict in Cabo Delgado. Final Narrative Report.
- Promoting gender-responsive emergency humanitarian relief and life-saving skills for youth affected by the new influx of internally displaced people in Cabo Delgado Project Document.
- Advancing Implementation of UNSCRs on Women Peace and Security (WPS) through strengthening accountability frameworks, innovative financing and Gender Responsive Budgeting (GRB)
- Barrier assessment for the Republic of Sierra Leone Armed Forces Project Document.

Ending Violence Against Women – EVAW

- Combatting Gender Based Violence in Bangladesh (CGBV) Project Document.

- Elimination of Violence against Women and Children in Viet Nam 2021-2025 Project Document.
- Pacific Partnership to End Violence Against Women and Girls Programme Document
- Promoting Rule of Law and Enhancing the Criminal Justice System in Khyber Pakhtunkhwa including Newly Merged Districts and Balochistan Project Document.
- Connecting women, defending rights Project Document
- Generation of local mechanisms of governance and institutional coordination with civil society to address violence against women and girls Project Document.
- Scaling up the Safe City and Safe Public Spaces programme in Egypt Project Document
- Ending Early and Forced Marriage in Morocco Project Document.
- Improved Safety of Women in Serbia Project Document.
- Spotlight Initiative Annual Narrative Progress Report.
- Promoting the Leadership, Empowerment, Access and Protection of Women and Girls (LEAP) Affected by Conflict in Cabo Delgado Final Narrative Report.
- Promoting gender-responsive emergency humanitarian relief and life-saving skills for youth affected by the new influx of internally displaced people in Cabo Delgado Project Document.

Cross Cutting, HIV, Global Norms, Policies and Standards

- International Gender Cooperation Roundtable for Gender Equality in Mexico (MEX-Global Norms) Project Document.
- Addressing Gender Discriminatory Laws and Their Impact on Women and Girls in the Arab States (with a focus on Lebanon and Morocco) Final Report.
- From Principle to Practice: Understanding stereotypes that discriminate against women and pave way for policy reform Project Proposal
- Men and Women for Gender Equality (Phase II) Project Document.
- Comprehensive Programme in the field of GEWE, WEE and EVAW in Kazakhstan Project Document.
- Assistance to Kazakhstan in advancing gender equality and the Empowerment of women Project Document

Governance and Participation in Public Life (GPPL), Women's Leadership and Political Participation (WLPP), WPP

- Women in Leadership in Samoa (WILS) Project Document.
- Advancing gender equality and women's leadership in political and business life Project Document.
- Women's Leadership and Political Participation Project, (WLPP) Wanawake Wanaweza Phase II Project Document.
- Ensuring Gender-responsive Democratization Process in Ethiopia Development Engagement Document.
- Promoting Inclusive Political Participation and Elimination of Violence against women in politics Project Document.

Meta-synthesis of evaluations

- UN Women's Supporting Syrian Women's Engagement in the Syrian Political Process
- Evaluation of the 3rd Phase of the regional GRB programme Final Evaluation of the Phase III of the Regional Programme Promoting Gender Responsive Policies in South East Europe 2017-2019
- Corporate Evaluation of UN-Women's Contribution to Humanitarian Action
- Country Portfolio Evaluation (Bangladesh)
- Strengthening the Resilience of Syrian Women and Girls and Host Communities programme: EU MADAD Programme
- End of project evaluation for the IBSA project: Eliminating Child Marriages in Malawi and Zambia and offering scholarships to child marriage survivors (Pilot)
- "End-Project Evaluation - Addressing Sexual Bribery Experienced by Female Heads of Households, including Military Widows and War Widows in Sri Lanka to Enable
- Resilience and Sustained Peace"
- Final evaluation: Across Generation and Gender Borders-Communities Combatting Gender-Based Violence in Kyrgyzstan
- Final evaluation of the project "A Joint Action for Women's Economic Empowerment in Georgia"
- Final Report – Mid-Term Evaluation of Win-Win project
- Regional Evaluation on Women's Economic Empowerment

- Evaluation Report of "Women's Leadership, Empowerment, Access & Protection in Crisis Response (LEAP)"
- Evaluation of UN Women MCO Caribbean's Social Mobilization Programme to End Gender-BasedVIolence in the Caribbean
- Country Portfolio Evaluation (Nigeria)
- Final evaluation of the programme "Ending violence against women in Western Balkans and Turkey: Implementing norms, changing minds"
- Systematization of Final Results of the UN Joint Programe "For Gender Equality"
- End-Term Evaluation Report "Prevention and Protection of Women from Violence Through Access to Justice, Services and Safe Spaces"
- Strengthening Qinghai women farmer's income security and resilience in a changing climate
- End of project evaluation for the Women Empowerment Programme
- Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific
- End-term Joint Evaluation of UN Women and OCHA Joint Action Plan "Strengthened Gender Focus in Humanitarian Action"
- Reporte de Evaluacion Final Mujeres, Economia Local Y Territorios (MELyT) Programme
- Regional Programme Win Win: Gender Equality Means Good Business
- Final Evaluation Moving Forward for Equality
- Final Evaluation Against Sexual and Gender-Based Violence and Harmful Traditional Practices in Liberia (UN Joint Programme)
- Evaluation du Portefeuille Pays 2018-2020
- Final Evaluation of project "Femmes, agriculture et changements climatiques pour la paix"
- Final Evaluation PBF Women's and Youth Political Participation
- Preventing Forced Migration and Trafficking in Women and Girls in Nigeria
- Final Evaluation of SCR 1325 WPS project – "Women Lead and Benefit from Sustainable and Inclusive Peace and Security in Uganda"
- Joint regional evaluation of the EmPower programme
- IES-led CPE
- Advancing implementation of UNSCRs on Women Peace and Security
- End of Program Evaluation: Women's Leadership, Empowerment, Access and Protection (LEAP) in Somalia
- Evaluation of the TCO Strategic Note 2017-2021
- End-term Evaluation of the Protection Component of of "Women's Economic Empowerment" (WEE) Interventions
- Final Evaluation of MWGE-Phase II programme
- IES-led CPE
- End-term evaluation: Phase I Safe Cities programme
- EU4GenderEquality
- PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR WOMEN IN EGYPT, JORDAN, AND PALESTINE: JOINT PROGRAMME, UN WOMEN AND ILO
- Regional Evaluation on Capacity Development initiatives during 2014-17
- Evaluation of the Safe Cities Campaign #Noesdehombres
- Project evaluation for Eid bi Eid

External Evaluations

UN Women Strategic Notes

SN DR & OEE for: Serbia (2022-25), Samoa (2023 – 27), Nepal (2023 – 27), Mexico (2020 – 25), Kyrgyzstan (2023 – 27), Ethiopia (2022 – 25), Caribbean (2022 – 26).
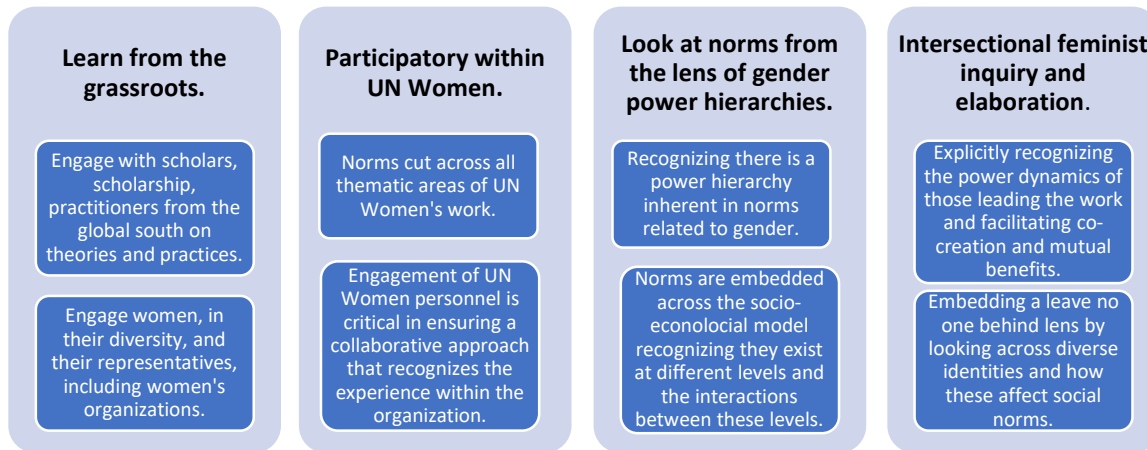
Annex 6: Methodology

The methodology was defined in collaboration with the key stakeholders of the FCE. The Feminist Collaborative Approach entails systematically identifying opportunities for collaboration with stakeholders in the planning and implementation of the evaluation while applying the feminist principles outlined below. In line with the principles proposed by the PPID Research Specialist on Social Norms [1], this FCE employed an adapted version of these principles (figure 1):

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[11] As shared in a presentation on 17 April 2023.

Figure 1. Principles for the social norms work (shared by PPID Research Specialist on Social Norms and adapted by IES)

Learn from the grassroots.	**Participatory within UN Women.**	**Look at norms from the lens of gender power hierarchies.**	**Intersectional feminist inquiry and elaboration**.
Engage with scholars, scholarship, practitioners from the global south on theories and practices.	Norms cut across all thematic areas of UN Women's work.	Recognizing there is a power hierarchy inherent in norms related to gender.	Explicitly recognizing the power dynamics of those leading the work and facilitating co-creation and mutual benefits.
Engage women, in their diversity, and their representatives, including women's organizations.	Engagement of UN Women personnel is critical in ensuring a collaborative approach that recognizes the experience within the organization.	Norms are embedded across the socio-econolocial model recognizing they exist at different levels and the interactions between these levels.	Embedding a leave no one behind lens by looking across diverse identities and how these affect social norms.

The UN Women Evaluation Policy[2] is the main guiding document that sets out the Entity's principles and organizational framework for evaluation planning, conduct and follow-up. These principles are aligned with the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation in the UN System[3], Ethical Guidelines[4], and Evaluation Guidance.[5]

The FCE emphasized the following principles of evaluation at UN Women:[6]

- *Innovation*: Evaluations should seek to identify and highlight innovative approaches to gender equality and the empowerment of women
- *Quality and credibility*: Evaluations should be conducted in a systematic manner, applying sound approaches and methods.
- *Independence and impartiality*: The evaluation function should be independent of other management functions to ensure it is credible, free from undue influence, and results in unbiased reports.
- *Fair power relations and empowerment*: Evaluations should be conducted with an understanding of contextual power and gender relations. Evaluations can foster empowerment through the participation of stakeholders in the creation of knowledge about the intervention and other aspects of the evaluation process, and in the communication of its results.
- *Participation and inclusion*: Evaluations should promote participation of stakeholders and inclusiveness.

Methods employed the feminist principles for monitoring and evaluation as proposed by Batliwala and Pittman (see Box 1) by recognizing that no one tool, or framework will be adequate for exploring social norms approaches because they must be unique or adapted as appropriate to the context. This means a menu of options were available and an iterative approach was adopted in the FCE to allow for flexibility. Mixed qualitative and quantitative methods, including a combination of secondary data, including desk-based analyses of existing information (systematic review of evaluations, portfolio review based on RMS/DAMs) and primary data collection, including a survey, workshops, focus group discussions, storytelling, and key informant interviews.

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[2] UN Women, Evaluation Policy, updated 2020: https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2020/second%20regular%20session/unw-2020-5-rev2%20revised%20eval%20policy%20for%20endorsement%20at%20srs%202020%203%20sept%20rev.pdf?la=en&vs=3925

[3] UNEG (United Nations Evaluation Group). 2016. UNEG Norms and Standards. New York: UNEG. Available at: http://www.unevaluation.org/document/detail/1914

[4] UNEG (United Nations Evaluation Group). 2020. UNEG Ethical Guidelines. New York: UNEG Available at: http://www.unevaluation.org/document/download/3625

[5] UNEG (United Nations Evaluation Group). 2014. Integrating Human Rights and Gender Equality in Evaluations. New York: UNEG. Available at: http://www. unevaluation.org/document/detail/1616

[6] Described in the UN Women Handbook: How to manage gender responsive evaluation, (updated 2022) : UN-Women-Evaluation-Handbook-2022-en.pdf (unwomen.org)

NVIVO software for qualitative data analysis was utilized.[8] Triangulation of sources and methods of information was done to ensure robust findings that was used with confidence.

Annex 7: Data Collection tools and Analysis

7.1 Personnel Survey

1. **What is your current position in the office?**
- • Senior staff (representative, deputy)
- • Programme personnel
- • Operations personnel
- • Other

2. **Your gender identification**
- • Female
- • Male
- • Non-binary
- • Transgender
- • Prefer not to say
- • Other

3. **What type of contract do you have?**
- • SSA
- • SC
- • FTA
- • UNV
- • Other

4. **How long have you worked with UN Women ?**
- • Less than 1 year
- • 1-3 years
- • 3-5 years
- • More than 5 years

5. **What is your main operational area of work? (Select all areas that you work on – multiple choice)**
- Programme/Project Management and Implementation
- Strategic Planning
- Human resources
- Finance
- Administration
- Overall Operations
- Procurement
- Others

6. **What is your main thematic area of work?**
- Governance and Participation
- Women's economic empowerment
- Humanitarian Action
- Women, Peace and Security
- Disaster Risk Reduction and Disaster Resilience
- Ending Violence Against Women
- Health, including SRHR and HIV/AID

A. **Understanding of Social norms**
1. What are some key words you would use to explain what are social norms? How do you describe it? **(open ended)**

2. Please select the extent to which you agree on the statement about integration of social norms programming in UN Women's area of work
   - **Score on a scale of 1-to 10 with 1 being the lowest score and 10 being the highest). Please select NA if not applicable.**

   Related to understanding social norms

   i. Understanding of feminist inquiry and social norms work is clear in our CO
   ii. Training related to gender equality and social norms provided by CO increased my capacity for this area of work
   iii. Social norms related guidance by HQ and CO was useful
   iv. CO has developed capacity to integrate innovative tools for social norms change

   -

   Programme

   i. We, at CO works with men and boys
   ii. Working with men and boys has made a difference in changing power relations
   iii. CO has made progress in working with toxic masculinities
   iv. Projects (Women economic empowerment, political empowerment, violence against women and others) have resulted in changing structural power asymmetries in families and communities
   v. We, at CO involve excluded groups such as ethnic minorities, indigenous, LGBTQI+, and persons with disabilities
   vi. We work at multiple levels to address barriers in social norms (individual, community, national)
   vii. Our work with faith leaders and community leaders has led to significant changes in discriminatory practices
   viii. Political empowerment by women has made a difference in policies favorable to excluded groups
   ix. We have been able to upscale our programs so that social norms are changing in the wider community as well
   x. Project stakeholders (women, men, excluded groups) are involved in project design and monitoring
   xi. UN Women and implementing partners advocacy has resulted in change in policies related to gender equality

   Leadership and Integration (CO)

   i. Close integration of programme and operations has helped to timely adapt social norm programmes as per need

    ii.   Reflection spaces and open discussion has helped to understand social norms
    iii.   Our leadership emphasizes the importance of social norms
    iv.   We have mainstreamed social norms work
    v.   We have developed innovative and contextualized ways to design initiatives for social norm change
    vi.   We are able to track social norms in the Management Information System
    vii.   We regularly learn from our evidence and adapt our programs
    viii.   We have adapted or developed new indicators on social norms that will help us track change
    ix.   We work with feminist leaders and networks in the areas of social norms to inform our approaches.

B. Capacity Development

3. Please select number of training opportunities specific to social norms work you have participated in since 2019 after you joined office.

                       0   1-2   3-5   >5

Country Office
Head Quarters
Regional Office
Others (external, conference)

4. To what extent have you put to use the training received?
- **Score from 1 to 10 with 10 being the highest**

5. Please list the training programs attended at CO, Region or HQ
    • CO:
    • Region:
    • HQ:
6. Is any training program from the above very useful? Please list.
7. Can you give examples of how UN Women Country Office can improve its efforts in capacity building on social norms change, if any at all? **(open ended)**
8. What 3 areas, if any, require more attention at the Country Office to advance its work in social norms change progamming efforts? **(open ended)**
- What 3 areas, if any, require more attention at UNWomen to advance its work in social norms change progamming efforts? **(open ended)**

7.2 Interview Guides

The following interview protocols provided examples of guiding questions for two respondent groups:

1. UN Women: Internal Consultations
2. External (e.g. Govt partner, Implementing partner)

The questions were based on the Evaluation Questions. During the data collection phase of the evaluation, interview protocols were further tailored and customized for each stakeholder group to consider the specific role, relevance and contribution of each stakeholder. Below is a sample of the interview protocols.

Interview Guides

Standardized introduction for interviews

- Thank you for agreeing to meet us today. The team has been assigned by UN Women to conduct a formative evaluation of UN Women's new social norms outcome area.
- The topic of social norms change has been embedded in UN Women's work, however, was introduced as a new outcome area for UN Women in its Global Strategic Plan for 2022-2025. The Feminist Collaborative Evaluation (FCE) has been identified as a key approach to support an understanding on the social norms outcome area, and how the organization can support its translation into programmatic and measurement approaches. The objective is to work collaboratively to ensure a deep understanding of context and production of real-time insights that can feed directly into the ongoing work in this area.

- This interview will take approximately 45 minutes. All interviews are confidential, and your name will not be associated with any of the findings as the information is reported is in aggregate. The information collected will be shared in the form of interview notes only among the team members and will be deleted after the evaluation report is finalized.
- Do you have any questions about the FCE before we begin?

Sample interview guides

UN Women: Internal Consultations

Additional introduction:

- The FCE has 4 key milestones. We have conducted a systematic review of evaluations across UN Women to understand what works for social norms and also conducted a mapping of social norms efforts through a portfolio review. We are now in the process of completion of case studies which have taken place in seven countries (Nepal, Samoa, Kyrgyzstan, Serbia, Ethiopia, Mexico and Grenada) to explore the pathways of change and inform theories of change that can provide inspiration and lessons learned for social norms programming efforts at UN Women. We have scheduled this interview with you to learn from your experience on social norms within the organization and understand your perspective on what support is needed to operationalize this area of work.

Introduction Note: Gender equality and women's empowerment has faced barriers because of some norms that we have in our societies. These norms determine how we think, how we behave and sometimes these norms are discriminatory, they favor men usually in dominant groups over others, women, girls and all excluded groups. This unequal power relationship leads to unfair and unequal practices related to education, health, political representation, in the work that men and women do and in the violence that women and excluded groups face. We call these social norms, is there a local word that you use?

Questions will be modified based on role/contribution of each staff member

I. Internal:

1. Please provide your reflections on the current or potential strategies at the corporate level to support the implementation of the social norms systemic outcome / initiatives.
    a. Beyond the COP that has been established, is HQ considering any other ways to facilitate knowledge sharing and dissemination of good practices among offices, particularly in the context of social norms work?
        i. An emerging finding is the need to support internal capacity building/ reflective dialogue of country offices on the topic to both unpack peoples understanding of social norms within their context and linkages with programming. Are there any ideas on how to address these needs?
    b. Is there any discussion /update on how social norms will be captured through UN Women's systems – RMS, quantum? Any plans for guidance?
2. Do you have any feedback on the coherence of how the organization is structuring support on social norms? i.e. the social norms specialist is now sitting between PAPDU and R&D…
3. Do you have any feedback on how the social norms support is being informed by or linking with other key related topical areas (or should be in the future):
    a. TPM
    b. LGBTIQ+
    c. Racial justice
    d. Disability inclusion
4. In the context of **UN Women's niche within the UN System on social norms** – do you have any feedback on **how UN Women can best contribute within this space (at HQ, regional or country levels)?**
    a. What are key spaces where UN Women can contribute? Or what kind of products?

III. Recommendations for the FCE:

5. Do you have any suggestions for the FCE in terms of how it can be useful or influential internally?
6. Finally, do you have any suggestions on internal and external (mainly UN) stakeholders we should reach out to?

If time allows:

1. What is the thinking in terms of social norms specific initiatives vs. integrating social norms – Are there examples of approaches to integrating social norms that could serve as **models for upscaling or adaptation within UN Women**?
2. Do you have any feedback or suggestions on how UN Women is integrating the principle of **"leave no one behind"** within its social norms programming guidance?

External (e.g. Govt partner, Implementing partner)

Additional Introduction:

- We are conducting interviews with a wide range of stakeholders including government, civil society partners and at the field level with programme participants.

Questions will be modified based on role/contribution of each stakeholder.

I. Introduction
(Purpose: Understanding the interviewee's conception of social norms and how their organization has supported social norms change)

1. Can you share with us **your understanding** of what defines social norms change?
2. How does **your organization target and support social norms change** (most common interventions)?

II. Social norms engagement
(Purpose: Understanding how the stakeholder has engaged with UN Women in this area of work)
1. To what extent is **UN Women's approach responding** to social norms change in the context of the country (added value)?
2. Is UN Women partnering with the **right actors** in this area of work?
3. In the initiatives that you cooperate with UN Women on social norms, what are the **key achievements**? Can you mention some examples of **good practices** *(probe: innovative approaches, potential to upscale)*? Who and how did they benefit from the planned interventions?
4. What were the **key strategies, enabling or hindering factors** (internal or external) to the achievement of the outcomes under the social norms areas (including strategies that did not work)?
5. What is the intended impact of key activities/interventions aiming social norms change in the country (communities/policies/organizational culture)? Do these interventions respond to the needs of women and girls (and if so how)?
6. What roles are women and girls and vulnerable groups playing in the intervention (leadership in analysis/design; participation (partaking intervention); collective leadership/action)?
7. (For implementing partner) On **measuring results**, what evidence is collected on attitudes, perceptions, behaviors and/or structural levels to know what works? *(Ask for documentation)* How do you use evidence from Social Norms work to adapt and change *(In program, policy and communication)*
8. (For implementing partner) How have you increased/supported the **staff capacity** in understanding feminist inquiry and social norms work and what difference has it made?

