

# YES WE CAN!

## TAKING NORMS-SHIFTING INTERVENTIONS TO SCALE

### WELCOME! WE WILL BEGIN SHORTLY.

The **Learning Collaborative** to Advance Normative Change

Social Norms Scale-Up Community

Thursday, December 5<sup>th</sup>, 2019 | 9:30 – 10:30 am (EST)

# OUR MISSION



**To facilitate collaboration** between organizations working on adolescent sexual and reproductive health norm change initiatives, enhancing collective efforts, **building knowledge**, and **developing shared tools** to promote and guide effective social norm theory, measurement and practice at scale.

## Steering Committee



**SUPPORT:** IRH/Secretariat, FHI360

**370 members from 108 organizations**  
(Not all members are part of a learning community)

**Neela Saldanha**, Busara Centre for Behavioral Economics

**Besnik Leka**, CARE International Balkans

**Susan Igras**, Institute for Reproductive Health, Georgetown University

**Joanna Herat**, UNESCO

**Luke Gilder**, RNW-Media



**TODAY'S PANELISTS**

# YOUNG MEN INITIATIVE PROJECT

## TELLING THE SCALE-UP STORY

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Project Manager, CARE International Balkans

# PROJECT AIM



Enabling positive and peaceful societies for young people in Serbia, Kosovo, Albania and Bosnia and Herzegovina, that support gender equality and decrease interpersonal violence and its extremism.

## Target groups:

1. **Boys/young men** and girls/young women 14-19 years old
2. Teachers and school staff
3. NGO activists, pedagogy students, journalists
4. Representatives of different stakeholders (government, public sector)

# SCALING UP HISTORY

## **Pilot phase, 2007-2010 (Croatia, Serbia, Bosnia and Hercegovina)**

Adaptation of Program H model to Program M for young men:

- Educational workshops
- Be a Man campaign
- Be a Man clubs (BMC)
- Implementation by 8 local NGOs
- Technical support from CARE, Instituto ProMundo, ICRW, International Center for Research on Women

## **Expansion to Albania, 2014**

New components included

-Program Youth “Plus model, addresses issues of vulnerability to violence and extremism amongst selected youth

## **2017-2020**

Movement Building including: parents, youth and a diverse civil society, with the focus on encouraging government to actively promote/address gender equality, life skills and health education in schools.

