



GAGE Overview

Gender and Adolescence: Global Evidence (GAGE) is a nine-year (2015-2024) mixed-methods longitudinal research programme exploring the gendered experiences of young people aged 10-19 years. We are following the lives of 20,000 adolescents in six focal countries, two each in Africa (Ethiopia, Rwanda), Asia (Bangladesh, Nepal) and the Middle East (Jordan, Lebanon).

GAGE aims to generate new evidence on 'what works' to transform the lives of adolescent girls and boys to enable them to move out of poverty and exclusion, and fast-track social change. GAGE research involves the most vulnerable adolescents, including adolescent refugees, adolescents with disabilities, those out of school, married girls and adolescent mothers.

The results will support policy and programme actors to more effectively reach adolescent girls and boys to advance their well-being and what is needed to meet the Sustainable Development Goals, including the commitment to Leave No One Behind.

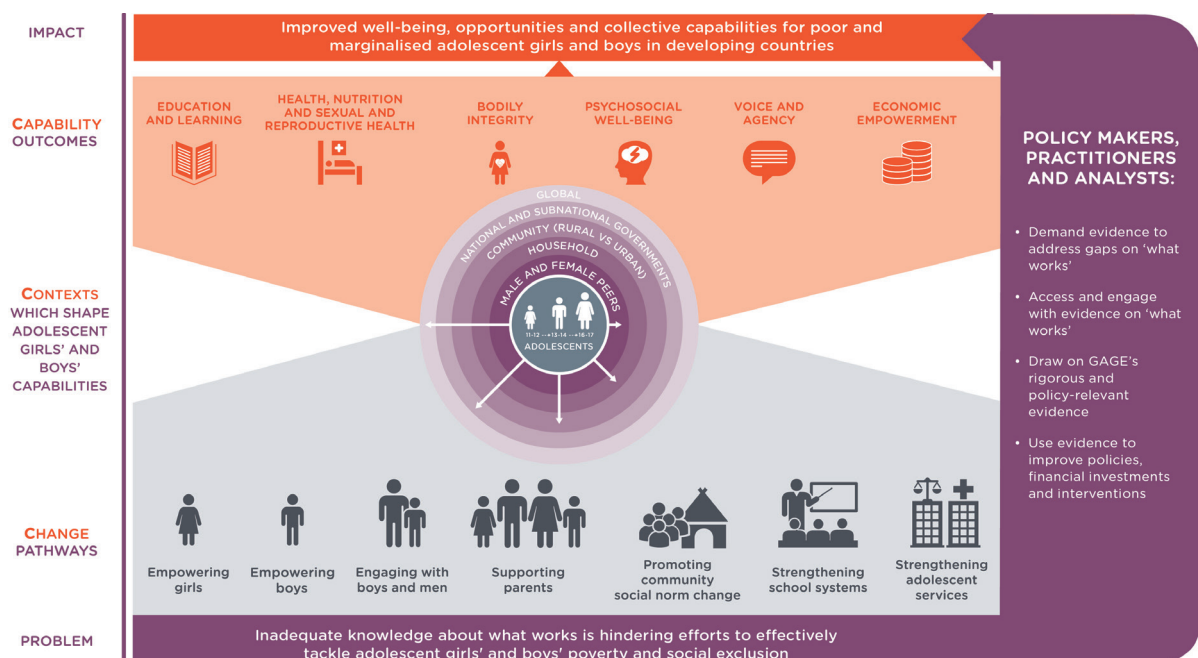
The GAGE consortium, managed by the Overseas Development Institute, convenes 41 research, policy and programming partners globally and is funded by UK Aid from the UK government.

Our conceptual framework

GAGE's conceptual framework takes a holistic approach in order to understand what works to support adolescent girls' and boys' development and empowerment – now and in the future. We pay particular attention to adolescents' gendered experiences and the ways in which gender discriminatory norms and practices interact with other forms of social disadvantage to shape adolescent development trajectories. We explore:

- **Capabilities:** the individual and collective capabilities that underpin adolescent well-being, and the challenges that need to be overcome across six key capability sets – education and learning, bodily integrity (including freedom from sexual and gender-based violence and child marriage), physical and reproductive health and nutrition, psychosocial well-being, voice and agency, and economic empowerment;
- **Change strategies:** the ways in which transformative change requires simultaneous interventions at individual, family, community, services and systems levels;
- **Contexts:** the ways in which adolescents' local, national and international environments shape their development trajectories.

The GAGE conceptual framework



Our research questions

Stemming from our conceptual framework, GAGE addresses three sets of research questions:

1. How do adolescents in diverse low- and middle-income countries (LMICs) experience transitions from childhood to adulthood?

- How do adolescents' experiences differ by age, gender, disability and geographic location?
- How do adolescents experience their worlds as gendered? How do they negotiate gender norms and gender role expectations?
- What role do parents, families, communities, service providers and media play in shaping these experiences?
- What do adolescents think about the services and systems with which they interact?
- What role do institutions, policy and legal frameworks play in shaping adolescent experiences?

2. What effects do adolescent-focused programme interventions have?

- What is the effect of programming on adolescent capabilities in the short and longer term?
- What is the effect of programming on family, peer and community attitudes, behaviours and norms?
- How does adolescent programming interact with complementary services and systems (e.g. health, education, justice and child protection and social protection)?

3. What programme design and implementation characteristics matter?

- To what extent does the combination and sequencing of programme components shape adolescent capabilities?
- To what extent does the timing of programme interventions at different junctures in adolescence matter?
- How critical is the intensity and duration of programme interventions?
- How important is the level of programme resources (including budget, human resources, infrastructure)?
- Does programme design affect scalability?

Our research methodology

GAGE is employing a mixed-methods research and impact evaluation design, including:



20,000

Quantitative survey

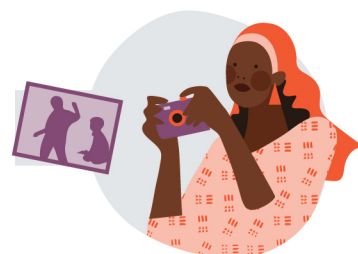
- Surveys with adolescent girls and boys aged 10–12 and 15–17
- Surveys with their female and male caregivers
- Surveys with community leaders and school personnel



800

Qualitative research

- In-depth interviews with nodal adolescents, their siblings, caregivers and community leaders
- Key informant interviews and historical process tracing
- Policy and legal analysis to understand the politics of policy and programme implementation



200

Annual participatory research

- Peer research and participatory photography with nodal adolescents and their peer networks to better pinpoint shifts in adolescent capabilities over time
- Social network analysis to understand the evolving influence of peer groups throughout adolescence

Further information can be found via:



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ISBN: 978-1-913610-16-6