III. Moving forward
(Purpose: Understanding the enabling conditions needed to enhance efforts under the social norms outcome area)
1. What is the learning/reflection on how social norms are being addressed in the efforts – **what's working, what's not and why** (appropriateness and effectiveness of the levels selected for intervention)?
2. What are your recommendations to UN Women on social norms moving forward?
3. Do you have any additional comments or observations that you would like to share with us?

Case studies in the following countries were carried out:

Case study coverage

7 case study countries across 4 regions

Serbia

Grenada

Barbados

Kyrgyzstan

Mexico

Ethiopia

Nepal

Samoa

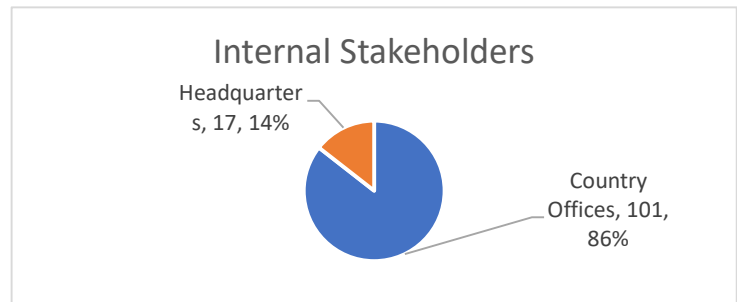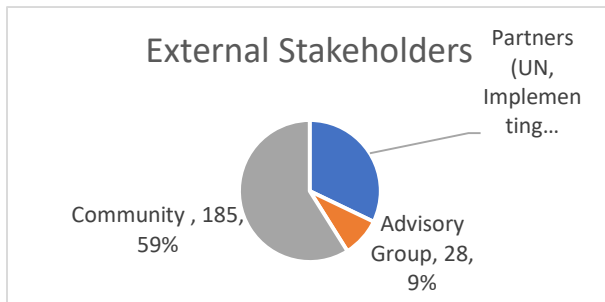FEMINIST COLLABORATIVE EVALUATION ON SOCIAL NORMS | UN WOMEN

This map does not represent official endorsement of political boundaries by the United Nations.

8.1 Data collected through KIIs and FGDs:

Stakeholder Type	Stakeholder	No: of stakeholders consulted
Internal	Country Offices	101
	Head Quarters	17
External	Partners (UN, Implementing Partners, CSOs, Government)	101
	Advisory Group	28
	Community	185
Total		**432**

Country	Sex-disaggregated				Stakeholder-type			
	Male	Female	Non-Binary	UN Women Personnel	Advisory Group	Community	Partners (UN, IP, CSO)	Government
Samoa	28	57	1	5	5	60	14	2
Nepal	9	90	1	23	4	64	8	1
Ethiopia	15	30	0	9	3	15	18	
Kyrgyzstan	5	52	0	14	5	16	18	4
Serbia	2	50		17	3	16	13	3

Mexico	4	31	3	18	4	6	9	1
Caribbean (Barbados and Grenada)	8	26		15	4	8	7	
TOTAL	71	336	5	101	28	185	87	11

External Stakeholders — Partners (UN, Implementing…); Community , 185, 59%; Advisory Group, 28, 9%

Internal Stakeholders — Headquarters, 17, 14%; Country Offices, 101, 86%

8.2 Data collected through personnel survey:

Country Office	No: of respondents
Samoa	4
Nepal	10
Ethiopia	11
Serbia	15
Kyrgyzstan	14
Mexico	17
Caribbean	11
	82

8.3: Gender Responsive and ethical procedures and Data Management Plan

All data collected through this evaluation was subjected to the UN Women Information Security Policy that set out the basis for UN Women in protecting the confidentiality, integrity and availability of its data to protect these assets against unauthorized usage, access, modification, destruction, disclosure, loss or transfer of data, whether accidental or intentional.

All UN Women staff and other authorized individuals or entities were responsible for maintaining appropriate control over information in their care and for bringing any potential threats to the confidentiality, integrity, or availability of that information to the attention of the appropriate management. Compliance with this Policy was a condition of employment for all UN Women staff and a condition of contract for all other authorized individuals or entities, unless a prior (temporary) waiver was obtained. Failure to comply with this Policy without obtaining a prior waiver was dealt with in accordance with Staff Regulations and Rules, or as appropriate, the contractual terms of UN Women's engagement of the authorized individual or entity.

This Data Management Plan outlined key aspects of data protection during this evaluation, namely collection of data and study materials; treatment of consulted populations and observed topics; storage, security and backups; archiving, preservation and curation; discovery, access and sharing and responsibilities of the key IES staff involved.

Collection of data and study materials

Type of data: The Independent Evaluation Service (IES) is conducting the CPE of UN Women Indonesia portfolio to assess UN Women's contribution to development results with respect to gender equality at the country level. The CPE team is

comprised of the Regional Evaluation Specialist for Asia Pacific at the IES, four independent consultants, and an evaluation intern.

The data collection process is organized via web/telephone interviews, on-line surveys, in-person interviews and field visits, and desk reviews. Therefore, digital statistical (surveys) and textual data (interview notes, documents) will be collected and stored using UN Women' MS sharepoint/OneDrive accessible by evaluation team members only. Only personal data collected and used in this evaluation will be: names and last names of the interviewees, their function in the organisation/institution and the affiliated institution. Personal names and last names will not be published in any of the reports and will be known only to the evaluation team members. Codes will be used to anonymize actual interview notes.

Desk review is focused on existing data collection and review (plans, programme and project reports, publications), most of them already publicly available. New sets of data include data collected from key informant interviews and survey. Methods of data / materials collection: Interviews will be organized remotely using online communication tools (MS teams, zoom) or telephone lines. Meeting minutes will be taken (MS Word) and stored. No audio recordings of individual interviews will be made, however, recordings of discussions over video platforms such as Zoom or Microsoft teams were taken with consent where required.

Survey will be designed using MS forms and distributed to UN Women Indonesia staff and targeted coordination partners via email link. Survey will ask for identification of UN Women Country Office / Presence or an organization but will not ask for the personal data of those filling the questionnaire.

Quality assurance and data validation: The evaluation will adhere to UN Women Evaluation Policy, UNEG Norms and Standards for Evaluation, Ethical Guidelines and Code of Conduct, UNEG guidance on integrating Human Rights and Gender Equality in evaluations with gender responsive and human rights approaches integrated into the approach. To ensure quality and that all required information is included, the evaluation team will self-assess the draft evaluation report using the UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS) tool.

No automatic processes of data validation will be introduced. Raw data will be quality assured by the evaluation team members (which will be the only persons having access to them) using cross reference and triangulation of data from different sources.
Processed data in a form of findings and reports will be subject to quality review / validation by the peer reviewer, the evaluation reference group, and the evaluation management group. Due to the dual role of the regional evaluation specialist in this evaluation, as both team leader and manager of the evaluation, Peer Reviewers from IEAS were engaged to add an extra set of objective eyes and ensure that the GERAAS criteria and UN Ethical Guidelines are adhered to.

Plan for ensuring ethical approach

UN Women has developed a UN Women Evaluation Consultants Agreement Form for evaluators that must be signed as part of the contracting process, which is based on the UNEG Ethical Guidelines. These documents were annexed to contracts. The evaluation's value added was its impartial and systematic assessment of the programme or intervention. As with the other stages of the evaluation, involvement of stakeholders did not interfere with the impartiality of the evaluation. The evaluator(s) had the final judgment on the findings, conclusions and recommendations of the evaluation report, and the evaluator(s) were protected from pressures to change information in the report. Additionally, if the evaluator(s) identify issues of wrongdoing, fraud or other unethical conduct, UN Women procedures were followed and confidentiality maintained.

The UN Women Legal Framework for Addressing Non-Compliance with UN Standards of Conduct, and accompanying policies protecting against retaliation and prohibiting harassment and abuse of authority, provided a cohesive framework ensuring that staff members did not engage in any wrongdoing and that all allegations of wrongdoing were reported promptly, investigated and appropriate action taken to achieve accountability.

The evaluators obtained informed consent to participate in the evaluation activities prior to engaging in data collection. The evaluation team members read the statement of intent of the evaluation and request the individual to express their willingness to participate or not prior to initiating the discussion or interview in English and Bhasa Indonesian (see Annex 9).
The evaluation teams also:

- Always ensure the "do no harm" principle guides decisions. Consider in what ways the evaluation activities may put members of the community at risk, and how these risks may be mitigated.
- Strictly follow the travel advisories issued by UNDSS.
- Provide information on support services available to the participant.
- Review and amend ethics and safety protocols and data collection tools if methodological approaches have been changed after the evaluation inception phase due to unforeseen or emergent issues.
- Consider the 'affective atmospheres' of conducting any kind of social research in a crisis setting, when normal routines are disrupted, and many people are feeling uncertain.[18]
- Understand how the current context affects the most disadvantaged and marginalized, and ensure these issues are addressed in the evaluation design and implementation, including data collection methods.[19] Weigh the benefits/ risks of engaging these groups vs other forms of data collection or postponing the exercise.

Ensuring the safety of women affected by violence

Although violence against women (VAW) was not the primary focus of the evaluation, all evaluations had an ethical obligation to ensure proper planning and protocol in the case that the subject of violence against the individual being interviewed was raised. As such, the evaluation was guided by the World Health Organization *Ethical and Safety recommendations for intervention research on violence against women (2016)[7]* and UN Women's *Safe consultations with survivors of violence against women and girls (2022).[8]*

Protocol for data collection related to violence against women

The primary focus of discussions with rights holders was on understanding how UN Women supported programming affected their own life without referring specifically to any affect (positive or negative) around violence. Nevertheless, the following steps were taken for all interviews:

1. Safety of respondents and research team:
   1. The title of the study communicated to stakeholders was "learning from UN Women/[partner] efforts to achieve gender equality in Indonesia", so as to avoid confusion and keep the discussion focused on the outcomes of their engagement in development work or leadership activities; and appropriately translated into the local language.
   2. All discussions were organized in a space that was private and away from public interference. The interviewer asked whether the respondent felt safe in the space before initiating and if not then identified a new space or discontinue with the participant.
   3. Informed consent was obtained after describing the purpose of the interview and how the findings would be used; and prior to initiating the interview/FGD. It was very important to explain the benefits and risks of participation and verify the potential participants comprehension.
2. Protect confidentiality: confidentially of information obtained ensured through ensuring the actual names of participants were not included in the report; given that discussions with rights holders engaged by UN Women in programming efforts were organized, the participants were requested to avoid sharing details regarding other participants outside of the space; all local laws pertaining to reporting incriminating information regarding violence reported were followed.
3. Train team members: The National evaluation consultant and the team leader discussed in advance of field work the protocol for discussions with rights holders, followed the agreed upon interview / discussion guide and agreed upon steps to take in the case that violence was reported.
4. Minimize stress to the respondent: the below is adapted from the WHO guidelines:
   a. Data collection tools were designed in a way that were culturally appropriate and avoid stress to the participant.
   b. The timing and location of the discussions were determined in consultation with the local staff to ensure that they did not create stress or harm to the respondent.
   c. When distress was detected, informed the participant that the research process had been suspended.
   d. Provided and/or referred the participant for support.
   e. Discussed the appropriateness of continuing the research process on that or on another occasion, or opted out of the project altogether.

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[7] https://iris.who.int/bitstream/handle/10665/251759/9789241510189-eng.pdf;jsessionid=7785D0DE8643336C812FE4B9C168EB30?sequence=1
[8] https://www.unwomen.org/sites/default/files/2022-12/Safe-consultations-with-survivors-of-violence-against-women-and-girls-en.pdf

f. Continuing with the research, informed the participant that the researcher was resuming her research role, and that the process could be interrupted again if the woman became distressed again or did not want to continue for any reason.

5. <u>Refer those in need to local services</u>: UN Women CO provided the evaluation team with a list of services relevant to the specific area of the participant. This was provided to all participants regardless of whether they had reported that they were affected by violence.

6. <u>Feed findings into efforts to strengthen response to VAW</u>: The WHO guidance discussed the ethical obligation to advocate for the availability of an intervention if it is proven effective.[21] The CPE was being used to inform UN Women's approach in Indonesia; any specific findings related to the case study were communicated to the Evaluation Management Group and included in the case study summary and evaluation report.

Treatment of consulted populations

Consulted population will include UN Women personnel, partner UN and other development agencies, donor/development partners' representatives, government representatives, private sector representatives, civil society organisations, grass root and informal groups.

Evaluation also aims to capture the perspective of the duty bearers who have been directly and indirectly involved in the implementation of the UN Women SN in the evaluation period to advance GEWE in Indonesia.

In general, evaluation is focused on topics of UN Women programmes implementation and results which are not categorized as sensitive. Still, descriptions of the context (social norms, pressure of different interest groups) or sharing the stories from the past can be sensitive for some key informants. In case any topic turns to be sensitive for the key informant, evaluators will not insist on it in order not to make any additional stress to the interviewee.

In all cases, evaluation will be conducted with integrity and respect for the beliefs, manners and customs of the social and cultural environment; for human rights and gender equality; and for the 'do no harm' principle. Interviews will be led with a tone of respect, openness and rapport.

Evaluators will respect the rights of institutions, organisations and individuals to provide information in confidence. Before collecting any data, an explanation of the purpose and the intention of the evaluation will be provided in the language of the interview and explicit oral consent will be sought.

Presentation of findings in the report will ensure anonymity of the key informants. Sensitive data will be protected and ensure they cannot be traced to its source. Actual names of participants are not to be included in the Final Evaluation Report.

Storage, security and backup

Software and platforms used for data processing: Microsoft word, excel and powerpoint will be used to store and present data. Nvivo will be used for qualitative data analysis. Microsoft forms will be used for quantitative data analysis of the survey.

Collected data will be shared and stored via secure file sharing service - UN Women MS One Drive sharepoint folder and will be protected under overall data protection mechanisms by UN Women IT service. The folder will be accessible to evaluation team members only.

Temporarily during data collection phase, interview notes, reviewed documentation may be stored in business computers of the UN Women Evaluation Specialist and private/business computers of independent evaluation consultants or in a form of written notes (depending on the conditions during the interviews, availability of the internet, access to sharepoint etc.). As soon as the data collection is completed and notes are transferred to sharepoint drive, data will be deleted from personal computers.

Once evaluation is over, access to share point folders will be revoked to all external evaluation team members.

Archiving, preservation and curation

Upon completion of the evaluation, IES evaluation team leader will create a clean dataset containing files that might be relevant for further use in evaluations and research by UN Women. UN Women recommends preserving data for four years, covering the four-year Strategic note period. The data will be archived on TeamMate.

Personal data (names and last names) of interviewees will be removed/deleted from the interview notes/summaries. All data not assigned to the archive will be deleted upon completion of the evaluation.

Informed consent Checklist

The following checklist aims to assist in elaborating the informed consent using criteria applicable to all IES projects (required), and additional criteria for certain projects (where applicable).

Checklist area		Yes		No
• **All IES projects (required)**				
• Evaluator introduces him/herself including **affiliation**	•	☐	•	☐
• Describes the **purpose** of the evaluation and data collection	•	☐	•	☐
• Consent is administered in a **language** that the participant understands, and that excludes jargon or confusing language, ensuring that phrasing is clear, comprehensible and concise	•	☐	•	☐
• Statement of **voluntary** nature of participation and **duration**	•	☐	•	☐
• Statement on **confidential** nature of participation to the extent possible	•	☐	•	☐
• **Contact** information is provided for further questions about their rights as participants	•	☐	•	☐
• Space for questions and verbal/written **consent** (yes/no)	•	☐	•	☐
• **IES projects involving vulnerable populations and/or covering sensitive topics (where applicable)**				
• Description of overall **procedures** to be followed, including selection of persons for voluntary participation	•	☐	•	☐
• The individual and global **benefits** of the evaluation are described, as well as the contents of the survey/interview/focus group (i.e. demographics, education, savings behaviors, etc.)	•	☐	•	☐
• A statement that the consultation or procedures may involve **risks** to the subjects (that are currently unforeseeable), and adequate description of such risks or discomforts (i.e. if some questions make respondents feel uncomfortable)	•	☐	•	☐
• Clearly state if there are any **costs** associated with participation, and if so, specify what they are	•	☐	•	☐
• Procedures for any **recording** including: • If recordings will be taken and what type (audio/video) • When and why the recordings will be taken • How the recordings will be kept confidential and when they will be destroyed • Whether being recorded in this manner is a requirement of participation, and if not, how participants can express that they would not like to participate	•	☐	•	☐
• A statement about whether participants' information might be stripped of identifiers and used for **future evaluation/research**	•	☐	•	☐
• Any **compensation** for participation, such as a payment or gift	•	☐	•	☐
• Statement that refusal to participate or withdrawal at any time will not lead to penalty or loss of benefits	•	☐	•	☐

A snapshot of the evidence matrix which was used to triangulate information from the key components of the FCE has been provided below.

Key Questions	Case studies	Meta-synthesis	Portfolio Review	Internal HQ interviews	External Mapping	UN Women internal systems
How do UN Women CO's define and approach social norms programmatic work?	**1.1 The concept of social norms is less coherent within and across COs. The description of social norms was mostly apolitical, and inequalities in power relations were mentioned infrequently.** **1.2 Social norms are targeted implicitly and/or explicitly in s. In general, research, and gender/inequity related theories of change resulted in the explicit targeting of social and gender norms. . may have led to the implicit nature of these norms.** **1.3 Even when explicit social norms were identified, communities would adapt or change which social norm they preferred to target, for a variety of reasons.** **1.4 Engaging men and boys, those with disability and LGBTIQ+ in programs is fragmented, without concrete strategies for engagement. However, inclusion of ethnic and indigenous people is common based on economic indicators.** **1.5 Discriminatory gender and social norms may have**	Evaluations have identified that the consideration of contextual factors is crucial when constructing a theory of change for programs. The ability to anticipate and adapt through a flexible program approach must be complemented by informed research on key stakeholders to be involved on social norms change and contextual milestones which could impact delivery of the programme on the same. Some evaluations have concluded that it would be important to go beyond the confines of individual projects and project cycles through engaged research trends of broad social change **While some interventions have tailored timing and implementation strategies based on cultural contexts and nuances, challenges persist in navigating uncomfortable conversations on social norms, emphasizing the need for nuanced engagement on the topic**. In some cases, evaluations recorded evidence of interventions accounting for local cultural context on what works. For example, community Barazas in Uganda were leveraged to train local women as peace mediators to intervene in the communities and involve male champions in awareness raising. Diverse communication methods, such as puppet theatre in Sri Lanka and innovative approaches like TikTok programming, Chatbots,	Under the thematic area of **WEE**, social norms are conceptualized as perceptions of women by the society. The programming work assumes a trickle-down effect, where it is assumed that if women are in leadership roles, the perceptions change since social norms trickle-down. Under the thematic area of **EVAW**, social norms are conceptualized as attitudes and behaviours that cause GBV. Interventions focus more on individual and interpersonal relations in this context. While projects under the thematic area of **WPS** focus on defining social norms as social hurdles restricting women from accessing law enforcement. Social norms programming under this thematic area focuses on		Evaluations have relied upon international normative standards to conceptualize social norms. They focus on individual behaviours, cultural practices, gender roles and discrimination. Additionally, it can be observed that most of the evaluations have tailored the definition of social norms based on the context in which it operates. For instance, CARE's Tipping point initiative contextualizes social norms around the root causes of child, early, and forced marriage (CEFM), which is the focus area of the initiative. Another common classification in the conceptualization of social norms is that of descriptive and injunctive social norms. With respect to social norms programming, evaluations have relied heavily upon qualitative methods. The most common out of them is that of a perception survey, or different versions of it. For instance, JPAL's "The Impact of a School-Based Gender Attitude Change Program in India" uses an 'Implicit Association Test', where participants' perception of social norms are evaluated by exposing them to two concepts and detects how strongly individuals connect these concepts. Social	

roots beyond patriarchy , extending to other forms of discrimination such as kyriarchy. However, such a framing was not found in the countries visited.

1.7 Social norms are dynamic and manifest in various practices, yet few projects review and adapt to these changes programmatically nor do they address its monitoring and evaluation.