## **Phase II, 2011-2013 (Kosovo)**

Previous partner organizations take expert roles, establishment of M Centres

*Expansion to additional cities*

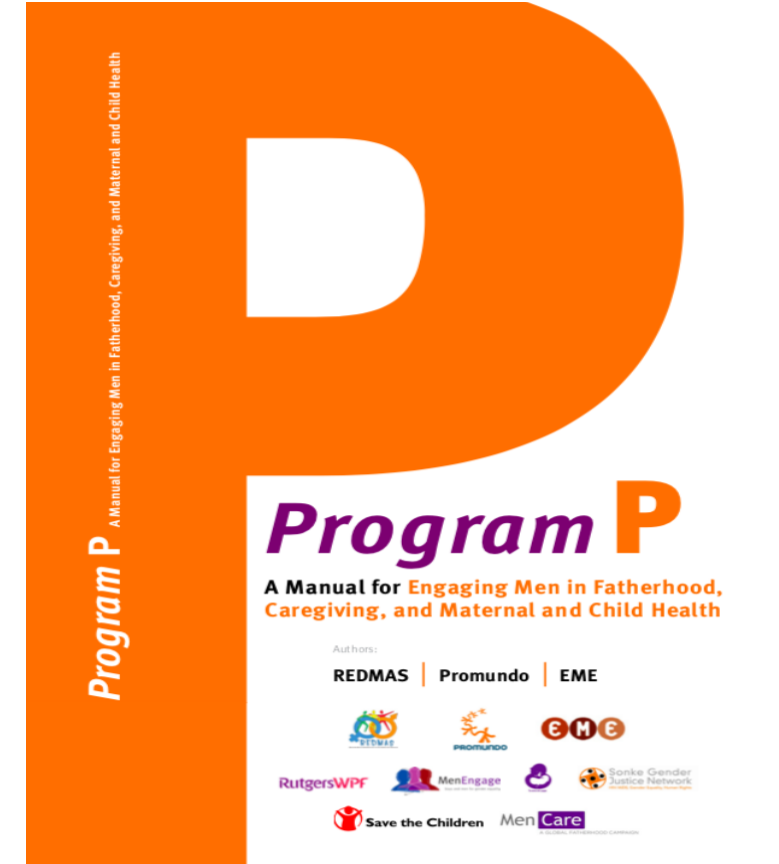
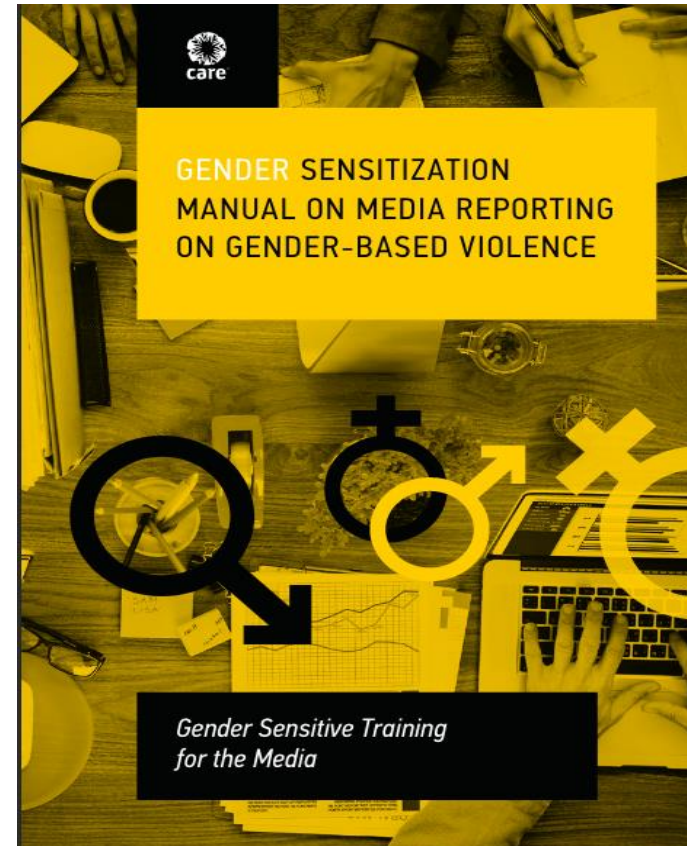
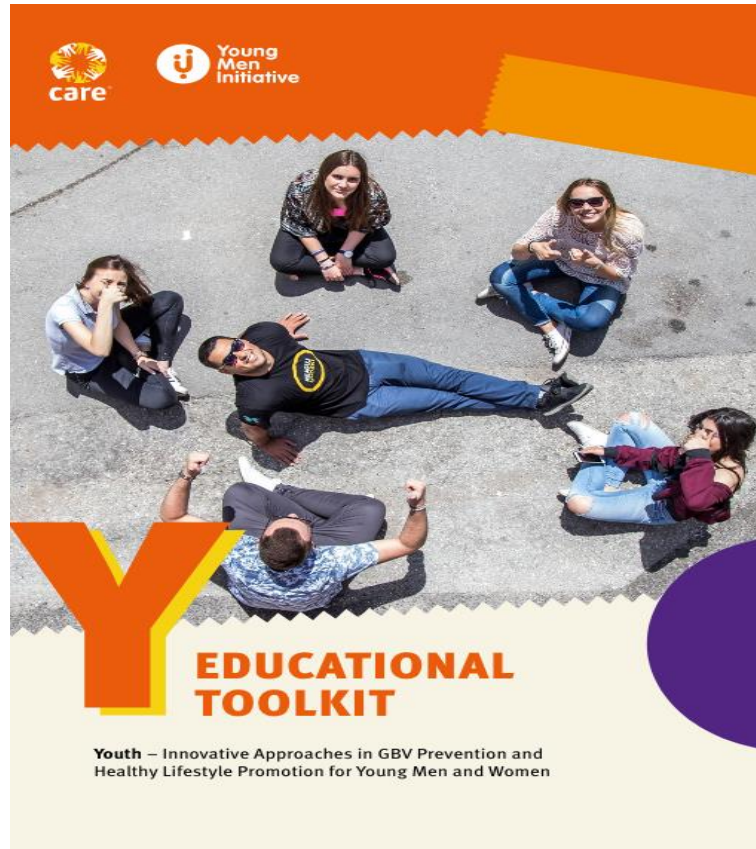
Program adaptations:

- Basic in-school sessions now compulsory
- Voluntary offsite/residential retreats
- Training programs for peer educators and for youth leaders
- Model Y for both boys and girls
- Increased focus on parents, teachers, sports coaches
- Pilots to include Roma

BMCs become a self-organized movement!



