EASTERN AFRICA
SOCIAL AND GENDER NORMS
LEARNING COLLABORATIVE

ENDLINE EVALUATION REPORT

December 2021

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Background

The Eastern Africa Learning Collaborative on Social and Gender Norms (EALC) co-hosted by CARE International in Uganda (CARE) and the Makerere University School of Women and Gender Studies (SWGS) has over the last seventeen (17) months (April 2020 to September 2021) engaged practitioners, researchers, policy advocates and evaluators on social and gender norms practice. The EALC seeks to build a network of practitioners, researchers, advocates and evaluators that supports social and gender norms programming, validation, strengthens expertise at implementation level, informs policy and influences development outcomes. The end line evaluation aimed to assess the outcomes of the collaborative in terms of: knowledge gained on social and gender norms experiences with regard to integration into program activities and from participation in the EALC.

Methodology

A survey questionnaire was sent out to participants in the collaborative including those that took part in the baseline. Quantitative data was collected digitally through a tool digitized on Kobo. A survey link was sent to participants who provided their responses. Additionally, qualitative data was collected from six (6) key Informant Interviews to gain in-depth understanding of how social and gender norms impact their work, collaboration, and experiences in the collaborative.

Findings

Demographics of survey respondents

The End line survey consisted of an online quantitative questionnaire and qualitative interviews. Thirty-seven (37) people participated in the assessment (n=37, Female=18, Male=19) from six out of seven Eastern Africa countries that take part in the EALC: Democratic Republic of the Congo, Burundi, Tanzania, Kenya, Ethiopia and Uganda. There was no response only from Rwanda.

Figure 1: Survey respondents by Country and Sex

The largest thematic focus of the respondents' work included gender (19 percent, N-7), Sexual and Reproductive Health/ Family planning (19 percent, n=7), Gender Based Violence and Women's
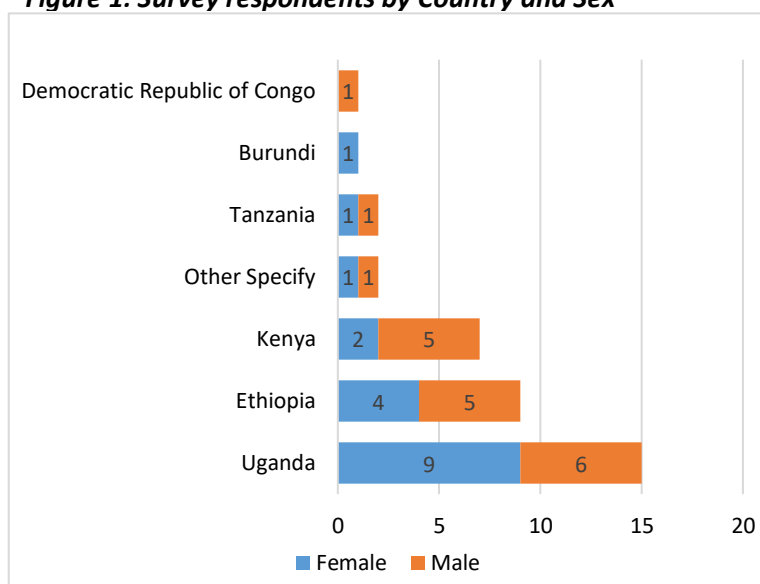
Rights (11 percent, n=4) (Figure 2). Other areas of work include Engaging men in SRH, prevention of GBV and HIV, LGBTIQ+ and women empowerment.