1.8 COs experimented with a number of innovations, contextualization and adaptation but had not gathered evidence, and documentation systematically for wider dissemination, branding and use.

murals, theatre performances, festival promotions, and hackathons in the Europe and Central Asia region, were considered effective by evaluations in addressing gender stereotypes. Some evaluations recorded the inclusion of other potential catalysts, beyond what are commonly identified as power brokers in the context of implementation of the projects. For example, in Somalia, mobilization of progressive religious authorities helped to introduce new concepts to challenge negative traditional social norms, attitudes, behaviours, and customary practices. The evaluation identified that working with education staff (teachers, school directors) as multipliers, beyond the elders and religious leaders allowed to address the drivers and consequences of marginalization and impoverishment, by promoting equal opportunities for girls in the educational and health spheres. The project was able to identify that sensitized teachers and health workers at community level, can act and intervene to prevent any kind of neglect or drop-out of girls. Some projects also accounted for the ongoing socio-political climate. In Guinea Bissau, the programmed plan of the project was timely in the context of Guinea's complex political dynamics. It was due to begin before the legislative and presidential elections took place, giving it time to strengthen the human capital, leadership skills and environment,

women's barriers to seek justice, which includes both public attitudes and gender responsive law enforcement. Projects under the thematic area of **humanitarian** focuses on increasing the role of women in decision making process, and increasing their participation .

norms programming tools are also tailor-made for specific contexts. For instance, UNICEF's ACT Framework is tailormade for measuring social norms surrounding Female Genital Mutilation. It is also observed that there is an application of psychological theories for social norms programming. The project on 'South Sudan Social Norms Assessment' for instance, uses a Theory of Planned Behavior for social norms measurement.
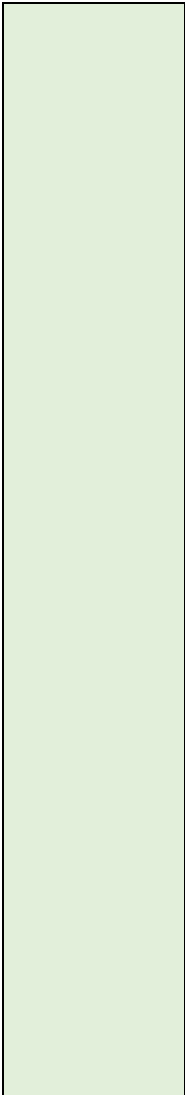
| | | necessary for peaceful political processes, including electoral ones. However, some evaluations noted difficulties in finding the appropriate balance between strategic choices of language that would ensure larger buy-in and bold actions (e.g., avoidance in using the word `gender` in certain countries). In a cross-regional program spanning multiple countries in the Europe and Central Asia region, the term 'gender' was avoided due to potential uncomfortable connotations in certain countries. While this meant wider participation in programming, in some places it also drew criticism from partners who felt the deeper social norm had not been adequately challenged. | | | | |

I. INTRODUCTION AND METHODOLOGY

1.1 Introduction to the Feminist Collaborative Evaluation on UN Women's Social Norms Outcome

The Independent Evaluation Service (IES) is leading a Feminist Collaborative Evaluation (FCE)[9] of UN Women's new social norms[10] outcome area[11] as committed to in the Global Evaluation Plan for 2023. The purpose of the FCE is to support organizational learning and feed real-time insights into the development of the social norms outcome area. The FCE is facilitating an in-depth regional and country informed approach to provide comprehensive analysis and evidence, based on experiences with social norms programming across East and Southern Africa, Europe and Central Asia, Latin America and the Caribbean and the Asia and Pacific regions. Importantly, the FCE approach is collaborative and reflects feminist participatory principles with an emphasis on learning from women's voices, valuing local expertise and civil society efforts in social norms.

The key objectives to be addressed by the FCE include the following:[12]

a. **Contribute to building an understanding on social norms efforts implemented by UN Women and implicit/explicit theories of change being applied through programmatic efforts** across different regions and thematic areas.
b. **Feed into the headquarters led programmatic development of the social norms area** with evaluative evidence.
c. **Contribute to building a repository** (including internal and external information) of approaches to measuring social norms, which could be used by UN Women CO's to support programming on social norms.
d. **Contribute to the understanding of UN Women's niche/potential role** with respect to social norms programming in the UN system and beyond, considering efforts of civil society at both country and global levels.
e. **Identify lessons learned and recommendations related to future programming and corporate level requirements** or systems necessary to support and measure progress in this area of work.

1.2 Introduction to Country Case studies

Country case studies, (for the FCE, with a focus on community voices), are a critical methodology to understand gender norm change work at the country level. The case studies were designed to learn from the ground realities and from the perspectives of those who were targeted for such change. The country case study, though limited to a few projects in each country, used participatory methods and tools to attempt a bottom-up theorizing about how gender norm change is happening (or not). Wherever possible a theoretical feminist framework was used to explain the evidence emanating from the real-world field data about the behavior and relationships associated with gender norm change.

Case studies, have captured and learned from the direction and definition of social norms work in selected countries, explored the pathways of change and implicit/explicit theories of change, the measurement and progress of social norms, innovations as well as the positioning and comparative advantage of UN Women work in social norms programming. The case studies will feed into the synthesis report, which will meet the objectives of the broader FCE. The purpose of the case study is to support feminist collaborative learning about approaches aimed at changing discriminatory social norms to achieve gender equality and women's empowerment and approaches on measuring progress. The case studies will provide inspiration and lessons learned for social norms programming efforts at UN Women.

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[9] Rita G. O'Sullivan, Collaborative Evaluation within a framework of stakeholder-oriented evaluation approaches, Evaluation and Program Planning 35 (2012) 518–522

[10] For the purposes of this paper gender norms, social norms or gender social norms are used synonymously to indicate changes in gender norms.

[11] The UN Women Strategic Plan 2022-2025 introduced **Outcome 3: Positive social norms, including through engaging men and boys:** More men and boys and women and girls adopt attitudes, norms and practices that advance gender equality and women's empowerment, including those that promote positive social norms. In the document social norms refers to gender social norms and are used interchangeably.

[12] FCE on social norms - Approach Paper FINAL 2023.4.30

The primary intended users of the case studies include the selected CO's senior management and programmatic staff, partners downstream and upstream (civil society, women's networks and movements, government and decision makers, private sector), PPID (Policy, Program and Intergovernmental Division, UN Women)[13], IES (Independent Evaluation Service) and other UN partner agencies as well as international, regional and national development partners (NGOs, INGOs and others).

The case studies reviewed efforts from 2019 to date, which covers a time period before the social norms outcome (Outcome 3) was adopted by the Strategic Plan 2022-2025. The criteria for countries selected (see infographic 1) [14] inclusion of the 4 regions that expressed interest to participate in the FCE. The selection of countries was based on the desk review (meta-analysis of evaluations, review of annual reports led by PPID, the regional portfolio reviews), and consultations with UN Women personnel at regional and country levels. The following criteria were prioritized:

a. Project or program with explicit objectives/outcomes dedicated to social norms or Country Strategy/ Strategic Note dedicated to social norms.
b. No recent evaluation of the initiative has been completed.
c. Potential to be included as part of an ongoing/planned evaluation.
d. Opportunities for learning.

• The final selection was also based on feasibility and the entire group of cases attempted to ensure thematic diversity.

Infographic 1: Case study countries (Source: developed by the evaluation team)
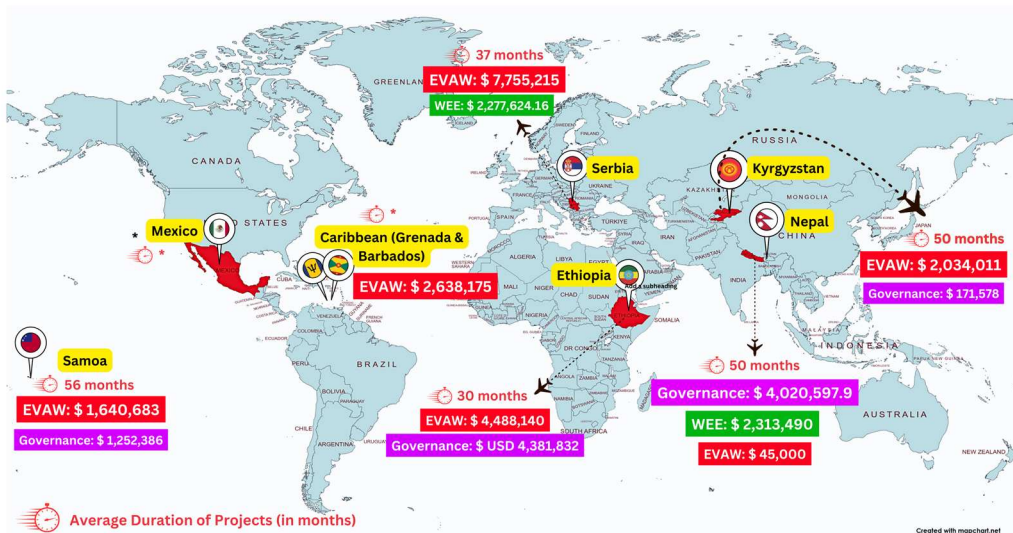
Based on available information, project time frame analysis was conducted. However, the project duration can be deceiving, as although in some cases a project may have spanned a long timeframe, it is not necessarily reflective of the time allocated to implementation or intensity of activities due to various factors, including no cost extensions. On average, the projects considered for the country case study, spanned a duration of 39 months (excluding Mexico and Caribbean). Notably, Nepal and Kyrgyzstan emerged with the lengthiest average project duration, totalling 50 months per project, while Ethiopia exhibited the shortest average duration at 30 months. While the PPEVAWG program had an average project duration of 66 months, it was a joint programme implemented across several nations, with Samoa receiving only small-scale activities as part of the program. Therefore, the project duration of 66 months is not reflective of the entire project length implemented in Samoa. It's worth highlighting specific cases within this spectrum: the 'Campus Seguros' program had the shortest duration

among the sampled projects with just 14 months. In contrast, the 'HeForShe' initiative in Mexico extended over a decade. Similarly, the 'Partnerships for Peace: Man to Man program in Grenada' surpassed the 10-year mark, implemented across multiple project periods. Within the analysed projects, the most frequently observed start year was 2020, while the predominant end year was 2023. It was observed that projects under the thematic area of EVAWG had the highest project duration, with an average of 43.4 months per project, while Governance/Leadership/Participation had the lowest with an average of 36.5 months per project on average. Projects falling under the thematic area of WEE on the other hand had an average project duration of 39.5 months per project.

Out of the projects analysed (excluding Mexico), Ethiopia received the largest budget with USD 8.8 million, while Kyrgyzstan received the lowest budget of USD 2.2 million. Projects under the theme of EVAW received the highest budget allocation totalling USD 18.7 million, while projects under the thematic area of WEE received the lowest budget, with a total budget allocation of USD 4.6 million. Projects under the thematic area of Governance received a total budget of USD 9.8 million. Additionally, under the joint program of Women in Leadership in Samoa (WILS), UN Women received a fund of USD 1 million (date of conversion to dollars: 8th January 2024).

1.3 Methodology

The methodology recognizes that no one tool, or framework will be adequate for exploring social norms approaches because they must be unique or adapted as appropriate to the context. The methodology was co-created in selected countries with country teams and relevant regional office personnel. Multiple methods were used – both quantitative and qualitative, primary and secondary data collection including feminist inquiry that supports co-learning, reflection, and participation.

Principles for the social norm work, developed by PPID and adapted by IES guided the case study: i) learning from grassroots, ii) participatory within UN Women, iii) look at norms from lens of gender power hierarchies and iv) intersectional feminist inquiry and elaboration (also addresses leave no one behind). Additionally, the case study was informed by norms and standards of evaluation for the United Nations and as committed to in the UN Women Evaluation Policy such as credibility, use, innovation, systematic inquiry applying sound approaches and methods, empowerment through participation and equitable inclusion of stakeholders. The case study is a formative exercise and while data gathering was impartial, it also encouraged dialogue, reflection, and validation of findings and co-creation of recommendations.

To conceptualize and frame the evidence emerging from the case studies, several frameworks (See Annex 4) were used in the background. These frameworks were the socio-ecological model and the Social Relations (feminist) Model by Naila Kabeer.[15] Each model has its own conceptual framing for the terms used in the model. For example, the definition of 'institution 'as represented by the socio-ecological model differs from that of the social relations model (Naila Kabeer).

Source: Adapted from Cislaghi et al., 2019.
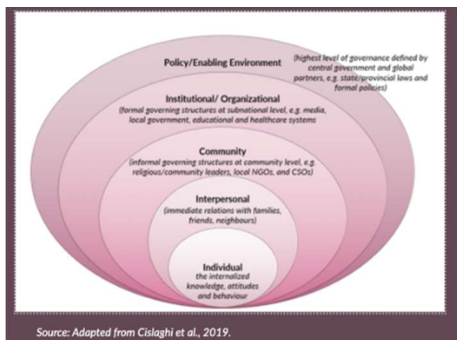
The socio-ecological model refers to institutions as formal governing structures such as local government, police, education, religious and so on.   When identifying and targeting institutional change, it refers to social norms change at these levels. An important distinction to be noted is: if individuals within institutions are targeted *without* addressing broader power asymmetry related changes at the institutional level, such interventions are categorized as **individual-level rather than institutional-level initiatives.**

In contrast, Naila Kabeer defines institutions as a framework of rules to achieve economic and social goals. Kabeer's work in the Global South indicated that the social milieu was vastly different, it was not individual focused like the Global North, and that power needed to be addressed within institutions if gender and social norm change was the focus. Institutions exist at macro (international community), meso (the state, the marketplace) and micro-level (community, household). Kabeer challenges the ideological neutrality and the independence of institutions. Institutions produce, reinforce and reproduce social differences and inequalities. In addition, institutions are connected to each other and do not operate independently. Therefore, it provides insight into the roots of powerlessness, poverty, and women's subordination and shows that institutions can bring about normative change. Organizations are the structures within institutions (see Table 1 below). Each level of analysis is seen as linked to the others such that what happens in the household impacts the community and so on.

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[15] The socio-ecological model was described as one of the ways of framing in the Approach paper and Naila Kabeer's social relations framework was described in the Method Note. See Annex 4 in this document for details.

Table 1: Organizations and institutions (Source: developed by the evaluation team a**dapted from *March, C., Smyth, I., and Mukhopadhyay, M. (1999) A Guide to Gender Analysis Frameworks, Oxfam, Oxford, pp102-119***)

Key institutional locations	Organizational/structural form
State	**Legal, military, administrative organizations local, central, public education and health systems**
Market	**Firms, financial corporations, farming enterprises, multinationals, and so on**
Community	**Village tribunals, voluntary associations, informal networks, patron-client relationships, NGOs**
Family/kinship	**Household, extended families, lineage groupings, and such**

As mentioned above, several feminist or feminist adapted frameworks[16] framed the analysis of the case study. The case study has used the unique perspectives of different frameworks to guide the key questions, and tools for data gathering. The methodology includes a menu of data collection tools for each country case study. A flexible approach was used to ensure that the methods and tools selected were adapted to the context and reflections from real time dialogue in countries. A feminist approach underpinned all other approaches including through an inquiry process that emphasized collaboration to plan the country and community visits with the CO and RO. Appreciative Inquiry [17] was used to investigate social norms change.

The participatory approach was overarching to ensure that all voices were heard. Care was taken to ensure that there was co-creation for the approaches, data gathering, analysis and co-validation of information gathered. Towards that, several steps were taken:

i) A national level advisory group of feminist thought leaders provided insight about the unique challenges in the country and suggestions regarding appropriate tools and focus areas during data collection as well as interpretation of the key findings and areas of potential action.

ii) A national consultant joined the case study team to facilitate discussions, especially at the community level, and support analysis of UN Women's work on gender social norms.[18]

iii) Members of the CO, IES, national consultant and the social norm expert collaboratively collected and analyzed data as a team, recognizing the strengths of each team member – for example, UN Women team members have a deep understanding of the institutional systems, collaborations, programming and policy, and the national consultant has a deep understanding of the context.

The case study had three levels of inquiry for triangulation, validation and deeper understanding of the change processes related to social norms. Data collection tools can be found in annex 3.

1. CO level enquiry
- Events that have shaped understanding, operationalizing, and implementing changes in social norms – internally (CO, HQ and regional) and externally (country policy, context)
- Enabling factors and barriers which influence change
- Identifying interventions that address social norms for community deep dives, including a compilation of these efforts, scale, target groups, and resources invested (see Infographic in Introduction)
- Understanding the indicators and methods used by CO and/or partners to track change (to feed into repository)

2. **Engagement with social norms experts/ women's organizations and thought leaders**
An <u>advisory</u> group of gender and norms experts and thought leaders (up to five members) from the respective

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[16] Such as the gender@work, socio-ecological model, The Social Relations Framework and the Empowerment Framework. More details can be found in the Method Note and in Annex 4 of this document.
[17] See: https://www.betterevaluation.org/methods-approaches/approaches/appreciative-inquiry
[18] This was not possible in the Caribbean, and therefore an international consultant was recruited.

country were convened to a) validate the methods and tools used for the case study and b) to learn from them regarding the progress and potential of social norms change in the country as well as the unique role of UN Women CO to provide leadership.

3. **Community field visits provided an opportunity to talk to target stakeholders** (those who receive services from the intervention) **and program partners (CSOs, government institutions, and other organizations working in social norms)**. A simple explanation of social norms and its relation to women's empowerment and gender inequality was used as an introduction at the community field visits to ensure a common understanding of social norms with reference to gender. Field visits facilitated an understanding of what change has occurred with respect to social norms, how, why and what lessons are learned. The dialogue and reflection discussed what positive changes in social norms have happened, if there were backlashes and what change they would like and love to see. During the field visit, care was taken to ensure that there is fair and diverse representation of target stakeholders. Local or indigenous approaches to measuring change were explored through the case study visits.
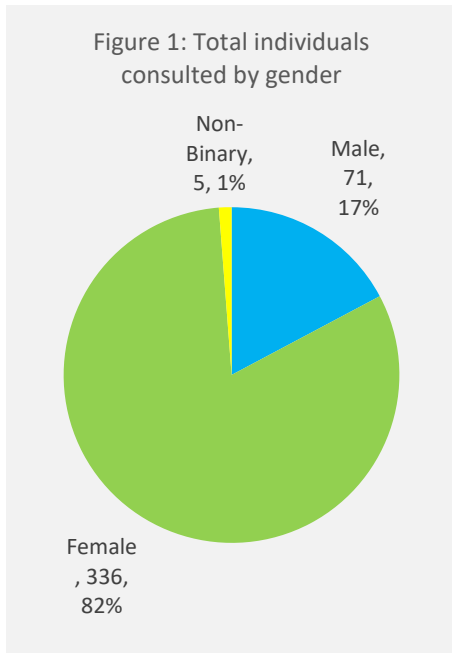
This study ensured that there was triangulation between methods, tools and sources (see annex 3). Validation of findings is important for co-ownership and use of the findings, and the case study team undertook a collaborative analysis of emerging findings with the CO and advisory group on the last day of the visit and through cross-regional workshops where the synthesized findings were shared, and recommendations were co-created. A content analysis of the available and relevant documents related to social norm change for each country case study was documented in the **Country Scan** as a background note for the case study. A survey of all personnel based in the country office was conducted and the data was aggregated for use in the report. The data gathered from interviews, dialogue and reflection, the participatory methods for co-creation and the personnel survey was triangulated to ensure that perspectives were comprehensively and accurately understood through an **evidence matrix**. The data analysis was framed around the key evaluation questions which have been informed by feminist thinking and frameworks (Annex 2). **Two slide decks** were prepared- one in collaboration with the country offices on the last day of the field visit to communicate emerging findings and brainstorm on recommendations; and another to synthesize all the information collected from the case study.
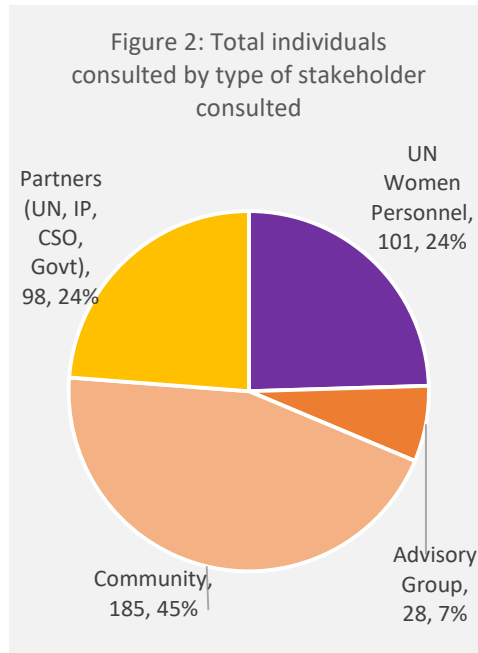
1.4 Limitations

The case studies did not evaluate performance against a set framework as in a typical evaluation, rather through discussion with program participants the ideas around social norms and change in their lives was explored. A few projects were selected in consultation with the CO and RO to ensure that the evaluation team had face-to-face interaction with the direct rights holders or target groups for gender social norm change. As a result, the findings may not be representative of the country office's complete work in social norms given that the pathways of change and case study discussions largely focused on the specific projects/programs. While this may not allow for generalizability it did allow for a deep dive into the meanings of participants' social actions, interactions and experiences about intended and unintended outcomes of gender social programming. The case studies were specifically targeted to hear the voices from the ground, to understand the lived realities of girls, women, men and those from marginalized groups and include their perspectives. The intention was to understand *their* perceptions of social norms, power relations, and 'how' change was or was not happening as a result of their participation in projects intended to bring gender and social norm change.
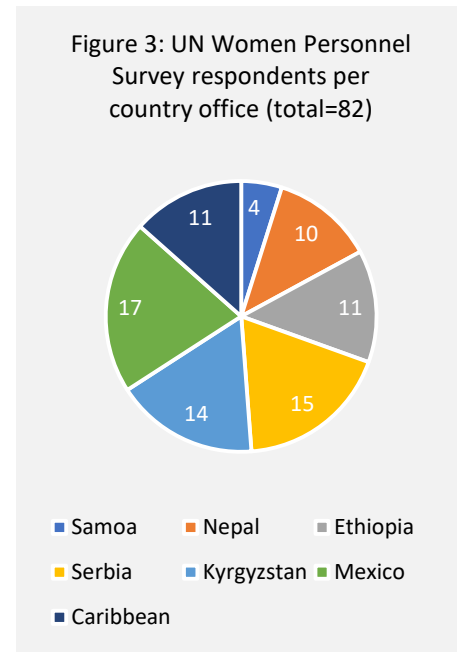
1.5 Data Collection
A total of 412 stakeholders were consulted through focus group discussions and/or interviews (336 Females, 71 Males and 5 Non-Binary); including 185 stakeholders from the community. A survey of UN Women personnel was undertaken reaching a total of 82 individuals (71 identified as female, and 11 as male). The list of projects which formed part of the case studies can be found in Annex 1.