# EDUCATIONAL PROGRAMS + WORK IN SCHOOLS





# EDUCATIONAL PROGRAM Y AND E-LEARNING (ONLINE TRAINING COURSE DEVELOPMENT)

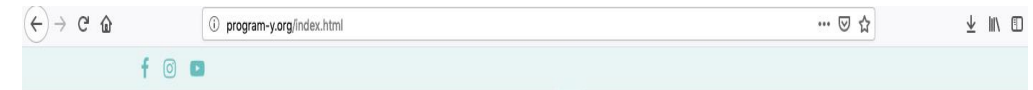
2007 – 2010 Serbia, Croatia,  
Bosnia and Hercegovina

2011 – Kosovo

2014 – Albania

2019 – Montenegro,

2020 – Macedonia (TBC)



[ABOUT Y](#) [REGIONS](#) [EDUCATORS CORNER](#) [PEER EDUCATION](#) [Y EVIDENCE](#) [Y MOVEMENT](#)



## Get involved

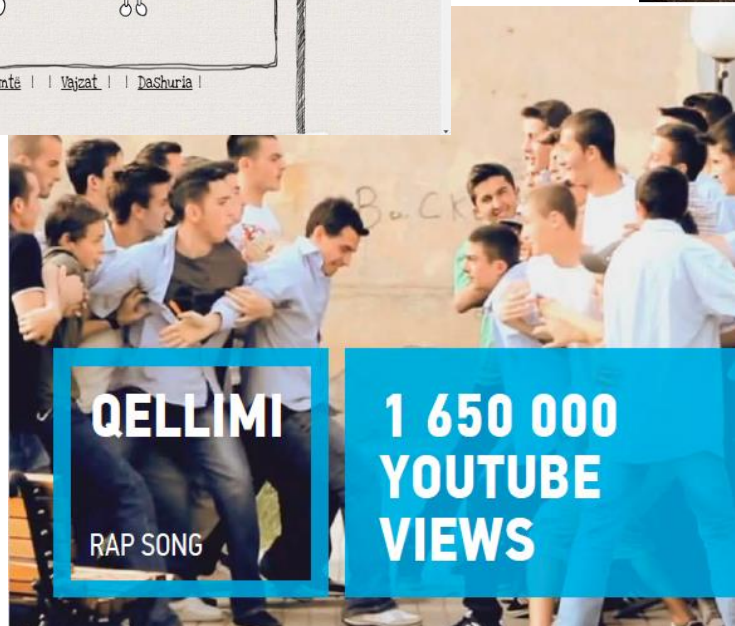
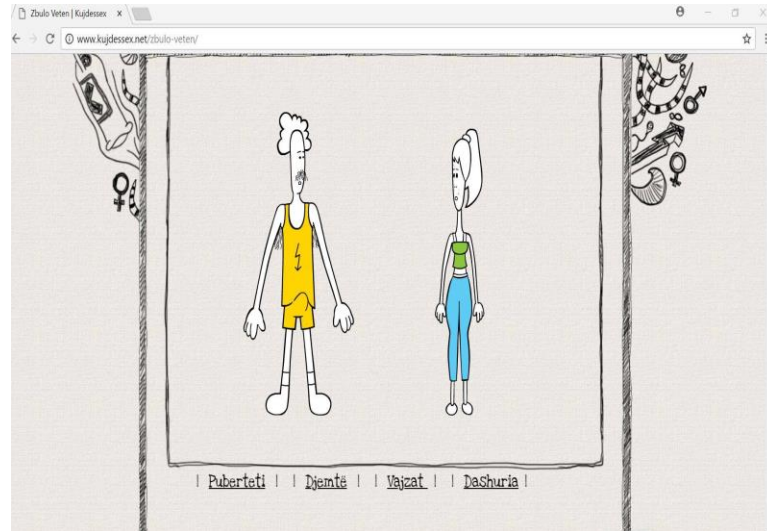
Innovative Approaches in GBV  
Prevention and Healthy  
Lifestyle Promotion for  
Young Men and Women

[MORE](#)



- The YMI Program has developed a series of public education campaigns with the participation of young men engaged in gender equality activities, through which it contributed to the change of attitudes.
- Program fosters local ownership. Although thoroughly planned, coordinated, and structured, it promotes tailored made approaches at the local level.