Figure 2: Respondents thematic areas of work focus (%)

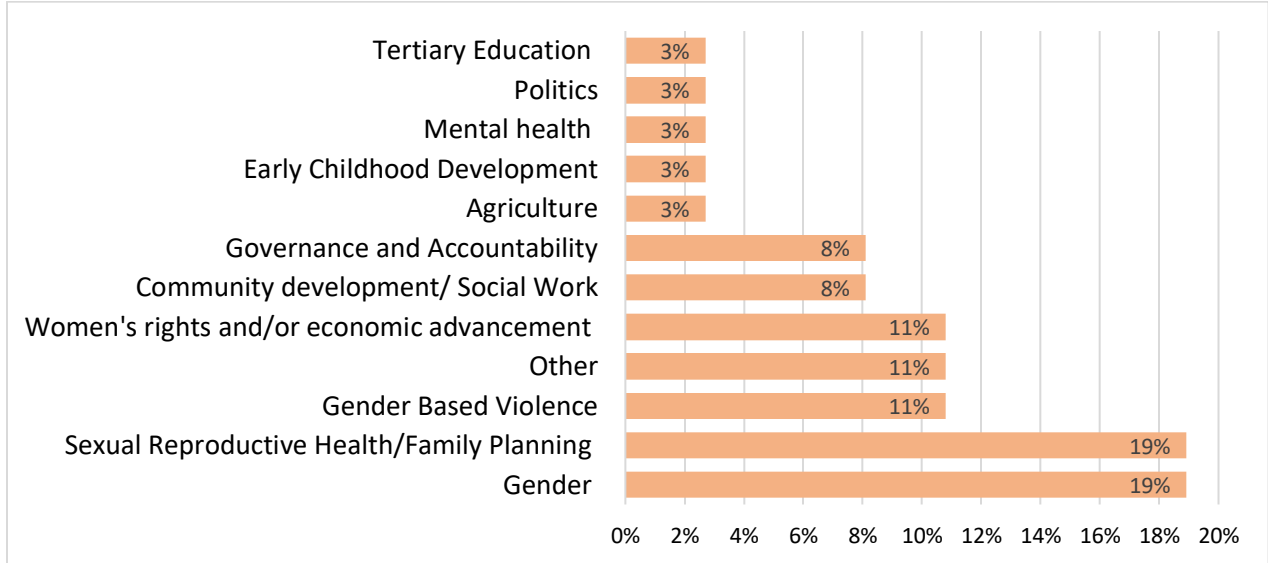| Thematic area	Percentage
Tertiary Education	3%
Politics	3%
Mental health	3%
Early Childhood Development	3%
Agriculture	3%
Governance and Accountability	8%
Community development/ Social Work	8%
Women's rights and/or economic advancement	11%
Other	11%
Gender Based Violence	11%
Sexual Reproductive Health/Family Planning	19%
Gender	19%

Primary funder(s) of respondents' work

A majority (N=17) of the respondents named Bill and Melinda Gates Foundation as a source of funding followed by USAID (N=14) as their major donors (Figure 3). More donors named that have supported gender and social norms work are: Hewlett Foundation, The Netherlands/Dutch Ministry of Foreign Affairs**,** Global Affairs Canada (GAC), Centres for Disease Control (CDC), Swedish International Development Agency (SIDA), Ford Foundation, the World Bank, Japan International Cooperation Agency (JICA), Norwegian Agency for Development Cooperation (NORAD) and Korean International Cooperation Agency (KOICA).