Figure 1: Total individuals consulted by gender

Non-Binary, 5, 1%
Male, 71, 17%
Female, 336, 82%

(Source: developed by the evaluation

Figure 2: Total individuals consulted by type of stakeholder consulted

Partners (UN, IP, CSO, Govt), 98, 24%
UN Women Personnel, 101, 24%
Community, 185, 45%
Advisory Group, 28, 7%

(Source: developed by the evaluation team)

Figure 3: UN Women Personnel Survey respondents per country office (total=82)

11
4
10
17
11
14
15

■ Samoa   ■ Nepal   ■ Ethiopia
■ Serbia   ■ Kyrgyzstan ■ Mexico
■ Caribbean

(Source: developed by the evaluation team)

2. FINDINGS

Key Question 1: How does CO define and approach social norms programmatic work?

1.1 *The conceptualization of social norms differed both within and among COs. In general, social norms were descriptive, emphasizing the social differences, roles, expectations, and behavior that are influenced by gender. Only a few projects framed social norms in terms of the power imbalances that are a root cause of gender inequalities[19].*

To understand social norms, country office (CO) personnel provided insights into their perceptions through a survey. The most frequently used terms in their responses created a word cloud, and included terms such as behavior, rules, standards, expectations and values. Social norms were *described* in terms of belief, tradition, culture, acceptance and practice. There was a conspicuous absence of the term "power" which is the root cause for inequalities and asymmetries in gender relationships. Terms related to "power" such as patriarchy, stereotypes, discrimination, subordination, restrictive, and control received very low scores.

Figure 2: Social norms conceptualization word cloud (Source: developed by the evaluation team)[20]

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[19] Also please see 3.2 for information about these projects
[20] While the figure presents a word cloud derived from the personnel survey results, it also illustrates the relationship between various concepts related to social norms. The arrangement is based on conceptual similarity rather than the frequency of occurrences. For example, behavior attitude, etc. are similar concepts, therefore, they are placed together and separated from the group consisting of rules, laws, etc. The central placement of "social norm" (mentioned 28 times, does not represent the total number of respondents) with a black color coding represents that all other concepts are subsets of the central concept.

Social Norms Conceptualization Word Cloud
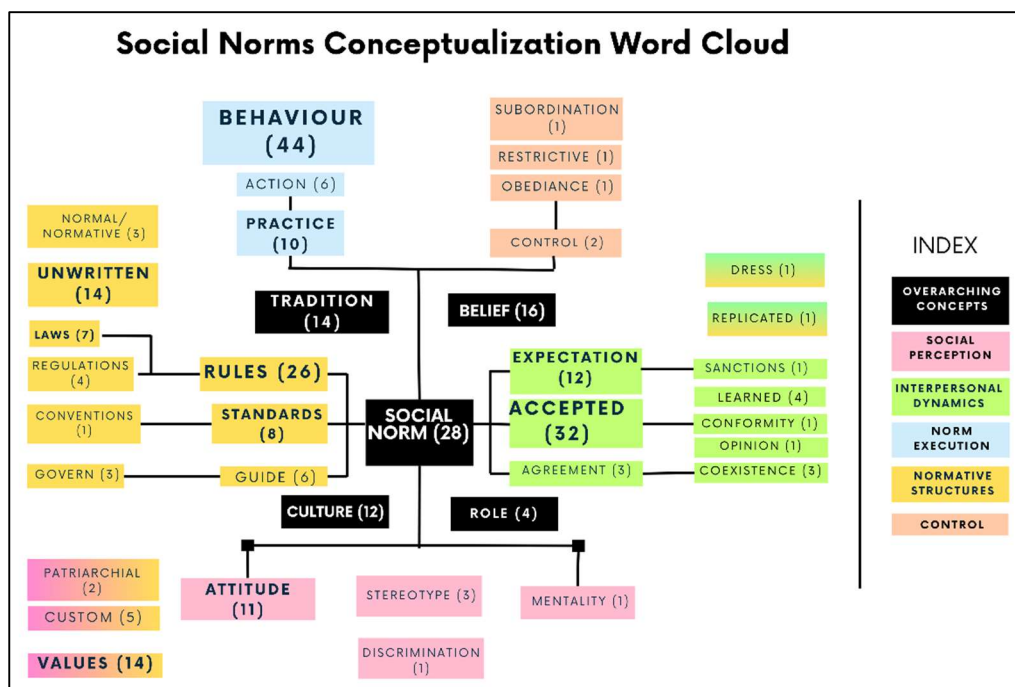
The data gathering for the case study explored the *descriptive* definition of social norms. FGD with CO personnel and advisory groups defined social norms as gender roles, economic norms, and cultural/religious norms. Examples cited from daily life included a bride's family bearing the wedding costs, coercion (locally known as 'kidnapping') of girls for marriage in Kyrgyzstan, and in other countries, societal treatment of divorced women, mobility restriction, limiting educational opportunities, restrictions on the sexuality of women (who to marry, accepted norms for relationships with men), gender stereotypes, inheritance of property privileging sons and so on. The positive changes in social norms were described as the rise of women leaders, activists, and supportive laws (quotas in legislatures, reserved political positions for women).

Even during discussions with communities and implementing organizations about achieving equality with men or bringing about transformation in gender relationships, the discussion about 'power' (and related patriarchy, male entitlement) as the root cause of gender discrimination was less evident. On the impact of CO/MCO projects on changing family power dynamics, only 26% of the personnel survey respondents scored this as happening to a high degree. Notably, Caribbean MCO saw just 1/11 respondents giving it a high score. For gender transformation to take place, it is critical to define gender social norms in terms of power imbalances to address the root causes of gender inequality[21]. For example, in Mexico, the introduction of a gender violence curriculum in the premier technological university was seen as a breakthrough. However, there were limited discussions about the fact that it was not allowed to be taught at undergraduate levels due to the power of influential traditional families on the Board (a decision-making body). In Serbia, CO personnel indicated norms underpinning unbalanced gender division of unpaid care work: women consulted noted that almost all informal care work in their households was accepted because it is prevailingly believed to be their duty, that they are 'naturally' better for care work and there is a clear division of what is 'female' and 'male' work in the household. Also, there was a big gender gap in property ownership, often caused by women themselves renouncing their inheritance in favor of male relatives, caused in part due to community pressure on women to renounce their right to inheritance, particularly in rural areas". In discussions with communities in other countries, although at its root, violence against women is a means of maintaining unequal power relations and is very prevalent, women were likely to say that violence is justified by the man for various reasons, thus skirting any discussion on power asymmetries.

1.2 Social norms are targeted implicitly and/or explicitly through UN Women's programs. In general, research, and gender/inequity related theories of change resulted in the explicit targeting of social and gender norms. The implicit work on social norms across sectoral (livelihood, skill training, peace and security) interventions, was not generally tracked or measured though norm changes may be occurring.

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[21] The gender equality continuum scale recognizes that unless interventions address structural and patriarchal power imbalances, which are root causes of gender inequality, it is not possible to be gender transformative. See the gender continuum https://www.igwg.org/wp-content/uploads/2017/05/GendrContinuumCategories.pdf

Participating offices identified programs and projects for inclusion in the case study because of their focus on social norms. Social norms, including women's empowerment and addressing discriminatory gender and social norms, has been included in UN Women's program portfolio much before social norms became an explicit outcome area[22] that had to be tracked and reported upon in the UN Women Strategic Plan 2022-2025. Norms were targeted explicitly in 14 out of 16 projects that were considered in the scope of the case studies (excluding the case study in Serbia, which did not focus on projects but rather on the WEE-related efforts[23]). The personnel survey findings indicated that 43% of respondents felt that the CO was mainstreaming social norms to a high extent (4 and 5 /5). However, there was significant variation across countries: in Serbia, only 7.1% (N=1/14) respondents scored the efforts mainstreaming social norms as high (4 or 5); in contrast, Kyrgyzstan and Nepal had more than 60% of personnel scoring it as high.

The focus of country office efforts included addressing the issue of *chaupadi* or menstrual isolation (Nepal), "*HeforShe*" campaigns (Mexico) and Partnerships for Peace (Grenada) for greater male responsibility and in most case study countries - gender based violence, women's economic empowerment, and women in leadership. Women had to challenge mobility restrictions, norms regarding the capability of women to take major political or economic decisions, women's stereotypical caregiving role and so on. In general, countries identified these norms generically and descriptively such as gender stereotypes and gender roles, without explicit power analysis of how power was distributed unequally and in doing so, usually did not challenge the institutions or root causes that perpetuated discriminatory social norms.

Community dialogues during case study visits revealed the presence of <u>other</u> discriminatory norms, such as self-stigma about one's public speaking skills, mobility restrictions at night or for going out of town, representation in male dominated economic organizations (market committees), lower status within the household with limited sharing of domestic and care work with husbands or mothers in law, and the discrimination of women entrepreneurs in the use of public transport (harassment by male conductors, drivers and male passengers during transport). Such discriminatory norms and practices discovered through community dialogue adversely impacted the mobility and empowerment of women for productive and advocacy purposes but since these were implicit, they were not monitored or tracked.

Although CO projects included activities to empower women, either economically, politically or in analyzing their gendered roles, they lacked a framework to describe 'how' this empowerment took place. This could be one reason why social and gender norms addressed through interventions remained *implicit;* yet through the community dialogue sessions of the case study these implicitly targeted social norms emerged. Activities to empower women included learning new skills (power to do something or take a lead or contribute), increasing their motivation and confidence (power within), working collaboratively and collectively in small or large groups to change something (power with) and sometimes, overcoming resource and social constraints to take control of one's life and decisions (power over). When such a framework was shared during the community dialogues, the participants were easily able to provide examples of how they were empowered[24] and what change had taken place. Empowerment of girls and women is one of the steppingstones or pre-conditions for social norm change.

1.3 Even when explicit social norms were identified, some communities would adapt or change <u>which</u> practices of the social norm they preferred to target, for a variety of reasons.

During implementation, the focus or emphasis on discriminatory practices of a social norm may change. For instance, some projects in Samoa, Kyrgyzstan, Ethiopia were explicitly meant to target gender-based violence, by mobilizing community action groups. However, during field visits, it was observed that communities intending to work on intimate partner violence (IPV) and gender-based violence (GBV) preferred to focus on issues such as children's unruly behavior, financial aid, medical aid, extreme cases of violence like rape and child marriage. Common forms of violence that were supposed to be targeted like IPV, economic and emotional violence were often considered either too common, justified, taboo, and/or too personal to address. In another case, caste discrimination was considered more difficult by the grassroots women's organization and had to be dropped temporarily and the project continued to work on other norms such as menstrual isolation and GBV (Nepal Access to Justice Project[25]). In the HIV project (Kyrgyzstan), UNWomen supported NGOs with the positive deviance approach targeting women and girls living with HIV/AIDS, women drug users, ex-prisoners and others. The implementing partners

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[22] For the first time, the UN Women Strategic Plan 2022-2025 adopted an explicit outcome dedicated to social norms, Outcome 3 "Positive social norms, including through engaging men and boys"

[23] In Serbia, the WEE-related efforts included some program initiatives within the CO violence or governance impact area/portfolio and some were ad hoc initiatives.

[24] The evaluator shared Rowland's Empowerment framework on power within, power to, power with and power over during community discussions on how change was happening in gender and social norms. See Rowlands, J. Questioning Empowerment, Oxfam, 1997

[25] The NCO intentionally advocates on caste-based discrimination and this example illustrates the difficulty faced by an implementing partner on the ground who was interviewed during the country visit.

interviewed mentioned an increase in persons living with HIV (PLHIV) confidence, better management of self-stigma and depression. These NGOs were also supported by other UN organizations for other activities, yet the positive deviants found it problematic to reach a larger group of communities in changing social norms or build awareness among many local administrators to support vulnerable groups such as PLHIV or to change young police officers' attitudes to gender discrimination against PLHIV women and sex workers affected by HIV. As a result, the project implementers reported that they worked more (and with greater success) on discrimination towards children affected by HIV or AIDS. In Grenada, the effectiveness of former male perpetrators advocating against toxic masculinity varied depending on the facilitation skills of the implementing partner organization providing capacity building. Further, during implementation, the focus or emphasis on a particular discriminatory social norm may change.

Overall, programs prioritized which norms to work on either to incrementally change norms targeted or to adapt to the context or in the choice of norms that were less entrenched and relatively easy to address by the community. If prior research within the communities had taken place, it may not have required such shifts in focus. Such a change in the targeting of explicit social norms has implications for assessment such as whether theories of change have been modified, indicators revisited, and strategies revised. However, it should also be recognized that shifts and adaptations are necessary as part of social   norms   programming.

1.4 Engaging men and boys, those with disability and LGBTIQ+ in programs is mostly fragmented, without concrete strategies for engagement. However, inclusion of ethnic and indigenous people based on economic indicators is more common.

Less than half of the personnel survey respondents (43%, N=33/77), stated that they worked with men and boys or addressed toxic masculinities to a high extent (4 or 5/5). The discourse on gender discrimination often focuses on patriarchy and male entitlement at CO, yet social norms were *not defined in these terms* (see point 1.1 above) and most COs struggled to involve men and boys programmatically and meaningfully. Including men in community groups or committees is one step forward but representation may not necessarily mean participation or engagement to address institutional, structural power asymmetries. A survey respondent provided an example of including men where they invited husbands to the women's trainings to break their suspicion, which is not only an ad hoc participation of men and boys but also implicitly signals their higher status to give women 'permission' to attend.

A positive example is from the Mexico HeforShe campaigns (2014 to 2022), which engaged men to make commitments for greater male responsibility in changing gender norms. It has done so by encouraging individual actions, eliminating stereotypes, and mobilizing 32 state and federal government institutions, 7 universities, 6 companies, international organizations among others. The Partnerships for Peace in British Virgin Islands, Barbados, Jamaica, Grenada, Trinidad and Tobago, St. Lucia and Belize uses a 16-session psycho-social court mandated curriculum for perpetrators of violence, who are all male. Project results demonstrate reduced IPV and more fluid gender roles along with men engaged in gender equality issues.

Another example is from Ethiopia with reference to Community Dialogue on women's leadership and political participation, where men were included deliberately. Community Dialogue groups included 15 men and 15 women selected by the community to work on identified issues. Further analysis is needed to understand whether the inclusion of men in terms of equal representation or addition is enough, or more is needed to ensure that they use their positions of power to challenge male entitlement and patriarchy in their spheres of influence and in the wider community[26].

The Transformational Leadership Development Initiative (TLDI) of the WILS project in Samoa actively involved men in community in discussions about values that should be upheld, particularly focusing on respecting women. By engaging with multiple community-level groups/committees (men, women, and youth), the project adopted an ecosystem approach, fostering awareness on women's representation in village governance, including values, gender roles in leadership, and the role of daughters-in-law in their husbands' villages. In the spirit of "nothing about us without us", the project engaged with a disability advocacy organization, NOLA, to train women with disabilities to collect data themselves with persons with disabilities so that they can better understand their rights and challenges to realizing them.
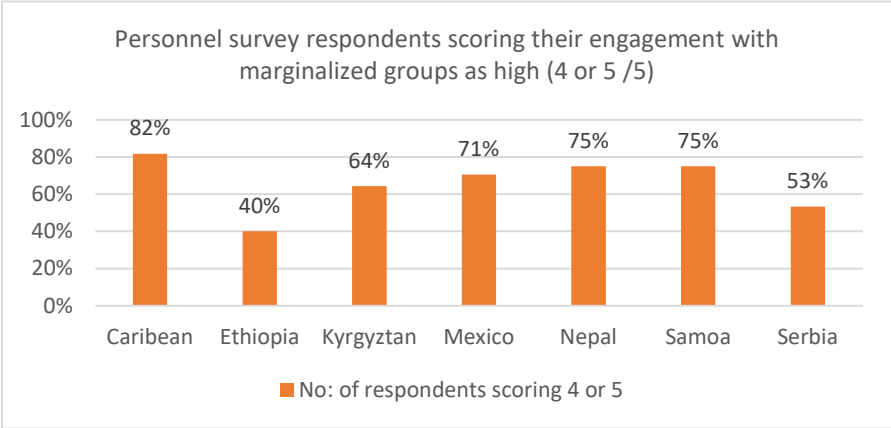
A large portion of personnel 64% (N=52/81) surveyed reported that they worked to a high extent with excluded groups, such as ethnic minorities, indigenous people, those with disability and LGBTIQ+. However, it is interesting to look at the variation between countries: in Ethiopia, 40% (N=4/10) indicated that they are working to a high extent with these groups; and conversely, the Caribbean MCO recorded the highest, with 81.8% (N=9/11) respondents indicating they work to a high extent

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[26] Also see 3.2 that explains how men in decision making positions of power are involved in an institutional framing of social norms.

with these groups. Deeper engagement with the LGBTIQ+ community groups were reported in Nepal, though support and engagement were less visible. In certain countries or contexts, discussing LGBTIQ+ matters were considered contextually inappropriate due to conservative community mindsets, such as in Kyrgyzstan. However, ethnic minorities and indigenous peoples were more visibly included due to the selection of project areas with low social indicators, where a greater proportion of such groups resided (e.g., Nepal, Serbia, Ethiopia).

Figure 3 Survey results on engagement with marginalized groups

Personnel survey respondents scoring their engagement with marginalized groups as high (4 or 5 /5)

Caribbean 82% — Ethiopia 40% — Kyrgyztan 64% — Mexico 71% — Nepal 75% — Samoa 75% — Serbia 53%

No: of respondents scoring 4 or 5

1.5 Discriminatory gender and social norms may have roots beyond patriarchy and be historical, as well as extending to other forms of discrimination such as kyriarchy. However, such a framing was limited in the countries visited.

Field visit discussions identified that violence can also be perpetrated by female family members or women in positions of power, reflecting the concept of *kyriarchy*[27] which describes intersecting structures of power and domination that intersectionality produces. For example, in Samoa, the husband's behavior is heavily influenced by his mother and sisters, while married women face discrimination from both men and women in their husband's village. Similarly, in Nepal, women in market management committees, often from higher economic or upper-caste backgrounds, act as gatekeepers, and restrict rural women's access to market their products. In Serbia, Roma women (and men) are discriminated by the wider community. These intersections highlight that power dynamics within families and communities are not solely held by men and boys, but can also involve other individuals, male or female, in an intersectional manner.

Some discriminatory practices are localized and historical which would benefit from a sharper framing to address social norm change. For example, the unique experience of the Caribbean where the roots of gender and social norms are nuanced by geographical movement throughout the Caribbean and varies by Caribbean country and generation.

Key Question 2: What capacities, organizational guidance, strategies and tools are necessary to work on social norms?

2.1 *Capacity building either at country, regional or global level requires strengthening to address the complex challenges in social and gender norm change programming.*
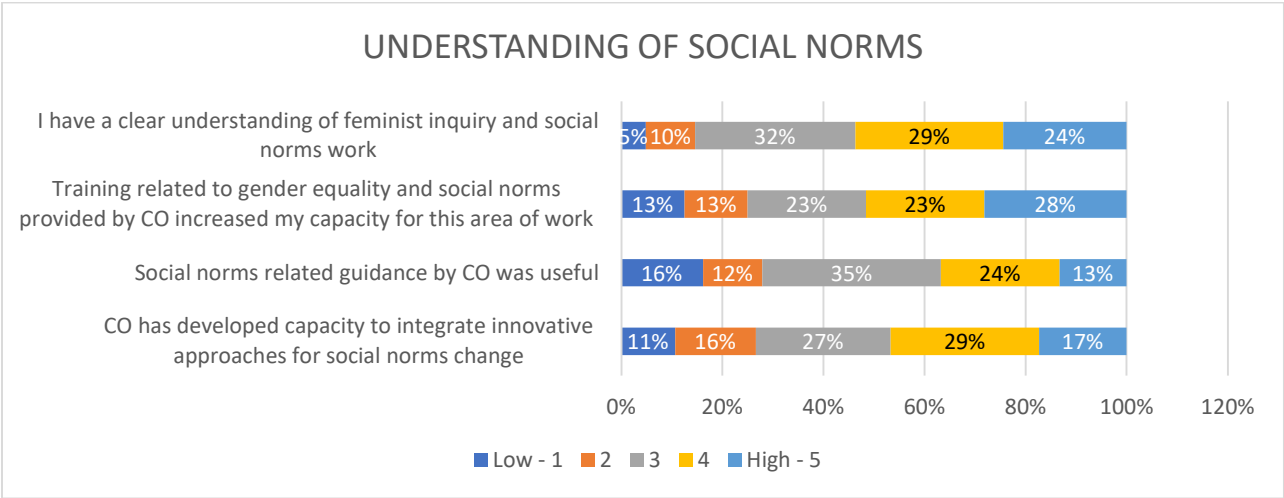
Survey results indicated that approximately 53% (N= 44/82) of respondents indicated they have a clear understanding of feminist and social norms work to a high or very high extent (a score of 4 or 5/5), while around half required further conceptual coherence for feminist inquiry and social norms.