# USING SOCIAL MEDIA AND ARTS TO TRANSFORM GENDER NORMS





# LOCAL ACTIONS: MEDIA REPORT ON YMI COOKING CAMPAIGN



# AWARDS

- Prestigious education innovation award from GENE – Global Education Network Europe
- My Hero Ron Kovic Peace Prize! International Film Festival



Ron Kovic Peace Prize

**WINNER!**

Post-War Machismo: Be a Man

THOMSON REUTERS  
FOUNDATION

 **care**

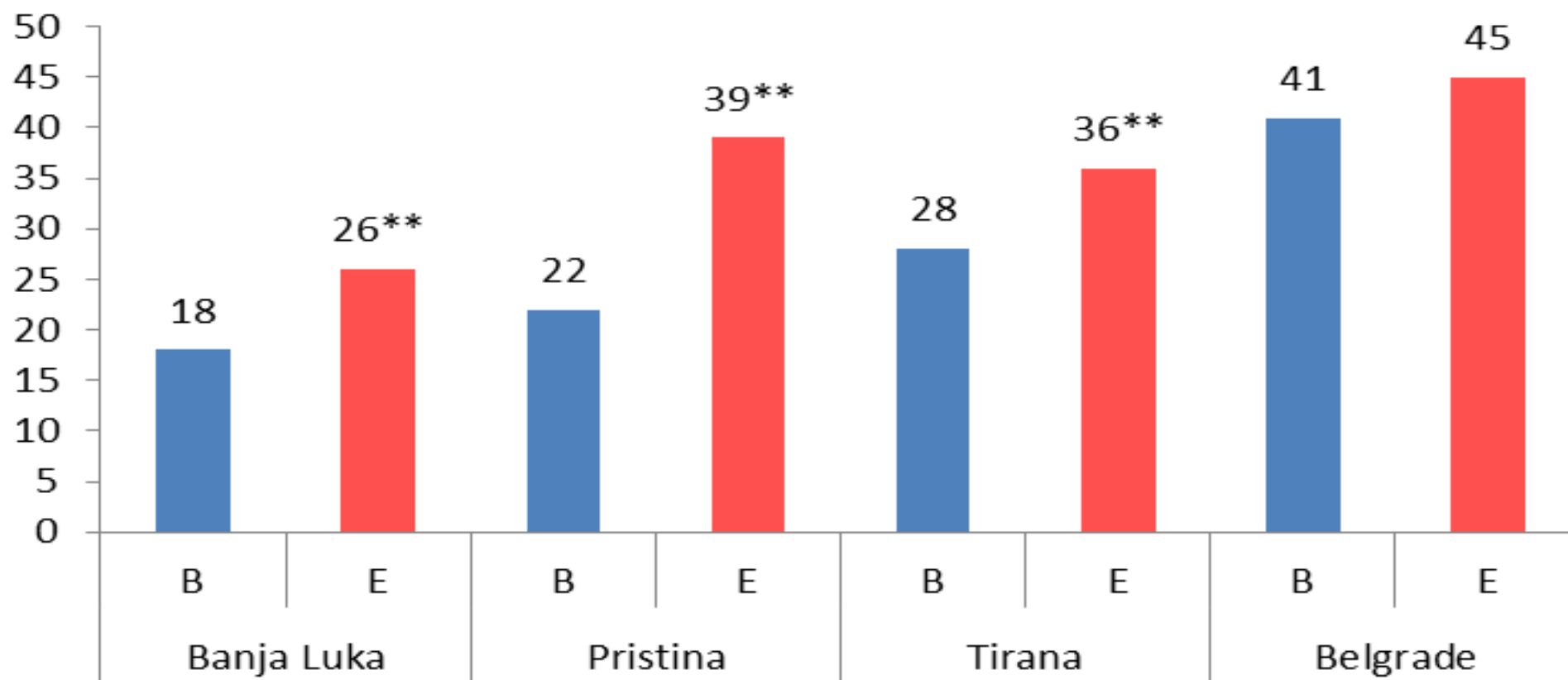
# CHALLENGES

- Resistance from the religious leaders on tackling sensitive issues such as dealing with prevention of violent extremism, gender equality, LGBTQI.
- Challenging gender inequitable attitudes continues to take time.
- Cultural and social norms remain entrenched and often reinforced by political structures.
- Lack of proper engagement of local institutions.