Figure 3: Primary Funder of respondents' work

| Funder	Value
World Bank	3
Irish AID	3
Ford Foundation	3
European Commission	3
SIDA	3
National Government	3
Centre for Disease Control (CDC)	3
Master Card foundation	4
Global Affairs Canada	4
DFID	4
Netherlands Ministry of Foreign Affairs	5
Oak Foundation	5
Hewlett Foundation	6
UN agency	7
Other Specify	8
USAID	14
Bill & Melinda Gates Foundation	17
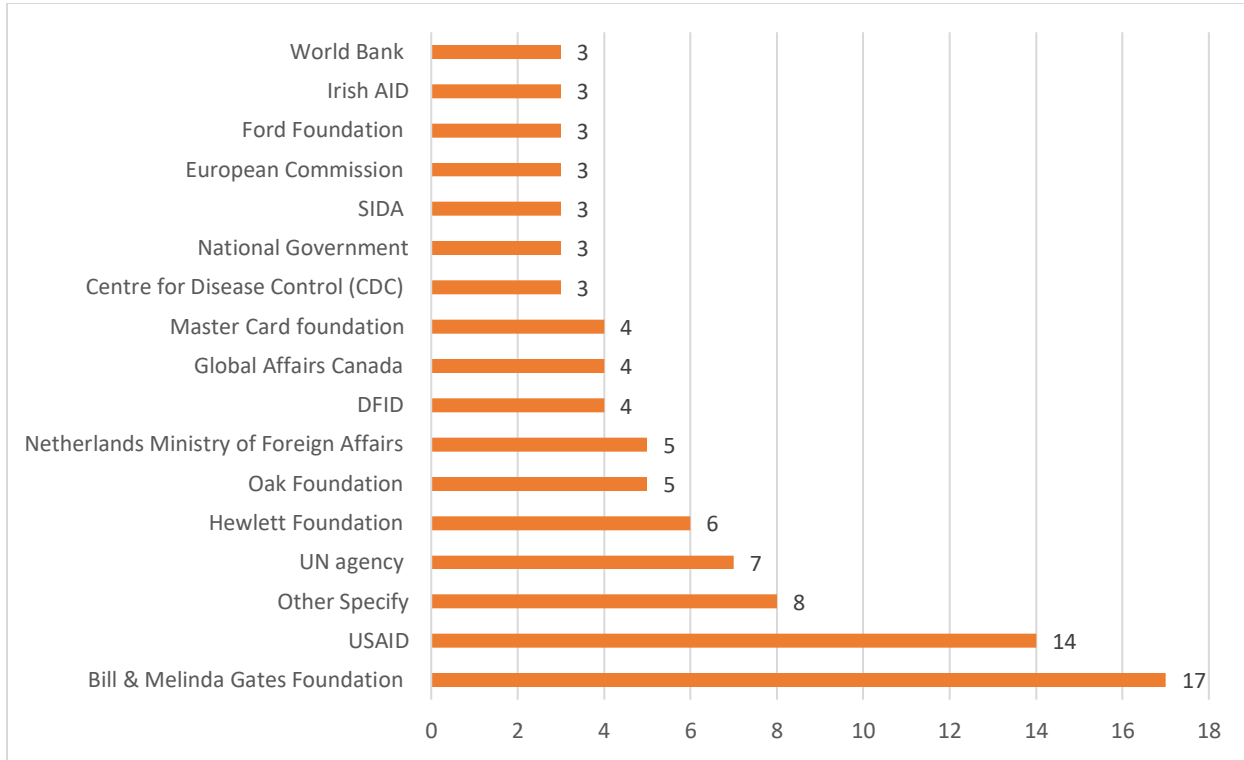
Knowledge on social /gender norms

There is a significant increase by 16 percent from 38 percent during the baseline study of the respondents who reported that they had some knowledge of social/gender norms theory and some understanding of how it relates to their work. Only three (3) percent reported knowing little about social/gender norms or how it relates to their work.

Figure 4: Knowledge on social/gender norms (%)