About 51% (N=33/64) of personnel survey respondents indicated that the CO-level training on gender equality and social norms increased their capacity to a high or very high extent (a score of 4 or 5/5) for this area of work, indicating that about

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[27]Kyriarchy describes a system of 'interlocking structures of domination' (Schüssler Fiorenza, 1992:8). For a discussion on intersectionality and kyriarchy, see Osborne, Natalie. (2015). Intersectionality and Kyriarchy: a framework for approaching power and social justice in planning and climate change adaptation. Planning Theory. 14. 130-151. 10.1177/1473095213516443.
https://www.researchgate.net/publication/269576541_Intersectionality_and_Kyriarchy_a_framework_for_approaching_power_and_social_justice_in_planning_and_climate_change_adaptation (accessed, Feb 12)

48% (N=31/64) need capacity building. Overall, there is room for building capacity, providing guidance on approaches for social norms change (see Figure 3).

Figure 3 Personnel understanding of social norms (source: FCE personnel survey)

UNDERSTANDING OF SOCIAL NORMS

	Low - 1	2	3	4	High - 5
I have a clear understanding of feminist inquiry and social norms work	5%	10%	32%	29%	24%
Training related to gender equality and social norms provided by CO increased my capacity for this area of work	13%	13%	23%	23%	28%
Social norms related guidance by CO was useful	16%	12%	35%	24%	13%
CO has developed capacity to integrate innovative approaches for social norms change	11%	16%	27%	29%	17%

At the corporate level, COs noted that internal capacity building efforts, whether from global or regional levels, remain limited. About 22% (N=18/82) of respondents have engaged in HQ-provided training on social norms which is understandable, as it is a new outcome area. For instance, the Ethiopia CO's training on the RESPECT framework (a framework produced at the global level) stands as the only specific training mentioned concerning social norm change, yet this training lacked subsequent follow-up in some cases. CO's engage implementing partners who are more likely to receive training on social norms or on specific methodologies (SAA, SASA, GALS) and this may mean that capacity building is more outward looking. This is a structural limitation regarding resources or incentives for the CO to internally strengthen their understanding of social norms.

2.2 *While corporate guidance specific to social norms programming is in development, units have driven their own approaches, guidance and tools for social norms change or adapted external ones. Adopting external ones had both advantages and challenges.*

The following social norms related outcome, outputs and indicators were adopted by the country case study offices.

Country	Social norms in DRF/OEEF (include indicators)
Samoa	UN Women Samoa focuses on addressing social norms through two outputs in the DRF: **Output 2.1.1**Commmunity mobilization strategies targeting women and men, girls and boys and other stakeholders in faith, sports and traditional entities are implemented using innovative social norms change approaches and through key social influencers at national and regional levels. **WSM_D_3.1.2** Government partners and civil society organizations have increased capacity to develop and - implement national prevention strategies, policies and programmes to prevent VAWG, including social norms change. **Indicators in the SN:** SP_D_0.3.b Number of community or organizational level UN Women programmes that address behaviour and/or social/gender norms –using evidence/practice-based methodologies (CO, HQ) **Activity:** 2.1.1.15 Partner with and provide TA to national and regional partners to implement community-based and institutional change-focused prevention programmes that integrate faith, sport and other key influences of communities and culture in gender transformative social norms change

Nepal	SP outcome indicator (3.1): Extent of bias in gender equality attitudes and/or gender social norms among individuals SP output indicator (3.a): Number of evidence and/or practice-based standardized approaches or models for social norms and individual behaviour change that are available to and being used by partners SN outcome indicator: Percentage of people (women/girls, men/boys and LGBTIQ+ people) who demonstrate attitudes and engage in behaviours that challenge social norms and harmful practices (in UN Women project LGUs/wards) SN outcome indicator adopted from UNSDCF: Percentage of women and men age 15-49 who agree that a husband is justified in hitting or beating his wife for at least one specified reason. SN output indicator: Percentage of people at the community level (women/girls, men/boys and LGBTIQ+ people) involved in social norms and behaviour change activities who have increased understanding and awareness on discriminatory gender and social norms and practices in UN Women project locations. **Output 2.1.1** Planet 50:50 Nepal created by engaging men, interfaith leaders, vulnerable groups and youth networks by addressing adverse social and economic norms, structural barriers, and gender based discrimination
Ethiopia	**Activity 1.1.2.36:** Support implementing partners and MoWSA in the rolling out of prevention and community mobilization strategies and tools (SASA!, RESPECT, male engagement) to promote favorable social norms towards VAW. **Activity 1.2.1.40**: Enhance awareness and capacity of political parties, male leaders and other social norm influencers including media houses, traditional, religious and community leaders to promote gender equality and women's rights to participate in political and public life. **Output 1.3.2:** GoE, humanitarian actors and women's civil society organisations have and use increased evidence, capacities, resources, approaches and political will to tackle discriminatory social norms, practices and legislation in formal and informal employment sectors, and expand women's access to decent jobs, livelihood opportunities, and gender-responsive social protection, including young, vulnerable and marginalised women including as part of humanitarian and early recovery interventions. **Outcome 1.5:** Liaison Office: A comprehensive and dynamic set of global norms and standards on gender equality and the empowerment of all women and girls is strengthened and translated into gender-responsive laws, policies, and institutions.

Kyrgyzstan	**2023:** **Activity 2.1.2.14:** Support local initiatives by new social norm holders (community Core Group, Gender Action Learning System/GALS champions) to create demand within communities and individuals to stop impunity of violence to promote self-defined messages, formation of public opinion on illegality of violence and harmful practices and fostering intergenerational dialogues in pilot communities. **Activity 2.1.2.12** Support teachers and LSG members as agents of change have capacities to model own behavior to address and deal with violence in the family and school environment **Activity 2.1.2.7** Support girls, women, and women from key population groups living with HIV in learning innovations, new technologies and support their targeted interventions to help their peers fight self-stigma, stigma and discrimination. **Activity 2.1.2.8** Strengthen the role of PLWA, communities and local partners and take action to ensure available, accessible, adaptable, and affordable, gender-sensitive HIV-related health services and address stigma and discrimination to maintain the 2025 targets (95-95-95). **Activity 2.1.2.9** Conduct trainings among AIDs coordinating agencies and health sector representatives to advance GEWE agenda and address stigma and discrimination among PLWHA. **2022:** **Outcome 3.1:** Women and men, especially youth, value social norms supporting gender equality and women's empowerment at individual and community levels. **Activity 3.1.1.21:** Support local initiatives by new social norm holders (community Core Group, Gender Action Learning System/GALS champions) to create demand within communities and individuals to stop impunity of violence to promote self-defined messages, formation of public opinion on illegality of violence and harmful practices, and fostering intergenerational dialogues in pilot communities. **Activity 3.1.2.17:** Mobilize and support community partners (positive deviances) to review and drive the existing, positive solutions that need to be replicated and up-scaled for positive norm change for GEWE and for enabling environment for peace in Batken: for safe integration of returned migrants and for peaceful cross-border relations. **Activity 3.2.2.1:** Support national legislation (DV law) and policy frameworks on women's rights and SGBV in line with international standards (CEDAW COB), including focusing on the intersecting forms of discriminations, by promoting innovative approaches to policy design, implementation and monitoring with the view to advance new social norms through legislation and policy. **Indicator 3.2.3A:** Number of key government officials trained on human rights and gender-equitable norms, attitudes and behaviours towards women and girls, including for those groups facing intersecting and multiple forms of discrimination. **Output 3.2.4:** Decision makers in relevant institutions and key informal decision makers are better able to advocate for implementation of legislation and policies on ending SGBV and for gender-equitable norms, attitudes and behaviours on women and girls' rights. **Indicator 3.2.4B:** Number of people reached by campaigns challenging harmful social norms and gender stereotyping. **Activity 3.2.4.1:** Promote innovative transformative experiential learning by applying tools of self-assessment to media stakeholders, including high-level decision-makers, editors, commentators, and opinion-makers in traditional and social media, on their knowledge, attitudes, behavior and practices on EVAWG, building strong networks with new social norm holders in the media and using this new network as a platform to spread personal testimonies (linked with community Core Group, Academia/State Personnel service, Aksakals' (Elders') Court, Muftiyat, series of media pledge events/conference)) **Indicator 3.2.3A:** Number of key government officials trained on human rights and gender-equitable norms, attitudes and behaviours towards women and girls, including for those groups facing intersecting and multiple forms of discrimination. **Indicator 3.2.2A:** Number of draft new and/or strengthened laws and/or policies on ending VAWG, including DV/IPV, and/or gender equality and non-discrimination developed that respond to the rights of women and girls, particularly those facing intersecting and multiple forms of discrimination, and are in line with international HR standards.

	Indicator 3.2.3B: Number of institutions that develop strategies, plans and/or programmes to prevent and respond to VAWG, including DV/IPV, including for women and girls facing intersecting and multiple forms of discrimination. **Indicator 3.2.6C:** Number of women's organizations with increased capacities to respond to and mitigate the pandemic, fight against COVID-19 related gender-based violence, racism, xenophobia, stigma, and other forms of discrimination, prevent and remedy human rights abuses, and ensure longer-term recovery. **Indicator 1.1.2A:** Number of representatives of civil society organizations, including other groups facing intersecting forms of discrimination, gender equality activists and representatives of media institutions equipped with increased knowledge to effectively contribute to engendered national reform, planning processes and de-stigmatization efforts. **Output 1.1.2:** Civil society organizations, gender equality activists and media institutions, including those representing groups facing intersecting forms of discrimination, have necessary capacity for evidence-based advocacy and gender analysis, to inform planning and budgeting and to hold the state accountable.
Serbia	Mainstreamed: mentions SP Outcome Area (in the indicators) SP_D_0.3 :- Positive social norms including by engaging men & boys.
Mexico	Mainstreamed objective **Output 2.2.2** Local communities, companies, national and local institutions strength their capacities to promote positive masculinities and the transformation of social norms and cultural practices that discriminate women access to educational labor and entrepreneurship opportunities. **Activity 2.2.2.2** Engage with communities to promote change of harmful norms, the transformation of discriminatory gender patterns and the co-responsability in domestic and care unpaid work. **Output 3.1.5** More cities and other work, digital and educational settings have safe and empowering spaces for women and girls that promote the transformation of social norms and positive masculinities. (Safe cities). **Output 3.1.6** Institutions and society have access to knowledge, statistics, tools as well as communication campaigns to prevent all forms of violence against women and girls while promoting the transformation of social norms and positive masculinities for the full exercise of economic, social, cultural and political women´s rights. **Indicator 3.1.5C**: 0.3.a Number of qualitative reviews undertaken to advance evidence and knowledge on methods to assess, monitor and/or achieve behaviour and social norms change. **Activity 3.1.5.4** Provide technical assistance to the private sector through capacity strengthening of key actors, implementation of affirmative actions to prevent, address and sanction violence against women; promote the transformation of social norms and positive masculinities on work, digital and educational settings; as well as technical support on gender responsive urban planning. **Activity 3.1.5.1** Provide technical assistance through capacity strengthening of civil society organizations, police officers and other key actors from local governments; the development and implementation of legal reforms to prevent, respond and address VAWG; conduct interventions to promote transformation of social norms and positive masculinities; as well as technical support on gender responsive urban and transport planning. **Output 3.1.6** Institutions and society have access to knowledge, statistics, tools as well as communication campaigns to prevent all forms of violence against women and girls while promoting the transformation of social norms and positive masculinities for the full exercise of economic, social, cultural and political women´s rights.

Caribbean (Barbados and Grenanda)	**Outcome 6.1:** Regional institutions, national governments and civil society in CARICOM generate, analyse, publicise and utilise gender statistics to design and adopt laws, systems and policies to eliminate discrimination, address structural inequalities and promote the adoption of attitudes, norms and practices that advance gender equality and women's empowerment in the Caribbean. **Mainstreamed:** SP Outcome Area: SP_D_0.3 :- Positive social norms including by engaging men & boys. **Output** 6.1.3 Enhanced capacities among the media, sports and members of the creative and cultural industries and the women's movement in CARICOM to report and promote positive social norms that promote gender equality and women's empowerment.

The explicit work on social norm change has necessitated the development or use of diverse organizational guidance, frameworks, and tools – some internally developed and some externally such as GALS, SASA! SAA, Gender@Work, MSC, Sensemaker. Some have been adapted.

Box 1: Guidance, tools and frameworks utilized in case study countries (Source: compiled by the evaluation team)

2. RESPECT (Ethiopia): An implementation package for policymakers and practitioners to develop evidence-based, ethical, and effective VAW programming.
3. GALS (Nepal, Kyrgyzstan): A community-led empowerment methodology to promote more harmonious and violence-free relationships in families and communities
4. SASA!: Sasa! is a methodology for addressing the link between violence against women and HIV/AIDS. The SASA! methodology suggests that change happens in stages, and starts with awareness, preparation for action, implementation and then maintenance of change.
5. SAA (Ethiopia): It is a community-led social change process that uses participatory tools to achieve the long-term goal of empowering vulnerable communities through the advancement of equitable gender, social and power norms.
6. HeForShe Toolkit (Mexico)
7. HeForShe Masculinity Model (Mexico)
8. Partnerships for Peace curriculum (Grenada): Court-based psycho-educational intervention for men who perpetrate domestic violence.
9. Village Leadership Development Initiative Curriculum (Samoa): Assists women in developing their leadership skills and networking.
10. Talanoa toolkit (Samoa): A toolkit to facilitate conversations and dialogues to address family violence in Samoan communities.
11. Gender@Work (Nepal): It is a framing tool to identify and map pathways to social norm change.
12. Men and Gender Equality Survey (IMAGES) (Kyrgyzstan): Explores men's practices and attitudes on gender equality alongside women's.
13. Communication for Development (C4D) Strategy (Kyrgyzstan): To combat child marriages and abduction for forced marriage.
14. Positive Deviance Approach: Identifies positive based on individuals with uncommon but successful behaviors.
15. Sensemaker (Nepal): A narrative-based meta-analysis methodology bridging gap between case-studies and large-sample survey data.
16. Most Significant Change (MSC)(Nepal): Finds impact of the intervention that have the most significant effects on beneficiaries' lives.
17. Participatory Research Toolkit (Nepal): It is a practical guide for researchers, program planners, implementers, and evaluation experts.
18. Storytelling (Nepal): Captures individual experiences to understand shifts in social norms.
19. EVAW Busy Managers' Guide: It is a practical guide for UN Women EVAW program managers and specialists in envisioning, designing, implementing, and evaluating a VAW prevention program.
20. Voices against Violence: This curriculum provides interactive, child and youth-centered ways for young people to talk about relationships, gender equality and abuse, within a safe and supportive environment.
21. Connect With Respect: Teacher guide for early secondary education on preventing GBV and promoting respectful relationships.

These tools, etc were

identified (Box 1) during the interaction with the country staff and through the personnel survey. Examples of how some country offices have adapted their internal mechanisms to respond is mentioned below.

The methodologies used in projects, such as – GALS, SAA, SASA and positive deviance, were externally developed by other organizations CGIAR, CARE and Raising Voices and adapted by UN Women COs. To a certain extent this affected UN Women's

Box 2: The Talanoa Toolkit used as part of the PPEVAWG Project in Samoa (Source: developed by the evaluation team)

The Talanoa Toolkit is a prevention tool which provides a guide for any village-based advocate against family violence in Samoa (VBA) for facilitating conversations and dialogues to address family violence in community and family settings. The toolkit uses a ToT approach, and the "Village Family Safety Committee" provides information about services and reporting on financial health and violence against children. The overall purpose of the Toolkit is to ensure that conversations about addressing family violence are guided by consistent, culturally specific, survivor centred including perpetrators, as well as appropriate and relevant messaging that will deliver positive

institutional learning and knowledge due to limited documentation and exchange on the contextualization or adaptation of such approaches that were adapted by UN Women COs. In some of the projects, the acronyms were used either as substitutes for naming the gender norm being addressed or elevating a methodology rather than the purpose. In many communities, the local leaders would mention that they are GALS champions, or that they used GALS, rather than mention that they were working on GBV or IPV and the like. By substituting the methodology for the social norm under change, it was difficult to understand what norm was being targeted. However, in some conservative communities, rather than using the term "gender or social norms", programs referred to these models or methodologies, which was useful to avoid scrutiny and backlash.

2.3   *COs experimented with a number of innovative strategies, contextualization and adaptation but had not gathered evidence or documented these systematically for wider dissemination, branding and use.*

How to address social norms varied across countries, each contextualizing and adapting existing frameworks and methodologies or innovating. About 47% (N= 37/79) of the survey respondents self-assessed that developing innovative and contextualized ways to design initiatives for social norm change high or very high. However, CO's learnings from these innovations or adaptations for social norm programming have not been shared widely. There are few platforms for sharing experiences related to social norms across country offices. The Community of Practice on Social Norms is a recent phenomenon, initiated only a few months ago. COs mentioned that they would appreciate learning from each other's experiences and suggested regional COP's and integrating social norms across other existing COPs.

Some examples from CO's are:

i) Robust stakeholder mapping, reflective dialogue, intergenerational dialogue, use of gender analytical frameworks, storytelling initiative (Nepal) – Nepal CO undertakes a detailed power gender analysis and mapping of stakeholders to be targeted for norm change; it uses an elaborate process of reflective dialogue (at CO and in the community) to interrogate one's own biases and biases towards others *before* planning activities for norm change; the CO applies feminist frameworks such as Gender@Work and outcome harvesting techniques using storytelling to take a deep dive into a longitudinal understanding of social norm change. NCO has also started reflective dialogue with men &boys, adolescent and intergenerational on social norms and developed discussion guides. NCO adopted feminist and participatory mass storytelling methodology while conducting the baseline research on social norm change through Storytelling.[28]

ii) Kyrgyzstan CO has invested in capacity building of novel approaches and methodologies such as design thinking, positive deviance and 'speed dating'[29]. Some were adapted from experiences in countries such as Moldova and others were adopted from the Global North.

iii) Faith and inter-faith dialogue on violence against women (Ethiopia) – Ethiopia CO utilized a faith-based institutional strategy as a unit for change with organizations belonging to the Christian and Islam faiths. Inter-faith dialogues occur simultaneously and each faith, according to its structure and tenets, agrees to work on GBV using their own human, technical and spiritual resources.

iv) Curriculum on GBV in higher education institutions (Mexico) under the Safe Campus program: Training on gender equality, GBV prevention, and violence prevention were included in workshops on masculinities and in campaigns promoting an inclusive and respectful culture among students, authorities, and staff. For certain courses, a mandatory curriculum on gender/human rights were integrated into the main curriculum, while in others, it remained optional. Workshops addressing gender stereotypes, gender roles, and toxic masculinities were also part

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[28] https://asiapacific.unwomen.org/sites/default/files/2023-05/np-Storytelling-Baseline-Report-wee.pdf
- [29] **Positive deviant** approach identifies champions or outliers who demonstrate behavioral and social change in relation to social norms. It is based on the idea that, within a community, some individuals engage in transformative behaviors allowing them to solve problems better than others who face similar challenges. These individuals in turn influence others in the community.

Design Thinking is an iterative, non-linear, human centered design process which focuses on collaboration between designers and users. It brings innovative solutions to life based on how real users think, feel and behave.

Speed dating technique is a design method for rapidly exploring application concepts and their interactions and contextual dimensions without requiring any technology implementation. Each participant has opportunity to voice and discuss with every other person in a short period of time (Pg. 4 Case Study Kyrgyzstan)

of the curriculum, with academic staff taking the lead in its development.

v) <u>Working with perpetrators</u> through the social justice system (Grenada) - *The Partnerships for Peace: Man to Man* program in Grenada uniquely focused on perpetrators, employing a 16-session psycho-education curriculum facilitated by both male and female instructors, and complemented by take-home activities. Aligned with country commitments to eliminate GBV, the program facilitates court referrals and offers a unique space for men to express their feelings safely. It has also enlisted community champions to address alcohol abuse through informal talks at corner shops and through sports engagement. Evidence indicates some positive shifts in attitudes toward women's roles, improved conflict resolution skills, more equitable decision-making and the program reports a recidivism rate of less than 10%.

vi) <u>Including WEE as entry points</u> for EVAW and political participation (Serbia and Nepal) – projects in these countries have included economic empowerment as an entry point to discuss GBV, child marriage, gender based discrimination, dowry and other issues. Participants were motivated by the inclusion of a WEE component, thus facilitating the discussion on GBV. In Nepal, CO and implementing staff mentioned that WEE itself contributes to changing social norms and addresses poverty, which is endemic in most areas.

vii) <u>Use of indigenous framing</u> of gender norms (Samoa) - Culturally sensitive program design (e.g. Fa'a Samoa) based on consultative transformative dialogue (*talanoa*), is contextualized at different levels within the society and taking cognizance of the differences between villages, private and public sectors.