# BASELINE-ENDLINE COMPARISON

## Gender roles index



# SCALE UP CONSIDERATIONS FOR NORMS-SHIFTING INTERVENTIONS THE 'WHY,' THE 'WHAT,' AND SUGGESTIONS FOR 'HOW'

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Senior Technical Advisor, Institute for Reproductive Health, Georgetown University

# SCALE-UP

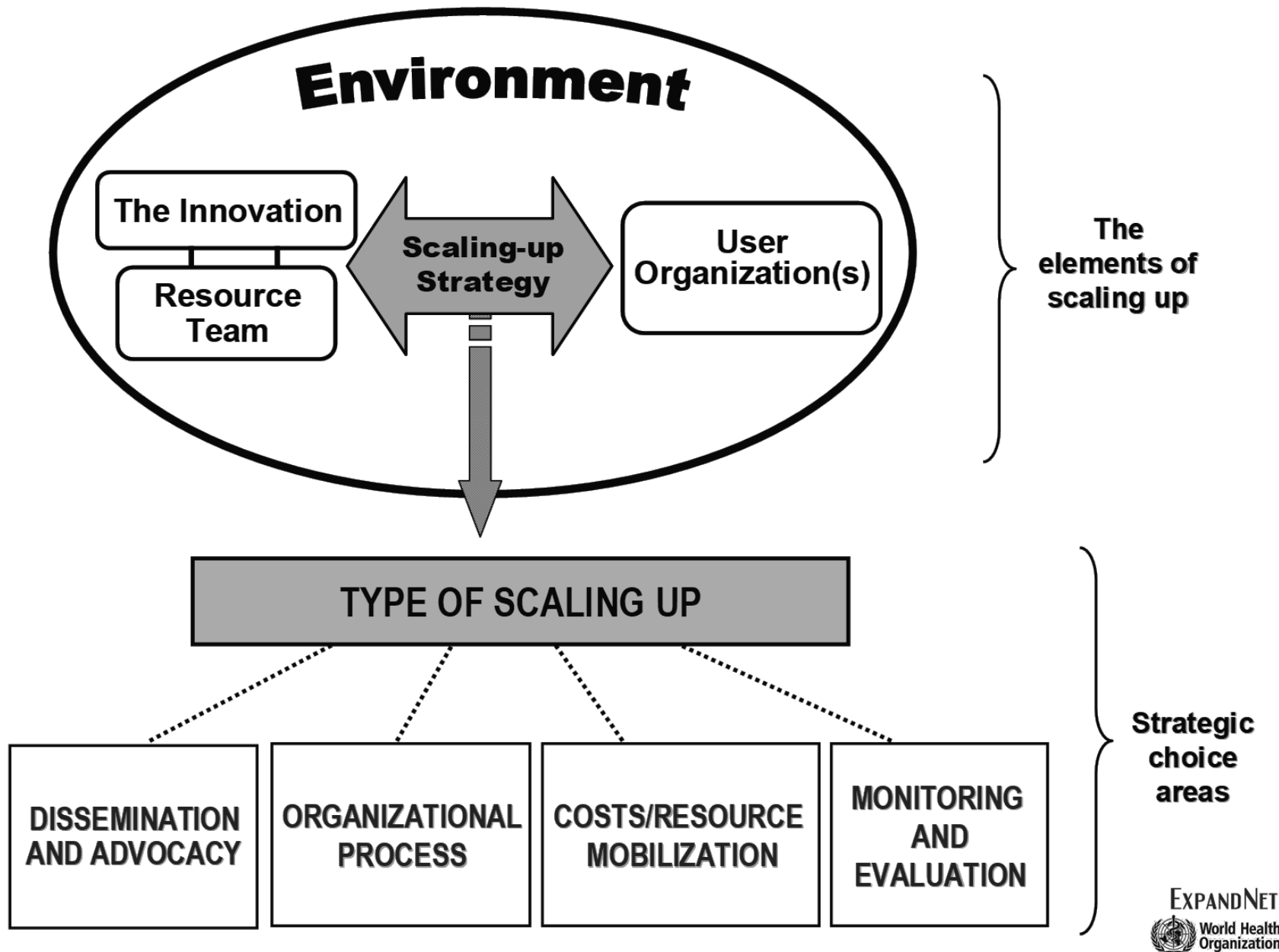
DEFINITIONS & FRAMEWORKS

# SCALING-UP DEFINED



**Deliberate efforts to increase the impact of innovations successfully tested in pilot or experimental projects so as to benefit more people and to foster policy and program development on a lasting basis.”**