- 43% — I have a strong knowledge of social/ gender norms theory and how it relates to my work
- 54% — I have some knowledge of social /gender norms theory and some understanding of how it relates to my work
- 3% — I know very little about social /gender norms or how it relates to my work
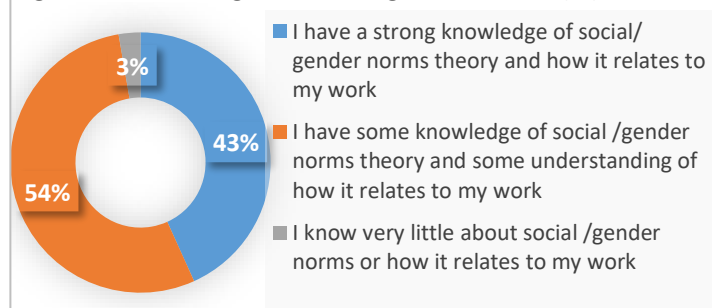
Majority of the organization that respondents work for are International NGOs (32 %) and the university/Academia (30%). (Figure 5). Other organizations include Charity organization, Private
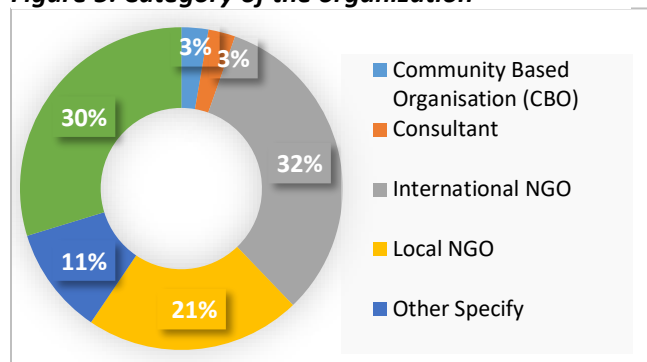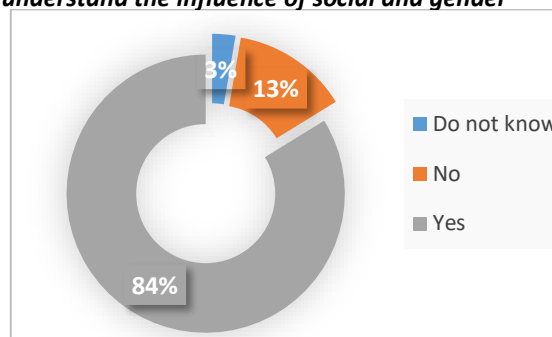
Figure 5: Category of the organization

- Community Based Organisation (CBO)
- Consultant
- International NGO
- Local NGO
- Other Specify

3% 3%
30%
32%
11%
21%

Figure 6: Organization who conducted work to understand the influence of social and gender

- Do not know
- No
- Yes

3% 13%
84%

sector, Regional NGO and Research Center.

Work on social and gender norms

The end line assessment reveals that 84 percent (N=31) of respondents reported their organisations had done some work to understand how and /or which social and gender norms might influence the particular issues they work on twelve months prior to the survey compared to 85 percent at baseline.

There is an increase in the effort made by organizations to engage communities to better understand social and gender norms contributing to better programming and resource mobilization to challenge gender and social norms that contribute to inequalities. This is confirmed by the 100 percent (N=37) of the respondents who reported incorporating social and gender norms perspective into their work compared to the baseline which was at 97 percent.

Challenges of integrating social and gender norms

There are no major shifts in the challenges of integrating gender and social norms approaches reported by the respondents. The top most three challenges identified are similar to those Identified during the baseline and include Lack of understanding of how interventions can be designed to engage with social/gender norms, measuring social norms and how they change and lack of funding (Figure 7).

Figure 7: Challenges of integrating social and gender norms.

"Social and gender norms is very complex and sometimes its problematic to measure social gender norms. It is not easy to measure." Key Informant

Respondents were asked what would help organisations to more easily integrate social and gender norms in their work and the following were highlighted;

Table 1: How to integrate social and gender norms approaches.