> Box 3: UN Women's Culturally Sensitive Program Design in Samoa (Source: developed by the evaluation team)
>
> An understanding of social norms in Samoa must be contextualized to its unique culture and traditions: Fa'asamoa (the Samoan way) principles are the cornerstone of societal attitudes and behaviors in Samoan society, serving as the basis for accepted social norms.
>
> - UN Women in Samoa undertook a culturally sensitive programme design (e.g. Fa'a Samoa) based on a consultative process by:
> - **Contextualizing even at different levels within the society (differences between villages, private and public sectors):** The WILS project targeted different groups – village – private sector – public sector – each with different initiatives aimed at advancing the role of women within the context of the sector. The project considered that each sector has different power brokers and pathways of change and understanding of the power titles has evolved with new generations.
> - **Respecting power dynamics / hierarchies / structures:** For example, through the PPEVAWG project, tight community networks and village level accountability mechanisms were leveraged and provided impetus to the project implementation. Project stakeholders and participants worked together to minimize problems arising from violence. There was some evidence on sustainability of the project's initiatives, for e.g., some village councils implemented by-laws in relation to minimizing violence. Some village councils have meetings on a weekly basis and the sub-committee reports on issues that need to be addressed.

viii) <u>Localization as a strategy for social norm change was widely used. This involved respecting and building trust with local power dynamics</u> / hierarchies / structures indicated a nuanced understanding of context in many CO programming. This included involving the highest authorities in religious institutions, identifying influential male champions for gender equality, engaging business leaders, encouraging men to attend meetings with their wives to avoid suspicion, targeting mothers in law to support the daughters in law mobility or capacity building , creating a diverse group of community leaders to engage with community actors, mobilizing existing community groups (Nepal: mothers' groups, self-help groups, agricultural groups, informal religious groups, youth groups, community school; Serbia: Young women entrepreneurs, youth theatre groups in local school communities, self-help groups, agricultural groups, journalist groups; Kyrgyzstan: religious leaders' groups and Samoa: village chief, youth committee, women's committees, and business leaders), using cultural practices to bring people together (coffee ceremony in Ethiopia) and sensitizing local media (e.g. Samoa, Serbia), and involving bloggers and influencers in many countries.

2.4 There is a strong need to strengthen CO internal systems such as the integration of program and operations to timely and efficiently adapt social norms programming and budgets as well as spaces for personnel for regular, reflective discussion about the personal nature of and dynamism of social norms programming.

Only 31% (24/78) of the survey respondents identified that program and operations integration is happening to a high or very high extent (4 or 5/5). This suggests that there might be potential for further integration between both teams to respond

timely to the changing demands of social norms-related interventions. Regarding the utilization of reflection spaces and open discussions to monitor social norms, 47% (N=36/77) of the respondents indicated it is happening to a high or very high extent, indicating opportunity for more systematically integrating reflective dialogue in internal systems. Examples from country offices illustrate some of these efforts:

Nepal has invested in developing the capacities of its staff and has systematically integrated program staff with operations staff ensuring better understanding of dynamic environments and agility in responding to changes in project requirements. By doing so, operations can ally with program rather than be siloed. Nepal has integrated feminist principles, and included equity, social justice principles for the internal working systems. It has also tested tools for reflective dialogue internally. These innovative internal systems have been reported in evaluations,[30] but CO experience has not been documented and packaged for knowledge sharing with other CO's.

Box 4: Fostering Adaptive Leadership and Inclusive Culture: Insights from UN Women Nepal Country Office (Source: developed by the evaluation team)

The Nepal Country Portfolio Evaluation (CPE) underscores the outcomes of the NCO's cognitive coaching and adaptive leadership initiatives, fostering a culture of self-directedness and adaptive leadership skills among personnel. This has not only inspired a shared vision grounded in personal and collective reflexivity but has also been validated by a personnel survey conducted as part of the FCE.

The survey revealed that the utilization of reflection spaces, coupled with open discussions to develop an understanding social norms, along with collaboration with feminist leaders and networks, received consistently favorable ratings from stakeholders, ranging from medium to high (score of 3 or above).

Furthermore, the Country Office has proactively championed staff leadership and horizontal management through innovative practices. This includes deepening the "leadership bench" among personnel, conducting regular all-personnel meetings to facilitate information sharing and collective learning, and establishing a "reading circle" in 2020. The reading circle served as a

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2.5 Program guidance and role of CO personnel in facilitating cutting-edge strategies for social norm change is constrained because of their limited engagement with primary stakeholders. Most COs work with implementing organizations and rely on their capacity and resources, this may affect UN Women CO's personnel on-the-ground understanding of social norm change. Several personnel survey respondents indicated the need for increased engagement of personnel with primary stakeholders in their open-ended answers. This included more field work, increased engagement with men and boys, youth, educational institutions, and LGBTIQ+ communities and systems to embed such learning. While methodologies and tools are available for programming, it was explained that CO personnel are involved mostly in project management and miss the opportunities to understand the nuances for social norm change at the field level. CO personnel cited that not only did they have little time for in-depth field visits but that their role in strategizing social norm change needed to be informed by real-time situations, for which time was unavailable. This is a missed opportunity for UN Women. Also, there may not be enough resources for field monitoring visits and measurement of expected/unexpected changes in social norms at the field level. Yet, UN Women CO are required to be at the cutting edge of framing, nuancing, and directing norm change norm change programming and learning.

2.6. *Across most case study countries, there are guidance gaps related to tools for gender and power analysis, how to develop dynamic pathways of change to evaluate populations with intersectional vulnerabilities and how to track outputs and outcomes, including backlashes.*

Survey respondents emphasized the significance of research and evidence-based approaches at the corporate level, closely followed by the necessity for enhanced process documentation of social norm practices and for *evidence- based* innovation. 49% (N=39/80) of personnel survey respondents indicated that their ability to learn from evidence and adapt programs was high or very high (4 or 5/5). However, only 30% (N=23/77) of respondents felt confident to a high or very high extent in

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[30] Recent evaluations conducted by the Nepal CO include the Country Portfolio Evaluation (2022) and the Developmental Evaluation (2021)

tracking social norms within the Results Management System, and 25% (N=19/76) expressed confidence to a high or very high extent in formulating new indicators to track changes in social norms.

Despite Outcome 3 explicitly[31] requiring reports on gender and social norms, several COs indicated that they either do not report on the outcome or cover only a few indicators. Overall, there exists a gap in comprehending how to effectively monitor and evaluate social norms, with many CO indicating that some of the indicators in Outcome 3 are difficult to measure. COs expressed the need for guidance in interpreting and tracking indicators linked to Outcome 3. This is understandable given that the headquarters team was developing indicator guidance during this evaluation.

Most COs utilize project-specific indicators to gauge norm changes. In instances where methodologies such as GALS, SASA, or SAA are applied, the monitoring and evaluation processes embedded within these methodologies, often in the form of pencil-and-paper attitude change surveys, are utilized and sometimes with difficulties to employ them in the correct way. Attitude or behavior change was assessed through surveys and pencil and paper tests at baseline and endline. Participatory community-based approaches for evaluating were largely absent.

Key Question 3: What are the implicit and explicit Pathways of change? What is the change that various stakeholders (CO, women, men, community) consider important and why? How are they being assessed?

The case studies took a deep dive to understand *from community voices* HOW social norms were being addressed and WHAT pathways of change were being used to impact norm change. Within the limitations of time available for each case study, they provide a detailed understanding and analysis of what is happening on the ground using primary data. Existing documentary evidence provide a secondary layer to obtain information, but the participatory processes used at the community level enabled listening, learning about lived realities and engaging in community dialogue to understand nuances of norm change. Collaborative analysis of the pathways of change was discussed and validated by each CO on the last day of the country visit. A few **insights** are as follows:

3.1. *The use of the socio-ecological model to situate and frame social norm change, including understanding of what constitutes an institution, is common. However, there were challenges in programming, particularly in achieving scale and sustainable change.*

The model has five levels of interaction – individual, interpersonal (family, friends, immediate neighborhood), community, then institutional[32] (formal structures) and then the policy or enabling environment. Among the personnel survey respondents, about 68% (N=55/80) scored "4" or '5' out of 5 for the CO working at multiple levels to address barriers in social norms (individual, community, national). Most CO case study personnel consulted discussed elements of this model during the field visit and the evaluators facilitated exploration of where the interventions were targeted.[33] Many of the methodologies targeted individuals wherever they were found in the socio-ecological model, and the terminology used was 'behavior change communication', 'changing the hearts and minds of individuals,' identifying and supporting 'champions' or 'positive deviants'.

Individuals were targeted in families, communities (through community action groups), and institutions (male Parliamentarians who were champions, religious leaders, police officers, female role models). There was less discussion on how these diverse levels could be integrated for holistic and comprehensive programming and often these interventions worked in silos and in parallel and did not dovetail into one another. For example, the WILS project in Samoa targeted distinct groups – village (Transformational Leadership Developmental Initiative (TLDI), private sector (board members), public sector (improvement in MPs' understanding of their parliamentary roles and the role of women in national development, and Minister of Justice and Minister of Finance both attended WILS training) and the media. However, each was an initiative with an extremely limited timeframe (1 week training) and there were limited efforts to target the institutions that these individuals were part of and no effort to facilitate exchange between these groups.

Community participation (level 3) was widely available and there were examples of associations or groups forming or targeting influential individuals at the community and local level. Only 31% personnel survey respondents (N=22/72) rated *"Our work with faith leaders and community leaders has led to significant changes in discriminatory practices"* as happening

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[31] Although work on social norms appeared for the first time as an Outcome Area in the 2022-2025 Strategic Plan, the work on changing negative social norms was available in the 2018-21 Strategic Plan such as addressing negative social norms, practices and stereotypes.

[32] The definition of institution differs in the socio-ecological framework and the Social Relations Model of Naila Kabeer. Please see Methodology section.

[33] This was noted in tandem with the evaluation's use of the socio-ecological model in several participatory activities with office personnel, which likely contributed to reinforcing the model as a primary reference point for conceptualizing social norms.

to a high extent (4 or 5/5). The use of various methodologies such as GALS, SASA, SAA included behavior change of selected influencers or champions to influence the wider community.

This model pathway of change was as follows: individual change, leads to interpersonal change, which can be expanded to community and institutional change. However, this pathway has challenges of *reach and in maximizing coverage. F*or example, champions or influencers reported that they were able to disseminate usually to close friends and family only. However, social norm change requires extensive population reach to qualify for norm change.

3.2 *The country case studies identified only <u>two examples of institutional pathways of change</u>[34] that intentionally addressed power relations at the institutional level - Access2Justice in Nepal and Faith based EVAW in Ethiopia*.

The Access2Justice Project in Nepal was an EVAW project (budget of $11,3951,985 across Indonesia, Philippines, Sri Lanka, Nepal, Timor-Leste, and Pacific Island countries and implemented between 2018 to 2023). The overall goal of the project was to enhance access to justice for women in Asia and the Pacific, bridging the gap between formal and informal systems through women's empowerment and the reduction of gender biases. Social Norms were explicitly targeted through the outcome: *Gender discriminatory attitudes and stereotyped behaviours towards women are acknowledged and addressed by formal and informal justice providers in the target countries.* Access to Justice II has focused on transforming harmful social norms and addressing deep-rooted patriarchy through trainings on gender-responsive justice for frontline justice actors, such as mediators, ward members, judicial committees and *bhalmansas*[35] and government service providers in 11 Local Government Units (LGUs).

The Preventing Violence Against Women and Girls and Delivering Essential Services to Survivors in Ethiopia (USD 4,488,140 and implemented between 2019 – 2022): the overall goal of the project was substantial reduction in violence against women and girls. Social Norms were explicitly targeted through outcome: *Favorable social norms, attitudes and behaviors are promoted at community and individual levels to prevent VAWG* (violence against women and girls). The project used multiple methodologies including the implementation of an evidence-based community mobilization approach, SASA! to prevent VAWG by targeting behavior change on gender equality and women's rights and to raise awareness of communities on VAWG.

The following diagrams were developed in-country with the offices to describe the pathways of change and which institutions were targeted and how power within those institutions became the focus for social norm change. This meant that norm change did not need to depend on 'champions' or 'positive deviants' or 'influencers' (individual based) but by addressing the power asymmetries within each institution, it was likely to address many structures within institutions impacting more people and most importantly, with a greater chance for ownership and sustainability. Further, such an approach is likely to lead to other changes titled as 'indirect social norms', the term indirect being used in a broad sense to indicate other changes that happened   because   of   the   institutional   approach.

The diagram below illustrates the pathway of change for the EVAW project in Ethiopia where the religious institution and its structures took ownership and responsibility for developing the technical resources for EVAW, capacity building the clergy and community institutions as well as strategizing the use of media for awareness building. This included engaging men who were in positions of power as clergy and men and boys in the community. The implementing partner facilitated the process and built 'trust' with the faith-based organizations to facilitate difficult conversations related to IPV and GBV.

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[34] Institutional power is addressed in Naila Kabeer's Social Relations Model, see Methodology section

[35] Bhalmansa in the Tharu Community is elected by the community for running the community smoothly. The Bhalmansa settles various disputes, assaults and complaints related to property sharing, and family issues among others. Further, s/he carries out various development activities taking the consent of locals.

Figure 4: Pathway of change: Preventing Violence Against Women and Girls and Delivering Essential Services to Survivors in Ethiopia (Source: developed by the evaluation team)
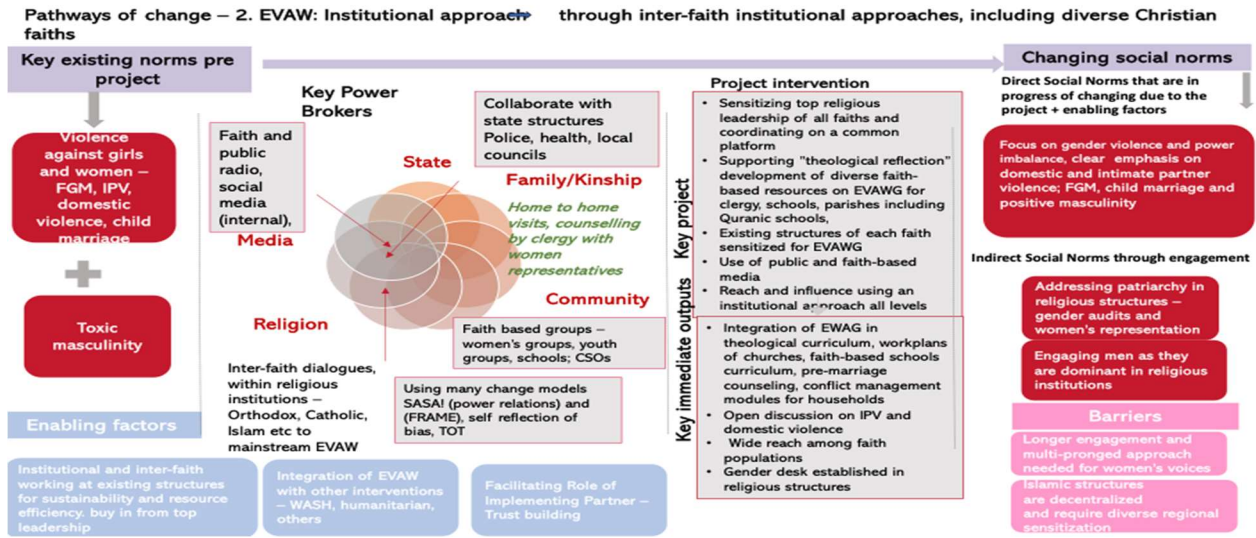
For the Access to Justice project in Nepal, the implementing partners targeted local mediators, local justice groups fully aware that targeting positions of power was important. They also addressed formal and informal power structures (women's groups, local mediators, youth groups, religious groups, user groups, mothers groups and so on, local village-level formal structures) recognizing that these often communicate to each other. For example, the local mediator (usually male) for GBV is likely to informally meet the official in charge at the District Court (usually male) to discuss the case.

Figure 5: Pathway of change, Access2Justice Project in Nepal (Source: developed by the evaluation team)
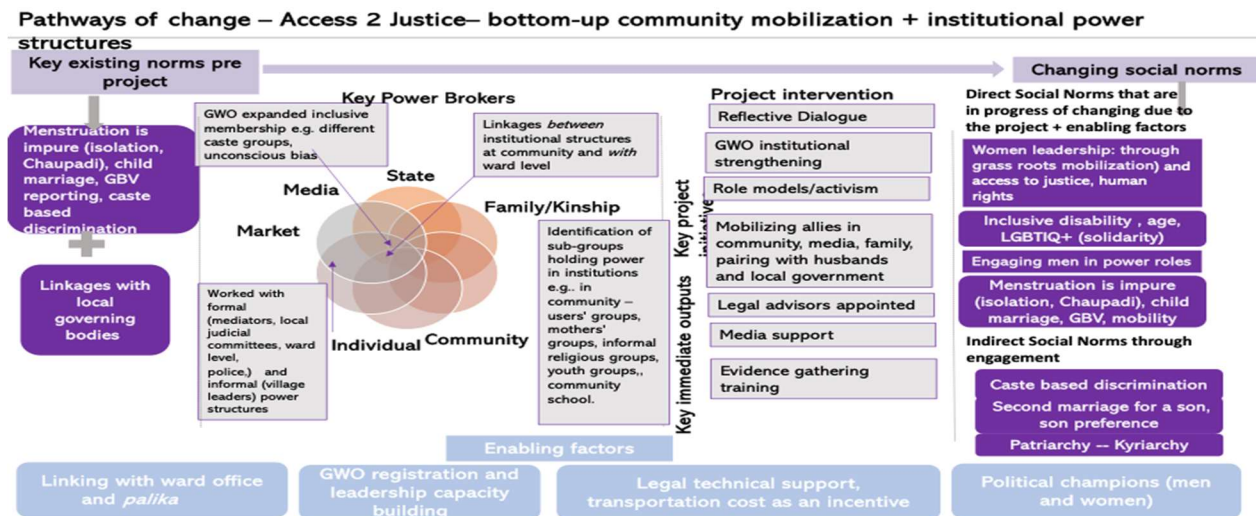
These examples highlight how individuals were targeted based on their influential roles and decision-making capacities. Yet, deliberate efforts were made to address power relationships, both formal and informal, within institutions. Change initiatives were kickstarted through reflective dialogues held within these institutions. In these instances, interventions were not bound to a specific methodology such as GALS, SASA, or SAA. Instead, various elements from different methodologies were selectively chosen to align with the context. This approach did not rely on pre-packaged methodologies for implementation and evaluation processes.

3.3 *A systemic approach was notably absent in most country case studies, with project activities often running independently or in parallel* <u>within</u> *interventions. Moreover, there was a lack of integration or coordination* <u>among</u> *projects aimed at*

addressing social norms. This impacted holistic and integrated program pathways for social norm change although opportunities were available.

For instance, in Samoa, there were opportunities for the sports initiative on Rugby (Get Into Rugby GIR+) to enhance integration with other components of the violence against girls' project, such as community discussions, as outlined in the Talanoa Toolkit, rather than operate in isolation. Parents of girls interested in participating in GIR+ were reluctant in signing consent forms as expressed in the stakeholder discussions, which could be tackled at the community level by building on the Talanoa toolkit discussions. Similarly, in Kyrgyzstan, the media underwent sensitization to adopt less judgmental language and portray women in empowered roles rather than as victims of violence. However, despite their training, there was a disconnect as they were not linked with NGOs for sourcing material or collaborative content creation. The Nepal storytelling initiative was also disconnected from the UN Women programming efforts, leaving most of the individuals who provided stories not necessarily linked to ongoing reflective dialogues that were occurring as part of other initiatives making it more difficult to measure progress and ensure that the women who shared their stories were benefitting from ongoing support.

3.4 *UN Women has a good track record and niche working with feminist organizations and women's mechanisms enabling a deeper understanding of pathways for social norm change and country level ownership.*

One of the distinctive areas of work at the CO involves collaboration with grassroots women's organizations, associations, networks, and movements. These collaborations with women led mechanisms (measures and strategies) encompassed advisory, capacity-building, and advocacy roles. In the face of rising conservatism COs consulted find it increasingly critical to engage with women journalists, feminists, academia, and women's movements. For instance, in Serbia, the CO reported successful cooperation with women's Civil Society Organizations (CSOs), enabling them to engage a substantial number of women entrepreneurs. Under the WILS project in Samoa, media practitioners were trained on applying gender sensitive media reporting practices to effectivity promote and feature women leaders and gender issues without perpetuating gender biases and stereotypes. Approximately 63% (N=49/78) of survey respondents rated collaboration with feminist leaders and networks to inform UN Women's work to a high or very high extent (a score of 4 or 5/5). Ethiopia has worked extensively at the normative level working with different ministries and regional bureaus as well as convening platforms for exchange with a variety of civil society organizations, religious bodies and women's networks.

However, there might be a need for a more historical approach to strengthen women's leadership. In Serbia's context, a robust women's civil society emerged from the wars and crises in the 1990s, evolving through various streams of advocacy led by feminist activists, service providers, grassroots self-help women's organizations, gender experts, and think tanks. Yet, in recent years, this unity has fragmented in several countries visited, resulting in a lack of solidarity, coordination, and effective collective action within women's civil society. WILS civil society stakeholders interviewed as part of the Samoa case study expressed that UN Women has played a significant role in establishing a network of CSOs which advocate for women's political participation and that this network has maintained communication even after completion of the project. CSO's look to UN Women to be a convener - facilitating dialogue even amongst feminist groups.

Currently, the guidance, policies, and procedures regarding partner engagement are primarily process-based, delineating the partner's responsibilities, monitoring, partner evaluation, delivering results, ensuring value for money, due diligence, project closure and associated accountability. While these are fundamental to partner engagement in terms of managing risks, there is an opportunity to move one step further on ensuring co-creation with partners. Co-creation includes forging intentional relationships and sharing of power between UN Women and its partners. The case-studies presented evidence that there is a need to formalize co-creation with our implementing partners (specifically women's grassroots organizations) to ensure uptake within the organization. The evaluation team assessed the current policies, procedures, and guidance related to partner engagement and identified several enabling factors that could facilitate a more horizontal partnership, informed by, and led from the ground, rather than a top-down approach (table below).