To easily integrate social and gender norms approaches, there should be,	# of respondents
1. Funding designated for social/gender norms activities	24
2. Monitoring and evaluation tools to help in measuring social/gender norm change	13
3. Staff who can take the lead on social/gender norms	12
4. Greater interest and support from organization management	11
5. Stronger understanding of how interventions are enforced and/or how they can shift	10
6. Guidance materials, manuals and other resources on social/gender norms	10
7. Stronger understanding of what social/gender norms are	9

8. More time to invest in this aspect of the program	7
9. Training on social/gender norms	7
10. More flexibility in adding new activities to an existing program	3

Interactions with Other Organisations

The end line assessment explored interactions among organisations, from formal to informal work relationships, to assess the level of collaboration on social and gender norms. Notably majority (41 percent) received training on the social and gender norms from Eastern Africa Social and Gender Norms Learning Collaborative and other areas of collaboration include funding, implementing projects and sharing resources during the last twelve months.

Table 2: Organisations that respondents worked with in various context in the last 12 months.

Organisation/Aspect	#	%
11. Organization worked with on gender or social norms.		
Civil Society Organisations (CSOs)	26	22
Academia	23	20
Donor/ Development Partners	20	17
Eastern Africa Social and Gender Norms Learning Collaborative	18	16
National Government	16	14
Religious and (or) Cultural Institution	10	9
None/Not applicable	3	3
12. Promoted the work of respondents organisation.		
Donor/ Development Partners	19	23
Academia	15	18
Civil Society Organisations (CSOs)	15	18
Eastern Africa Social and Gender Norms Learning Collaborative	14	1
National Government	10	12
None/Not applicable	5	6
Religious and (or) Cultural Institution	3	4
Other Specify	1	1

13. Shared resources, presentation or other informal outputs.		
Civil Society Organisations (CSOs)	21	23
Donor/ Development Partners	18	20
Academia	16	17
Eastern Africa Social and Gender Norms Learning Collaborative	14	15
National Government	13	14
Religious and (or) Cultural Institution	4	4
None/Not applicable	4	4
Other Specify	2	2
14. Reviewed or provided feedback on presentations, proposals, papers, reports and working papers etc.		
Donor/ Development Partners	17	20
Academia	17	20
Civil Society Organisations (CSOs)	16	19
National Government	12	14
Eastern Africa Social and Gender Norms Learning Collaborative	12	14
None/Not applicable	6	7
Other Specify	3	4
Religious and (or) Cultural Institution	2	2
15. Trained on gender or social norms		
Civil Society Organisations (CSOs)	19	28
National Government	10	15
Academia	8	12
Religious and (or) Cultural Institution	8	12
None/Not applicable	8	12
Donor/ Development Partners	5	7
Eastern Africa Social and Gender Norms Learning Collaborative	5	7
Other Specify	4	6
16. Received training from on gender or social and gender norms.		
Eastern Africa Social and Gender Norms Learning Collaborative	21	41
None/Not applicable	10	20
Academia	8	16

Civil Society Organisations (CSOs)	6	12	Donor/ Development Partners	11	19
Donor/ Development Partners	5	10	None/Not applicable	8	14
Other Specify	1	2	Eastern Africa Social and Gender Norms Learning Collaborative	5	9
17. Worked with on papers, abstracts, reports or blog posts about social norms.			National Government	2	4
Academia	15	23	Other Specify	2	4
Civil Society Organisations (CSOs)	15	23	Religious and (or) Cultural Institution	1	2
Donor/ Development Partners	11	17	**19. Done any work with on a project or study on social norms**		
Eastern Africa Social and Gender Norms Learning Collaborative	9	14	Academia	17	25
None/Not applicable	8	13	Civil Society Organisations (CSOs)	17	25
National Government	3	5	Donor/ Development Partners	10	15
Religious and (or) Cultural Institution	2	3	Eastern Africa Social and Gender Norms Learning Collaborative	8	12
Other Specify	1	2	None/Not applicable	6	9
18. Collaborated with on any grant proposals on social norms			National Government	5	7
Civil Society Organisations (CSOs)	16	28	Other Specify	3	4
Academia .	12	21	Religious and (or) Cultural Institution	1	1

Contribution (impact) towards changing social and gender norms

Much as the majority (73 percent) of the respondents felt that their work is changing the social/gender norms, it indicates a decline of 7 percent of those who felt that their work was changing the social/gender norms during the baseline. One of the reasons to explain the decline could be the fact that COVID-19 affected the operations of organizations. This was confirmed by 73 percent who reported that COVID 19 affected their work on social/gender norms which is a slight decline from 75 percent during the baseline study.

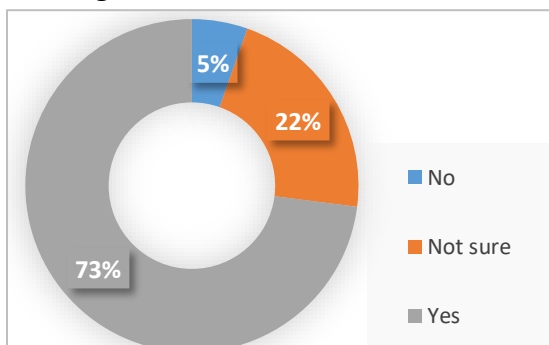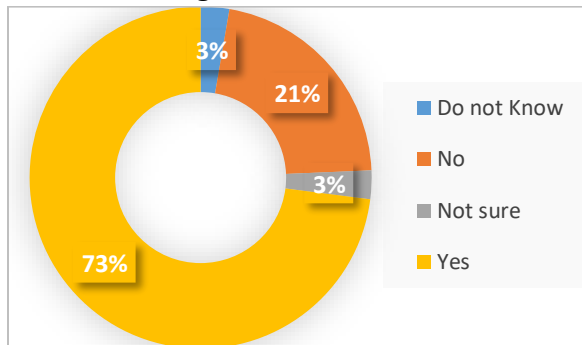*Figure 8: Organisation work changing social/gender norms*

Figure 9: Effect of COVID-19 on social/gender norms work

Effects of COVID-19 on social/gender norms activities.

Respondents that indicated COVID 19 having an effect on their work highlighted the issues below;

- Community engagement severely reduced with most of the activities and meetings conducted virtually which could have reduced the impact on gender norms transformation.
- COVID 19 restrictions on mobility significantly affected women in many aspects of life; violence, loss of jobs, which impacted our work in social norms changes.
- Delays in implementation and disrupted interactions with communities.
- Affected field data collection and research especially using qualitative methods where some of planned data collection had to be postponed and or collected virtually.
- Reduction in Funding and shift in resource allocation, there was need to re-plan our work to address the social norms in the context of COVID-19 which came with costs attached to it.
- Unable to undertake research in other countries for inter-country comparative analysis on Women Empowerment Masculinities and social norms research.
- COVID-19 restriction to meetings of only 20 people required for a gathering required one to organize several meetings for the same activity which took more days and costs than planned.

Participation in EALC activities

Majority (73%) of the respondents participated in the Eastern Africa Social and Gender Norms Learning Collaborative activities during the last 12 months. The activity most respondents participated in was thematic group meetings and conferences (Figure 10). Other activities participated in was training on the Social Norms Exploration tool (SNET). Majority (81%) of the respondents found the activities they participated in very useful or relevant for their work (Figure 11)
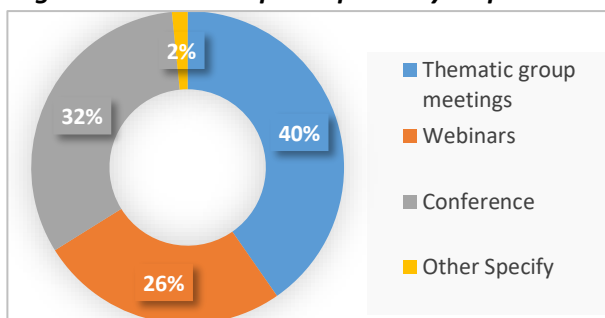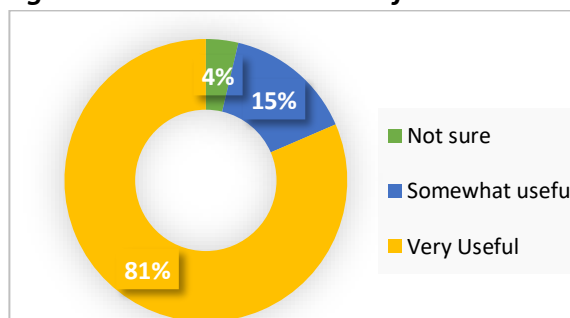
Figure 10: Activities participated by respondents   *Figure 11: Were activities useful*