3.5 *A process understanding of social norm change was limited. This included the importance of pre-conditions or steppingstones to initiate social norm change, understanding of context, formal, informal power and how backlashes occur or are avoided.*

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Policy/ Procedure	Enabling approach for co-creation with partners
Programme Cycle Procedure	The procedure states that "consultation with partners is relevant to all steps"; and: *"UN-Women's partners (including Implementing Partners and responsible parties) include government, civil society, donors and UN agencies. It is critical that all are consulted throughout the programme cycle in order to understand and validate the programme, identify the strategic outcomes and outputs, develop partnership opportunities for implementation of the programme, and agree on how to monitor and evaluate the programme".*
Programme formulation policy	Under the Human Rights Based approach, the policy states that "Women's participation and empowerment are important results expected from programmes, <u>AND</u> they must inform programming processes, especially formulation, implementation, monitoring and evaluation".
Planning, Monitoring and reporting policy	Under the section on "Inclusiveness", the policy highlight that *"In line with the human-rights-based approach and the principle of "Leave No One Behind", as contained in the 2030 Agenda for Sustainable Development (2030 Agenda), UN Women strives to ensure the meaningful engagement of relevant stakeholders in all stages of Planning, Monitoring and Reporting at all levels. UN Women will continue to promote the voice, agency and leadership of women and girls, particularly those who are excluded or discriminated against, and those populations experiencing multiple and intersecting forms of discrimination and inequalities."*
Close and Learn from Programme Partner Project Procedure	The policy states that UN Women, its Programme Partners and other stakeholders benefit when experiences are shared of what worked well and what did not work so well in a systematic and transparent way. The policy states that this allows capturing of important learnings such as reflections on process issues, the 'how-to' and the 'why' a project worked.

engagement in terms of managing risks, there is an opportunity to move one step further on ensuring co-creation with partners.

Co-creation includes forging intentional relationships and sharing of power between UN Women and its partners. The case-studies presented evidence that there is a need to formalize co-creation with our implementing partners (specifically women's grassroots organizations) to ensure uptake within the organization. The evaluation team assessed the current policies, procedures, and guidance related to partner engagement and identified several enabling factors that could facilitate a more horizontal partnership, informed by, and led from the ground, rather than a top-down approach (Box below).

FGDs identified changes in mobility, agency, voice, access to knowledge and resources, understanding of cultural barriers to norm change as important stepping-stones for a pathway to norm change.

Recognition of co-existence of power of both informal and formal power structures was recognized by the COs, its implementing partners, and the community. For example, in the Mexico "Safe Campus" with Tec de Monterrey, although there are families that support change and the GBV curriculum is well entrenched in the teaching of students, there appears to be informal power exercised by powerful influential highly religious and conservative families that disapprove of more egalitarian gender relations especially at the undergraduate levels. (Also see 1.1)

Addressing certain social norms is more challenging depending on context. For instance, in Nepal, a grassroots women's organization made strides in combating norms related to gender-based violence (GBV) and menstrual isolation. However, attempts to address caste discrimination met significant backlash, resulting in the GWO retracting its efforts to ensure continuity in other norm-changing (menstrual isolation, GBV, equal opportunities for girls) initiatives. In Kyrgyzstan, civil society navigating religious conservatism found it more acceptable to frame their work as methodological (e.g., GALS) rather than explicitly addressing gender due to religious sensitivities. (Also see 2.2.)

Additionally, while gender stereotypes were acknowledged, more subtle norms like the burden of care were left unaddressed, probably because they indirectly indicated patriarchy and male entitlement. Gender equality itself as mentioned earlier has been threatened by conservative forces (Kyrgyzstan) but in Serbia, gender inequality was not considered contentious by women. For example, women prided themselves that they could manage domestic and care work along with economic entrepreneurship without any need for balancing the burden with males or that wife beating is 'accepted' as there must be a logical reason for the man to do so.

Community champions in some contexts were *reluctant* to be identified as they feared backlash. Community members who no longer practiced discriminatory social norms did not wish to share with the rest of the community, fearing social ostracism. The problem in these cases is that norm change is difficult to be tracked.

Influential champions or positive deviants with influential roles are more likely to promote gender equality as they do not fear societal backlash since they wield power and status in the community.

In most cases institutional power structures were less likely to be addressed such as religious institutions, local governance bodies, family intra-household power relations to name a few.

3.6 *Social norms are dynamic and manifest in various practices, yet few projects review and adapt to these changes programmatically nor do they address its monitoring and evaluation.*

Social norms change for several reasons and the expression of a discriminatory gender norm may evolve over time. Factors influencing social norm change could be positive or negative. The case study in Nepal observed that migration of men enabled women left behind to be mobile, and economically self-sufficient with greater decision-making power. Factors influencing social norms negatively included Islamic conservatism (Kyrgyzstan) pushing girls and women towards traditional restrictive gender roles and women's own comfort in traditional caring roles and acceptance of gender-based violence as normal (Serbia). Also, there was recognition of the role of bloggers, and media in questioning and influencing social norm change either positively or negatively (Kyrgyzstan, Nepal).

For example, the practice of *chaupadi* has undergone many nuanced changes. Initially, women were isolated in menstrual huts or *chaupadi*, far away from their homes exposed to unhygienic and unsafe conditions. Over the years in some places, menstrual isolation (norm) and the practice (*chaupadi*) has changed due to influences from media, migration (men returning from more liberal cultures), awareness raising, and education. Menstrual isolation is now often practiced as isolation in a room in the main house, or not entering the kitchen space or not going to places of worship. During the field visits, women were hesitant to address *'chaupadi',* and felt that they had eliminated the discriminatory gender norm, not perceiving that the norm of menstrual isolation persisted. Such dynamic changes in addressing norms require projects to be agile and adaptable to changing contexts, reviewing activities, indicators and change pathways. (Also see point 1.3 about how implicit social norms are not tracked and measured)

3.7 *Project duration is not necessarily reflective of the actual implementation intensity; and overall, the time for social norms change is long-term (see analysis in the Introduction). Projects may however be renewed over short program cycles or budgets may be inflexible. Joint funding with other UN organizations is present but activities are implemented in silos.*

Social norms focused projects follow the same rules as other interventions – time bound activities, budgets and emphasis on outputs whereas norm change is at the outcome level, can be unpredictable and requires consistent efforts not just for norm change but also to ensure it is owned and sustainable by communities. CO personnel 'projectized' their work with norms which is against the fundamental nature of norm change – dynamic, nuanced and long-term. Expectations regarding how and time required for norm change especially to expand reach are often not considered. Stakeholders consulted during the case study visits identified the need for longer timeframes and more resources. A notable exception is in Mexico, the project with the Tecnológico de Monterrey "Secure Campuses" started in 2023 but continued the effort made by the institution with the HeforShe initiative and the commitments signed in 2019[36].

Although some projects are jointly funded with other UN organizations (such as IFAD, WFP, UNDP), the activities appear to run in parallel, with opportunities missed to integrate social norm work into all activities. The GALS methodology developed

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[36] El Tecnológico de Monterrey se une al movimiento solidario para la igualdad de género de ONU Mujeres, HeForShe | UN Women

by IFAD is used extensively in many CO, but it has not led to deeper engagement with IFAD.

3. CONCLUSIONS AND LEARNINGS

Conclusion 1: Conceptual coherence

The case studies have demonstrated that the lack of a common language, principles or framework for social norms programming at UN Women affects the organization's ability to effectively communicate and strategize for social norms change.

Based on findings from key question 1

The Nepal CO experience highlighted the benefits of beginning with an internal exploration of social norms at the CO level as a first step in unpacking common norms related to gender experienced by personnel and exploring unconscious bias. Several COs have acknowledged that issues surrounding social norms significantly affect their lives. Hence, it is crucial to examine personal experience and biases to ensure more equitable program related design aligning with feminist principles.

Tools like reflective dialogues (within CO, with IPs (Implementing Partner), and the community) have proven useful, alongside other innovations and adaptations. However, there is a need for comprehensive research and clear definitions of their role in driving social norm change. Similarly, localized, context-specific program designs, while enhancing ownership, require further research and documentation for broader dissemination and effective use.

Understanding and capturing visible and invisible processes of social norm change, both positive and negative, is crucial. Societal or community pressures can mask ongoing changes, while limitations in language or framing might hinder describing norm changes. Contextual principles like inter-generational dialogue, localization, trust-building, and community rituals as entry points for norm change discussions are undervalued, limiting insights into complex norm changes.

The approach to addressing men, boys, and Leaving No One Behind (LNOB) is mostly ad hoc and fragmented. Where men are included, participation or representation needs to be analyzed to understand to what extent they challenged structural gender power related inequities. Targeting specific power roles held by men and boys appears more effective than merely raising awareness about gender stereotypes. Positive masculinities as a strategy also needs elevation as an important strategy to engage men and boys.

The absence of an overarching power framework for addressing social norm change was evident. Institutional power brokers were rarely addressed, and the understanding of social norms lacked a deeper comprehension of power asymmetry's impact on gender norms. Power analysis in relation to cultural contexts are essential but were less evident, a gap which was also recognized by UN Women personnel based on survey results.

The foundational role of women's empowerment in driving social norm change is widely acknowledged in various case studies. However, descriptions such as "gaining confidence to speak up" or "reflective dialogue" regarding the process of empowering women require a comprehensive framing, like Rowland's Empowerment Framework. This framework explicitly addresses power dynamics—power within, power to, power with, and power over. Implementing this framework can aid in documenting, analyzing, and tracking both implicit and explicit changes and serves as steppingstones to social norm change.

In many of these countries, particularly in the Global South, complex social networks and relationships contribute to kyriarchy type of intersecting power asymmetries that impact gender norms. Recognizing power asymmetries of kyriarchy particular to each context are important aspects to understand to target norms effectively.

Conclusion 2: Process/Program Design: For any change to qualify as social norm change, a *critical mass of people* altering their behaviors is essential. Success in smaller groups within larger populations is insufficient. Projects with limited scope, even if successful, may not lead to societal norm changes unless embraced by a substantial segment of the community. Most individual based approaches have limitations of reach. An integrated and comprehensive approach to social norm change was notably absent.

Based on findings from key question 2 and 3

While UN Women holds a unique position with women's organizations and government institutions, challenges persist across all case study countries in strengthening women's organizations and translating policies into practical implementation. Despite successful high-level advocacy with governments, the translation of policies into actionable changes on the ground remains limited. Collaboration with women's organizations, networks, and associations is pivotal for advocacy, capacity-building, and communication. Investigating the role and capacity of grassroots women's organizations in addressing social norms requires more in-depth investigation and investment.

COs need to reassess their engagement with gender machineries (formal structures to promote gender equality), women led organizations/networks and use of gender mechanisms (such as elimination of discrimination, inclusion, integration of gender equality policies and plans, systemic coordination), exploring ways to deepen relationships for better comprehension and analysis of social norms. COs should aim to expand reach, ensure impact, and tailor activities addressing cultural discrimination and values, especially in contexts where governments are passive about promoting gender equality for political reasons.

Some of the social norm change innovations or adaptations were rooted in paradigms from the Global South such as inter-generational interventions, or traditional rituals such as the coffee ceremony from Ethiopia which brings people together.

Some paradigms were rooted in the Global North. For example, identifying champions or positive deviants is individual based and comes from a Global North paradigm of individual behavior change often expressed as behavior change communication. In contrast, a Global South paradigm usually pays greater attention to context and relationships. Limitations exist in identifying champions or focal points due to fear of backlash. While utilizing Positive Deviance or champions to drive norm change seems promising in theory, reluctance to stand out and be socially ostracized hinders many individuals from advocating change. Another challenge is that relying on individuals could be short-term and dependent on their continued motivation. Which paradigm is used significantly influences program designs for social norm change.

Whether an innovation or adaptation is effective or not requires far greater analysis and documentation to be identified as an innovation or to promote its use, which is what most CO had yet to do.

The absence of long-term funding has impacted the implementation and measurement of social norm change programs, favoring output-oriented indicators while social norm change is an outcome-level goal.

An integrated and comprehensive approach to social norm change was notably absent. Relevant programs, like economic empowerment, education, or WASH, were not consistently utilized as entry points for norm change. A systemic programming approach across sectors was lacking. Interventions lack integration within projects or across different projects.

Conclusion 3: Assessment

Based on findings from key question 1 and 3

Assessment was challenging due to conceptual inconsistencies and an unclear understanding of measuring change processes. Most COs relied on project-related indicators to illustrate change and used the Outcome 3 indicators sporadically. Branded methodologies such as GALS, SASA and SAA also provided convenient but uniform ways of assessing. To be noted, community based participatory and feminist methods and tools for assessment were less evident, except for the story telling initiative in Nepal.

4.WAY FORWARD

Being a participatory and feminist evaluation, recommendations were co-created face to face at the country level after each country visit and were further validated at the cross-regional workshops held online. These multiple levels of co-creation and validation have enabled co-ownership of the findings, conclusions, and recommendations.

Way Forward 1: Strengthen CO personnel's conceptual coherence and capacities related to social norms and align internal systems to support transformative social norm change

Based on conclusion 1
Priority: High, Q4, 2024 to 2025
Timeline: Immediate to Medium
To be led by: HQ, RO and CO

Key actions include:

1. HQ to lead on a common definition of social norms, social norm change processes, backlashes and pathways of change within UN Women RO and CO to build a consensual understanding and conceptual clarity amongst UN Women personnel.
2. HQ to support strategies for intentional and systematic engagement of men and boys to ensure they address gender structural inequities
3. HQ to mainstream social norms work as a crosscutting principle, aligning activities within and across projects, programs and sectors
4. HQ to introduce accountability measures such as markers for social norms in program design and evaluation, and inclusion of social norms in the Common Country Analysis for each UNCT
5. HQ to provide financial support for attending context-specific trainings on gender equality/social norms concepts which combine both experiential and theoretical learning, preferably including cultural, indigenous, community structures, global south paradigms and real-life experiences
6. HQ/RO to lead the development of CO action plans to integrate feminist principles into the workplace, encompassing the adoption of feminist frameworks, organizing informal activities to engage staff on topics related to gender equality and women's empowerment, promoting power-sharing through rotating leadership roles, and implementing flexible working arrangements.
7. RO to identify CO internal best practice, innovative examples related to reflective dialogue, use of feminist principles, cultural/contextual practice and support its documentation for wider dissemination
8. COs to prioritize internalizing diversity within the workplace culture by actively monitoring diversity metrics and actively recruiting individuals from typically marginalized groups. Ensure the inclusion of colleagues from diverse backgrounds in senior management positions.
9. COs to invest in understanding social norms starting from within (home, workplace, etc.) through promoting cyclical activities on self-reflection, cognitive coaching, leadership training for everyone.
10. CO to encourage safe spaces for experimentation, continuous learning and to encourage innovation on targeting social norms
11. CO to adopt internal systems that enable understanding, synergy, and adaptability between operations and programs.

Way Forward 2: Develop practical, adaptable program guidance including frameworks, models, tools, and principles, the "how to" incorporating lessons and examples from CO and other relevant sources (such as implementing partners, women's organizations, other civil society organization); to provide platforms for knowledge and experiential sharing

Based on conclusion 2
Priority: MEDIUM,   Q4,   2024
Timeline: Immediate to Medium
To be led by: HQ, RO, CO

1. HQ to provide guidance to CO on 'how' to do holistic social norm programming, identify entry points, mainstream and align explicit social norm programming within project activities, be vigilant and address backlashes, across projects/programs and thematic areas such as economic empowerment, violence against women, women in leadership and others.
2. HQ to provide tools for cultural analysis, robust stakeholder mapping, intersectional disaggregation, identification of power brokers and identifying hindering barriers and enabling factors for social norms.
3. HQ to identify research and Global South paradigms and practice, to illustrate diverse pathways of change for social norms
4. HQ to provide guidance on reflective dialogue and unconscious bias as **step zero** for all program actors internal and external.
5. RO/CO to do a comprehensive critical review of CO innovations, tools and adaptations and systematize processes to acquire the label 'innovations'.
6. CO to identify and document context-specific principles of change—such as inter-generational dialogue, trust building, reflective dialogue, grassroots change processes, indigeneity, the establishment of sustainable and

interconnected systems/structures of change and addressing cultural patriarchy (kyriarchy) and male entitlement and incorporate into strategies; share with other CO

7. CO to dialogue with IP, women's organizations and communities to test, modify, develop and periodically update guidance for contextual and practical social norms work

8. HQ/RO to create a repository of successful methodologies, tools and frameworks implemented by CO, women's organizations and civil society

9. CoP on social norms to facilitate sharing of successful examples to inspire local action and personnel and with other CO personnel across regions.

Way Forward 3: Develop/strengthen participatory, bottom up and corporate measures of social norms change
Based on conclusion 3
Priority: MEDIUM, Q4, 2024
Timeline: Medium to Longterm
To be led by: HQ, RO and CO

Key actions include:

1. HQ to provide guidance on outcome 3 indicators and tracking results (including unintended outcomes both positive and negative) and the eclectic use of evaluation methodologies

2. RO to provide training support and guidance to CO on how to document and monitor social norm change at the programmatic level including use of innovative, feminist, use focused and participatory approaches and methodologies.

3. CO to establish internal continuous learning and monitoring systems to track social norm change

4. CO to work closely with implementing partners to a) build evaluative thinking capacity related to when, what, how to gather data and use it using participatory methods and tools with communities b) collaboratively with communities strengthen evidence base including strong baseline research to advocate for change

5. COs to develop theories of change (ToC) in collaboration with the community and plan for continuous revision of the same with a critical understanding of the assumptions underlying the ToC.

Way Forward 4: Enhance convening and advocacy functions to promote holistic (not projectized), sustainable, transformative social norm change as part of wider social movements and change through alliances and partnerships

Based on conclusion 2
Priority: MEDIUM,   Q4,   2024
Timeline: Medium to Long-term
To be led by: HQ, RO, CO

1. HQ/RO/CO to educate and build understanding among all funders on the long-term layered nature of social norms change and the significance of flexibility in budgets according to changing contexts.

2. HQ/RO/CO to ensure coherence with other UN partners on social norms and building potential for joint resource mobilization with UN agencies working in this space.

3. ROs and CO to convene diverse stakeholders – government, civil society, communities, faith based, women's organizations/networks, private sector and others – to dialogue, learn from and synergize changes in social norms.

4. RO/COs to collaborate with and strengthen regional/national civil society and women led organizations, networks and movements to enable them to take on a strategic role in country for social norm change

5. CO's to identify platforms for engagement with other UN entities and collectively work on social norms change models which can be horizontally and vertically upscaled and have potential for long-term implementation

6. Position Headquarters (HQ) as a thought leader and encourage active engagement with the international community to share valuable insights and lessons learned on social norm change.

Being a participatory and feminist evaluation, recommendations were co-created face to face at the country level after each country visit and were further validated at the cross-regional workshops held online. These multiple levels of co-creation and validation have enabled co-ownership of the findings, conclusions, and recommendations.

Annex 10.1: List of projects

Country	Project
Samoa	WILS
Samoa	PPEVAWG
Nepal	Joint Programme – Rural Women's Economic Empowerment
Nepal	Access to Justice
Nepal	Women in Value Chain
Nepal	Storytelling initiative
Ethiopia	Community Dialogue on Gender and Women's Participation in Leadership and Decision-Making Project
Ethiopia	Preventing Violence Against Women and Girls and Delivering Essential Services to Survivors in Ethiopia
Kyrgyzstan	HIV
Kyrgyzstan	Women in Leadership
Kyrgyzstan	Spotlight
Serbia	Support to Priority Actions for Gender Equality in Serbia (GEF II)
Serbia	Gender Responsive Governance
Serbia	Ending Violence against women in the Western Balkans and Türkiye – Implementing Norms, Changing Minds
Serbia	Improved safety of women and girls in Serbia and Montenegro
Mexico	HeforShe
Mexico	Campus Seguros (prospectivo)
Caribbean (Barbados and Grenanda)	Partnerships for Peace: Man to Man programme in Grenada
Caribbean (Barbados and Grenanda)	Influencer Training: Changing social norms for gender equality in Grenada (Spotlight)

The key questions identified in the FCE Approach Paper[37] have been adapted and additional ones have been added (in italics). The questions will be presented to the CO and advisory group for their feedback and guidance on what will yield the best information in their country context.

1. How does UN Women CO define and approach social norms programmatic work?
   1a) To what extent has the CO innovated and contextualized its work on social norms?
2. What organizational guidance, tools, skills and capacities are necessary for UN Women to work on social norms? How has operations, programme, monitoring and evaluation been integrated at the country office to support social norms work?
3. What are the implicit/explicit pathways of change being applied by UN Women CO's in the selected projects and across thematic areas? How are you assessing them?
4. How are results unfolding across the following:
   a. Across a sample of thematic interventions WEE, WPP, EVAG, others[38]
   b. At the level of institutions of household, community, market and state
   c. As a result of policy initiatives being carried out[39]
   d. As a result of interventions to change organisational culture (e.g. implementing organizations, community led networks, decision making structures) to be gender responsive?
5. What is the change that CO/women/men/community considers important and why? Annex 3: Data collection tools

Annex 10.3 Country Scan

A country scan template was for each case study to synthesize key information on social norms efforts being undertaken by the CO. The country scan was based on a review of documents which are relevant and related to the case study key questions shared by the CO . This may include the Strategic Note, annual reports, project documents, monitoring frameworks, research documents, reviews, evaluations, rapid gender assessments, baseline reports and publications.