Experiences with the Eastern Africa Social and Gender Norms Learning Collaborative.

From the qualitative and quantitative data, a number of good experiences were reported by the respondents. Most of the experiences as seen below have been around a EALC being a platform which provided participants with an opportunity to share and learn from each other and

connect globally through experience sharing across the various countries. Below are some of the voices.

> "EALC has been a learning experience of understanding Gender and social norms and it provided a platform for sharing and exchanging knowledge on social norms exploration and change."
>
> "Participants sharing respective projects in their countries and how social and gender norms played a critical role on programming was very helpful."
>
> "The EALC helped me to connect and network globally and with key stakeholders within my country on the theme of gender and social norms."
>
> "I have been able to learn new tools and approaches on gender and social norms, the space has also increased access to and sharing of information on gender and social norms."
>
> "I have learned about a wide range of social norm changes and strategies that helps the program I am leading and designing."
>
> "I have participated and presented in the EALC conference which I have learned a lot from experts and researchers."
>
> "It has the rare intersection of academia and CSO on-going action research and project implementation that is important to test and have authoritative experiences."
>
> "The experience has been very professionally rewarding. The content is rich, professional, very relevant to my work."
>
> "Very consistent and involves all."

Some views from Key informants:

"It was a good space –there were academicians, CSO people with many views on social norms analysis, the discussion was very interesting giving a lot of information from many countries"

"...the SNET was very timely for me it came at a time when I was stuck and it provided me a good guidance."

How gains of the Collaborative can be sustained and (or) improved

- Integrate the gains in existing programming in various organisations and conduct follow-up training and knowledge transfer regular call.
- Complement the monthly working group meets with real engagements of actors expected to act or influence on varied social gender norms.

- Engage members in physical meetings once in a while.
- Increased communication and engagement with experts on overlapping topics and recruit more members.
- Incorporate gender and social norms during design phase, and throughout the implementation
- Hold trainings and make the modules available not only in English but also in French to allow us to capture all the necessary elements.
- Draw on the lessons to develop grant proposal so that specific country level documentation of social and gender norms interventions can be planned and implemented.
- Set up a professional community of practice and establish governance structure, with activities and agree on small membership fee to hire a part time intern.
- More capacity building programmes including short courses, mentorship and webinar series
- Redesign the project to strengthen on areas that resonate with partners.
- Strengthen collaboration and coordination with state and non-state actors, work with existing structure, create more spaces for sharing knowledge.
- Document best and worst practices for learning purposes
- Focus on supporting clusters in the respective countries that are involved in EALC
- Support members of the EALC to do research and publishing
- Allocate more time and financial resources
- Institutionalize the work of the EALC in institutions for sustainability
- Have a clear work plan that is known to the members of the collaborative

What respondents would like to see more or less from the platform

I would like to see more of;	I would like to see less of;
- Webinars featuring experts - Capacity building on research, new initiatives and tools, proposal development and how to document and share impactful stories. - Concrete actions - Documentation of on-going work, Research papers and dissemination. - Engaging more cultural and religious leaders - Representation of all countries in the EALC in planning, coordination and leading on tasks - Funding opportunities for country offices - Increased participation at grassroots level, for refugee's and for the minority sex.	- Being more academic - Bureaucracy - Inadequacies in funds. - Poor coordination - Capacity challenges of members - Limited space to publish or share out information - Activities that target higher level participants - Conferences and webinars and increase joint field activities in the Great Lakes sub-region - Specific country dominance in presentations and talks. - Thematic groups with no tangible outputs - Too many organizations whose contributions are not clear or specific

▪ Support for community initiatives and advocacy activities ▪ Conferences facilitated in English and French ▪ Collaboration between state and non-state actors ▪ Diverse, interactive and participatory sessions ▪ Moving from the monthly sharing experiences to real confrontation on the social and gender norms ▪ Physical meetings to consolidate experiences and planning.	▪ Too much volunteerism and taking members for granted plus not valuing peoples time. ▪ Too much write ups with no actions.

Willingness to be contacted for future engagements

Ninety-seven Percent (N=37) of the respondents are willing to be contacted to participate in the future engagement in the Eastern Africa Social and Gender Norms Learning Collaborative and shared their contacts.

Other comments on organisations work on social/gender norms or networking

- Academic leadership needs to improve and bring other universities on board in Eastern Africa
- Consider funding members of the network, especially the Local Organizations otherwise EALC will be a waste of time
- EALC is a good and potential initiative in contributing to addressing gender and social norm
- I am happy with the work you are doing and the impact you are bringing. Keep the good effort to change the region.
- I request to be linked up with someone with expert knowledge on grant proposal development
- I would appreciate to get the opportunity to learn more from other members on different approaches on changing harmful behaviours, starting from my colleagues.
- EALC should consider regularly organizing experience exchange activities to understand the realities of the communities and to see to what extent we can refine effective and sustainable strategies to transform discriminatory social norms, thus reduce gender-based violence. Is it possible to continue attending this session after I resign from my current employer?
- It seems essential to mainstream the concept and general frameworks of social/gender systems in the global education in general and in different countries in particular.
- Keep on pushing for more visibility, advocacy on resource mobilization, creation of more engagement platforms

- Lack of resources and the inconsistent change of donor priorities affect the flow of implementation of community responses, with the onset of COVID community participation and engagement has been reduced.
- Social norms change is a process because the norms are deep rooted in our psyche.
- The work CARE Ethiopia does has significantly transformed lives of women. CARE implements projects which are gender sensitive at least and aims to be a gender transformative organization.
- This is a great initiative that has to be documented with lessons put together for further action by countries and for joint effort to solicit funding

Key findings and recommendations.

Summary study findings

- 54 Percent (N=37) of the respondents reported they had some knowledge on social/ gender norms which 16 percent from the baseline which was 38 percent.
- 84 percent (N=37) of the responds conducted work to understand how and /or which social and gender norms might influence the particular issues they work on or are important to their programs.
- 100 percent (N=37) of the respondents reported incorporating social and gender norms perspective into their work.
- Lack of understanding of how interventions can be designed to engage with social/gender norms and to measure social norms and how they change and Lack of funding were the top three key challenges Identified by the respondents.
- Designating funding for social/gender norms activities was Identified as one of the prominent ways to integrate social and gender norms approaches.
- 73 percent of the respondents reported their work on social/gender norms was affected by COVID-19 which has slightly reduced from 75 percent during the baseline and the key challenges raised was restriction in movement and community engagement and in terms of resources, donors had to shift focus to addressing COVID-19.
- 81 percent of the respondents found the activities they participated in the platform, very useful or relevant for their work.

Recommendations

- More trainings could be useful for the members to increase their level of understanding on social/ gender norms.
- Work with organisations to institutionalize the work of the EALC
- Need to support organization in a network to lobby for funding and designate funding for social/gender norms activities especially local organisations.
- Adapt creative approaches of implementation of the activities and adherence to SOPs to reduce the effects of COVID-19 on the activities addressing social/gender norms.
- Specialized training for members on proposal development could be useful to position organization at forefront to lobby for fund to support their activities around social/gender norms.