Name of Country:

• Population	•
• Income Level	•
• Human Development Ranking	•
• Gender Inequality Index	•
• UN Women established	•
• UN CO staff	•
• Overall budget	•
• Budget for social norms (percentage of overall)	•
• Social Norm Strategic Note	•
• Themes and Sectors working on Social Norms	•

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[37] These were the key questions in the Approach paper: 1) How does UN Women CO define and approach social norms programmatic work? What are the implicit/explicit pathways of change being applied by UN Women CO's in the selected projects and across thematic areas? 2) How are results unfolding across the socio-ecological model: At the level of communities/ organisations with whom interventions are being carried out[37]? As a result of policy initiatives being carried out[37]? As a result of interventions to change organisational culture? 3) What has emerged from research and approaches for monitoring and evaluating that can inform approaches for measuring social norms work? 4) What organizational guidance, tools, skills and capacities are necessary for UN Women supported social norms work?

[38] UN Women Strategic Plan Outcome Indicator 3b

[39] UN Women Strategic Plan Outcome Indicator 3 e,f

• Brief Country Description: Political, economic, gender, social
• Brief Country Description: Social Norms Approach (internal UNWOMEN and with others)

3.2 Field Visits: This includes country office visit and community visits. Data collection at the country office enabled face-to-face interactions, preferred to the remote data collection methods for deeper interaction. An understanding of the context is always better on site. Community visits were planned in consultation with field teams and include language interpretation, respect of time of the interviewee or group, and use of the local idiom with the help of the national consultant. Selection for the community site was a collaborative decision between the case study team and the country office.

3.3 Interviews: Select key informant interviews, in consultation with the country team, were conducted to understand diverse perspectives. This included government representatives, development partners, sister UN agencies, civil society organizations, leaders of women's movements. These interviews were conducted mostly on site. A sample interview guide for UN Women personnel has been shared below:

Please refer to annex 7 for data collection tools and survey.

Annex 10.4 Feminist Frameworks

1. **Gender@Work Framework**

The framework **assesses changes in programs and policies**:

- changes in access and control over resources (individual formal quadrant)
- changes in laws, policies and resource allocation ('formal-systemic' quadrant)
- changes in cultural norms and practices ('systemic and informal' quadrant) and
- changes in beliefs, attitudes and values ('informal-individual' quadrant)

The change matrix provides a useful framework to assess activities in the four quandrants for gender transformation related to social norm change. The change matrix enables tracking outcomes and can be used to evaluate work or to determine, which quadrant needs further strengthening. This framework can be used at grassroots or CO level.

When the Change Matrix is used for evaluating work of a gender-sensitive grassroots organisation, changes in gender norms, attitudes and resources may be visible, but not in evaluating laws, policies and allocations. Advocacy groups, on the other hand, may have more impact on laws, policies and state allocations than the other quadrants. Depending on whom they fund, funding agencies may influence all four quadrants from a gender-transformative lens. The Change matrix is useful to track outcomes of support to its partners.

The Change Matrix can also be used for assessing gender mainstreaming at institutional level. For example, areas of focus could be gender mainstreaming in job descriptions and performance evaluations (systemic-formal), whether leaders are role models (systemic- informal), whether staff feel safe (individual-informal) and whether staff have access to mentorship (individual-formal) (Rao, Kelleher and Batliwala, 2008)

What did not work? Were there any backlashes?
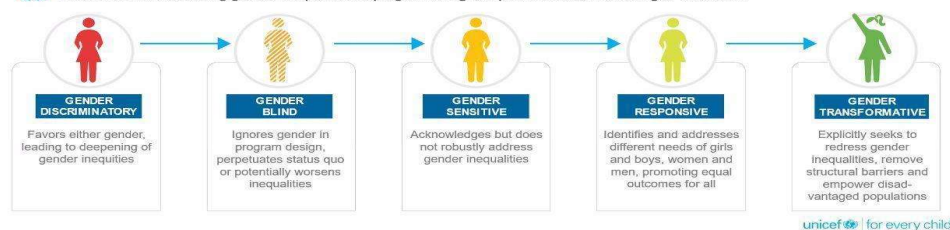Finally ask what change was important to you? Will it be sustainable? What more should we do?

2. **GRES scale**

The scale can be used for diagnostic purposes and to understand how the intervention can become more gender transformative, which is necessary for social norm change. There are a number of similar scales.

The intention is to make a diagnosis of where the intervention lies on the scale. One may also use the scale to determine how to move up the scale and what is needed to do so.

The scale can be used with CO or program staff and repeated with the NGO or community to understand different perspectives. It is important to understand the reason why a certain level is identified for the intervention.

3. Note on Rowland's Empowerment Framework: A brief description

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• Power dimensions	• Definition
• Power to	• the increase in skills and capabilities so that one can contribute, decide and take the lead. This could be skills of communication, livelihood, learning, etc
• Power with	• seeking collaborative and collective action for the collective good and to create an enabling environment. This is often found in group (small or large), network formation, collectives, etc.
• Power within	• leads to increase in motivation, confidence to contribute, sense of belief to bring change, excel and lead change. Power within is usually expressed once power to, power over and power with has been experienced.
• Power over	• a person's ability to overcome resource and power constraints to reach one's potential, to take control of one's own, personal and professional decisions and in doing so, enable the person to increasingly influence and have a voice. This is often difficult as it addresses structural unequal power relationships. To gain power over, someone has to let go of it.

4. Social Relations Framework (Naila Kabeer)

This framework offers a way of understanding how various institutions inter-relate. Therefore, it gives an insight into the roots of powerlessness, poverty, and women's subordination; but it also shows that institutions can bring about change. Each level of analysis is seen as linked to the others such that what happens in the household impacts the community and so on. It provides a snapshot of gender roles at a particular point of time. To understand why gender and social norms are constituted in the manner, further questions will need to be asked. Institutions are defined as a framework of rules to achieve certain economic and social goals, they reinforce social difference and inequality. Organizations are the structures within institutions.

Example of Social Relations Concept: Institutional analysis	
Key institutional locations	Organisational/structural form
State	Legal, military, administrative organisations local, central, public education and health systems
Market	Firms, financial corporations, farming enterprises, multinationals, and so on
Community	Village tribunals, voluntary associations, informal networks, patron-client relationships, NGOs
Family/kinship	Household, extended families, lineage groupings, and such

Ref: Adapted from *March, C., Smyth, I., and Mukhopadhyay, M. (1999) A Guide to Gender Analysis Frameworks, Oxfam, Oxford, pp102-119*

Annex 11: Key takeaways from meta-synthesis of evaluations

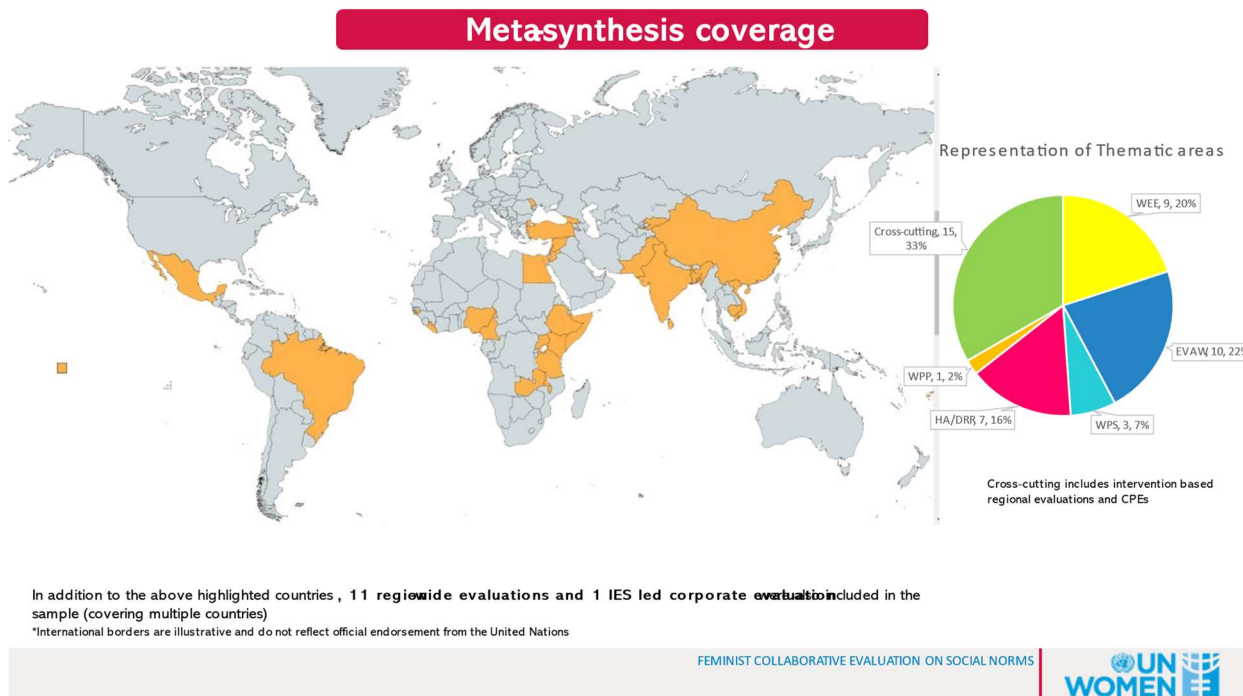### 1.   Introduction and Methodology

The meta-analysis of evaluations is one of the four key components of the FCE. The aim of the meta-synthesis is to identify trends in findings and conclusions related to social norms work at UN Women based on evaluative evidence. The purpose of this exercise is to support the production of real-time insights to feed into the development of the social norms outcome area and facilitate learning about approaches aimed at changing social norms to achieve gender equality and women's empowerment.

The criteria for selecting the evaluation universe are evaluations produced from 2019 to 2022, rated as "good" or "very good." Among 136 evaluations meeting these criteria, a sample of approximately 32%, i.e., 45 evaluations, was chosen for review based on explicit or implicit references to social norms in project/program outcomes. Additionally, at least one Country Portfolio Evaluation (CPE) per region were included and project evaluation were selected in a manner that ensures regional and thematic diversity (see figure 1). Social norms-related findings, recommendations, conclusions, and lessons learned, whether explicit or implicit, were extracted from the evaluation reports. The extracts were coded by thematic areas, including cross-cutting aspects, following a codebook developed by the FCE team. Interpretations were then consulted with a wider team. The extracts were further coded into sub-themes/sub-codes based on a codebook developed through a preliminary literature review. The sub-codes were established according to the most common themes identified. [40]

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[40] These sub-codes include: Access to services, Attitudes, Campaigns, Capturing results, COVID-19, Financing, Gender Statistics, Marginalized groups, Normative Frameworks, Regional/Country context, Systems change, Coordination, Voice Leadership/ Capacity Development

Figure 1: Meta-synthesis coverage

In addition to the above highlighted countries , 11 region-wide evaluations and 1 IES led corporate evaluation included in the sample (covering multiple countries)
*International borders are illustrative and do not reflect official endorsement from the United Nations

FEMINIST COLLABORATIVE EVALUATION ON SOCIAL NORMS

2. Key Findings

While some interventions have tailored timing and implementation strategies based on cultural contexts and nuances, challenges persist in navigating uncomfortable conversations on social norms, emphasizing the need for nuanced engagement on the topic. *(Based on 6/45 evaluations)*

In some cases, evaluations recorded evidence of interventions accounting for local cultural context on what works. For example, community Barazas[41] in Uganda were leveraged to train local women as peace mediators to intervene in the communities and involve male champions in awareness raising.[42] Diverse communication methods, such as puppet theatre in Sri Lanka and innovative approaches like TikTok programming, Chatbots, murals, theatre performances, festival promotions, and hackathons in the Europe and Central Asia region, were considered effective by evaluations in addressing gender stereotypes.[43] Some evaluations recorded the inclusion of other potential catalysts, beyond what are commonly identified as power brokers in the context of implementation of the projects. In Guinea Bissau, the programmed plan of the project was timely in the context of Guinea's complex political dynamics. It was due to begin before the legislative and presidential elections took place, giving it time to strengthen the human capital, leadership skills and environment, necessary for peaceful political processes, including electoral ones.[44] However, some evaluations noted difficulties in finding the appropriate balance between strategic choices of language that would ensure larger buy-in and bold actions (e.g., avoidance in using the word `gender` in certain countries). In a cross-regional programme spanning multiple countries in the Europe and Central Asia region, the term 'gender' was avoided due to potential uncomfortable connotations in those countries. While this meant wider participation in programming, in some places it also drew criticism from partners who felt the deeper social norm had not been adequately challenged.[45]

The absence of a suitable set of measurement indices for social norms, acknowledged as a complex metric to capture, has resulted in gaps in collecting evidence of progress contributing to changes in power relations. *(Based on 12/45 evaluations)*

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[41] Baraza is a Kiswahili word meaning a public meeting(s) that is used as a platform for creating awareness, responding to issues affecting a given community, sharing vital information, providing citizens with the opportunity to identify and propose solutions to concerns.It is also an avenue for information dissemination to the community as well as a quick means of getting feedback on the critical issues affecting that community.
[42] UN Women (2022). Women lead and benefit from sustainable and inclusive peace and security in Uganda 2018- 2021. Accessed from: https://gate.unwomen.org/Evaluation/Details?evaluationId=11589
[43] UN Women. EU4GenderEquality (Evaluation currently in-progress)
[44] UN Women. (2022). Final Evaluation PBF Women's and Youth Political Participation . Accessed from:
https://gate.unwomen.org/Evaluation/Details?evaluationId=11583
[45] Ibid.

Internally (within UN Women), evaluations highlighted gaps in terms of inclusion of relevant indicators and tools which could provide evidence of progress in contribution to change in power relations and improvement of attitudes towards women. For example, the Jordan CPE[46] underscored that social norms change interventions will also need relevant monitoring and learning systems to adequately capture and track gender transformative changes, such as change in resistance to change, the existence of sanctions, men's engagement in household duties or evidence of religious and community leaders speaking out in the advancement of gender equality and women's empowerment. Externally (with key actors on GEWE), evaluations such as Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific[47] reported that Programme staff noted that while high-quality data are essential for effective prevention and response work, in particular, to identify data trends and relate these to changes in policy and practice, understanding of different types of data and the capacity to collect and use data on violence against women and girls remain low among national actors in the region, including government and civil society actors.

Capacity development and amplifying voice/leadership and changing attitudes emerged as the most prominent areas of intervention with respect to social norms across all thematic areas in the evaluation sample. *(Based on 29/45 evaluations)*

While efforts to mobilize communities and establish women-friendly spaces have translated to new social perceptions on women's roles and their increased participation in decision-making at various levels, some evaluations caution from reinforcing certain stereotypes in the implementation of these efforts. The creation of positive influences and engagement of men and boys has fostered some attitudinal change on social norms, yet evaluations highlight the need to be careful on who is engaged and how they are engaged in these efforts.

Individuals and communities were identified as the key target groups that were engaged on social norms change across thematic areas. Evaluations underscore the potential for working at different levels of change and emphasize the importance of developing a cohesive strategy that connects across these levels. *(Based on 45/45 evaluations)*

Projects across thematic areas were focused on targeting norms change at the individual level, including individual members of institutions such as the state. For example, under a WPS project in Uganda, police officers, judicial officials and parliamentarians were trained on WPS related issues, and some reported to have become more gender sensitive.[48] Community Based Organizations, grassroots collectives and committees were also a key target group across thematic areas and engagement of faith leaders to promote an enabling environment for positive norms change on GEWE was identified as a good practice, especially in EVAW and HA related projects. Women's rights CSOs were identified as key potential allies in shifting power relations, both at community and at national levels. To achieve social norms change and to promote a coordinated response, evaluations identified a need to ensure that various levels of an intervention actively and strategically support each other at the individual, community, national and regional levels. This includes targeting micro, meso and macro level of change to facilitate an enabling environment for gender transformative social norms change, including engagement of men and boys, family, communities and opinion leaders as part of the solution. A notable example of the bottom-up influence to this approach was seen through a regional project evaluation case study in Vietnam, on a gender-awareness raising curriculum which started as a schools-based pilot and coincided with government action to integrate it in the national secondary school curriculum and on teacher training. [49]

Some examples of institutional change efforts were also identified through the meta-synthesis of evaluations identified (see figure below).

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[46] Evaluation currently in-progress

[47] UN Women (2021). Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific. Accessed from: https://gate.unwomen.org/Evaluation/Details?evaluationId=11540

[48] UN Women (2022). Women lead and benefit from sustainable and inclusive peace and security in Uganda 2018- 2021. Accessed from: https://gate.unwomen.org/Evaluation/Details?evaluationId=11589

[49] UN Women (2021). Stepping Up Solutions to Eliminate Violence Against Women and Girls in Asia and the Pacific. Accessed from: https://gate.unwomen.org/Evaluation/Details?evaluationId=11540

Figure: Common results across country case studies and meta-synthesis mapped against the SP indicators (source: developed by the evaluation team)
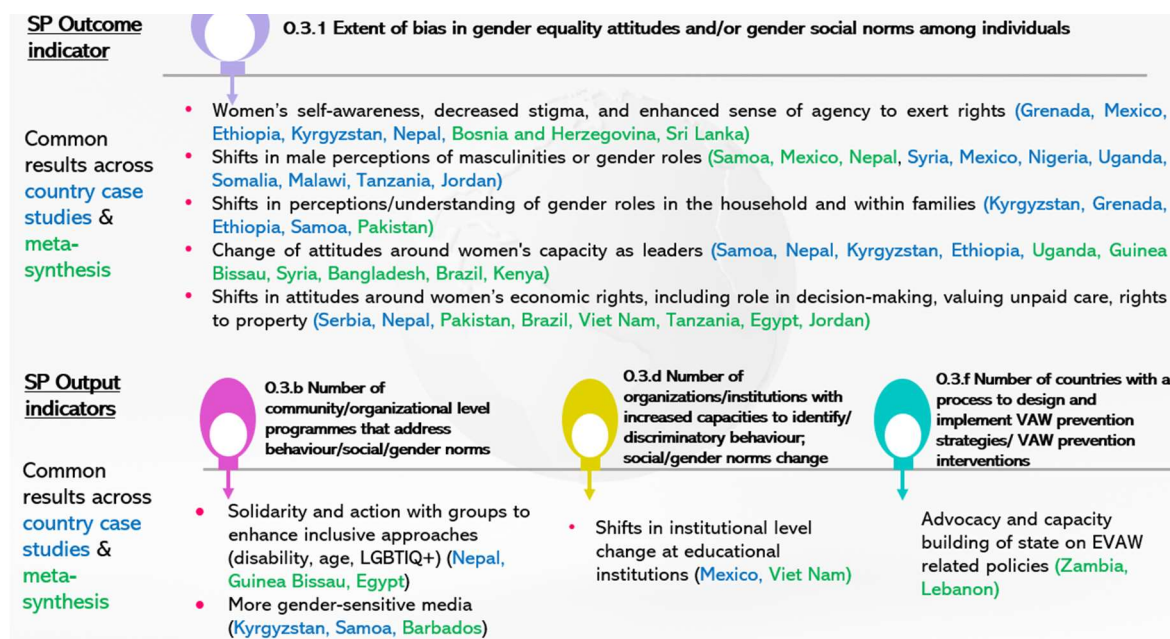
3. Conclusions

1. Evaluations have identified that the consideration of contextual factors is crucial when constructing a theory of change for programmes. The ability to anticipate and adapt through a flexible programme approach must be complemented by informed research on key stakeholders to be involved on social norms change and contextual milestones which could impact delivery of the programme on the same. Some evaluations have concluded that it would be important to go beyond the confines of individual projects and project cycles through engaged research trends of broad social change.

2. Evaluations noted that norms change is slow and monitoring or evaluating the impact of interventions on social norms and behavior is complex. They identified that long-term sustained interventions which target norms change need to be supported by a monitoring framework that captures these changes, both within UN Women and to support external stakeholders. This includes evaluating the effectiveness of interventions and understanding both women and men's change in perceptions, including the need to track the link between awareness raising and change in behavior and eventual social norms.

3. There is some evaluative evidence that efforts on capacity building, amplifying voice and leadership and changing attitudes have contributed to longer-term social norms transformation, although there is greater work to do to ensure this contribution is understood and sustained. It is expected that women will rely on capacities built to participate in decision making at different levels and will continue being able to mobilize and organize themselves for collective actions and have more bargaining power in the market, and in decision-making in community affairs. Evaluations noted the importance of using transformative approaches, that go beyond the 'course' and facilitate transformation from action learning – allowing women, men and youth to reflect about what and how they would like to change in order for the relationships in the household and community to be more just, including working specifically with men to transform perceptions of masculinities that can be toxic for gender equality purposes. Evaluations have identified that engaging men in initiatives can improve projects' results and sustainability, particularly because their level of cooperation with – or opposition to –women's empowerment can have substantial effects on short-term and long-term outcomes. This inclusive approach was identified as a good practice of UN Women's strategies related to this outcome area.

4. While projects have focused on targeting individuals as means to transform gender norms, longer-term goal of social norms change requires efforts across personal, interpersonal, institutional, and societal socio-ecological dimensions, creating an interconnected foundation for change. A double-pronged approach for integrated/holistic programming is necessary, linking national-level policy work and advocacy with grassroots engagement for systematic and sustained institutional strengthening and accountability.