# EXPANDNET/WHO MODEL FOR STRATEGIC SCALE-UP



# CURRENT SCALE-UP FRAMEWORKS NOT EXPLICITLY DESIGNED FOR NORMS-SHIFTING INTERVENTIONS

## FRAMEWORKS

- EXPANDNET/WHO
- BROOKINGS INSTITUTE
- MANAGEMENT SYSTEMS INTERNATIONAL (MSI)

## COMMONALITIES

- SYSTEMS APPROACH
- SUSTAINABILITY OF EFFECT
- MANAGING CHANGE

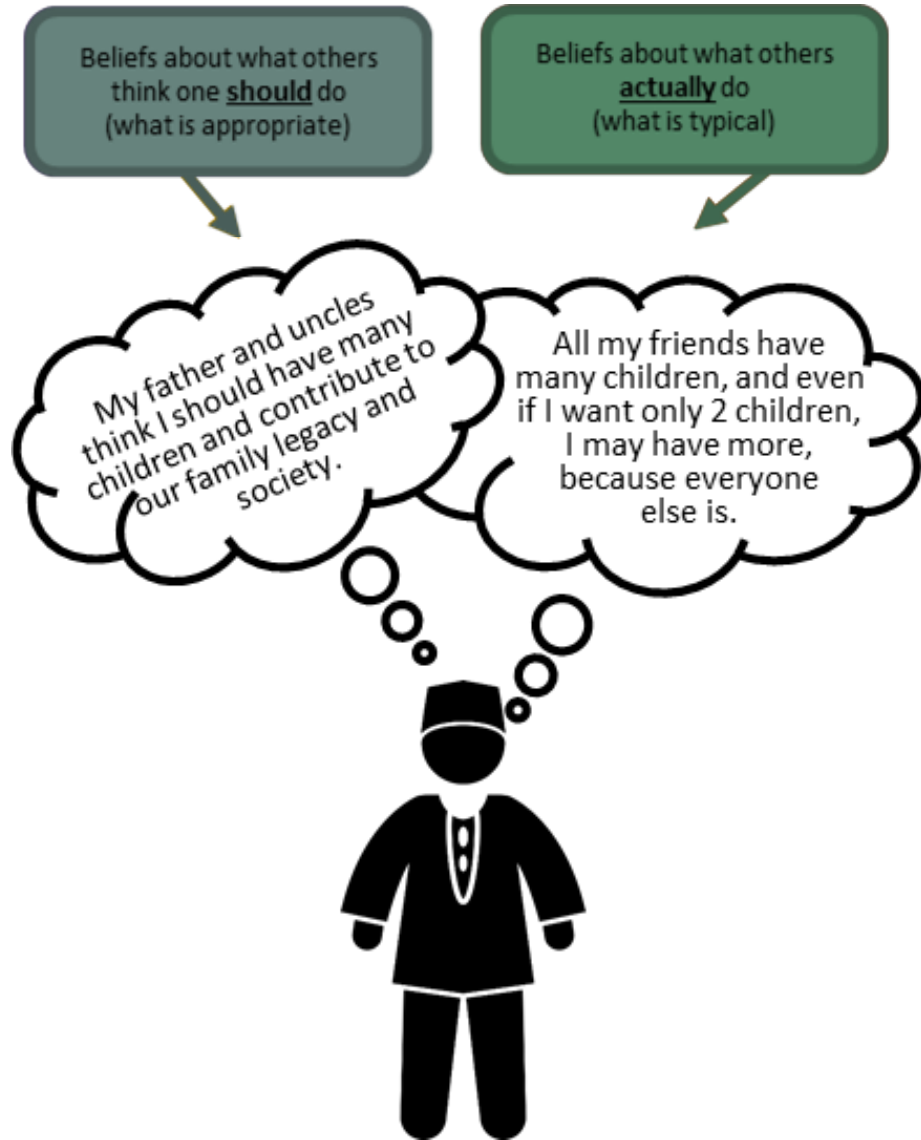


# NORMS-SHIFTING INTERVENTIONS

WHAT ARE THEY?

HOW DO THEY DIFFER FROM OTHER SBC  
EFFORTS?

# COMMUNITY-BASED NORM-SHIFTING INTERVENTIONS



- ✓ “Software” approaches
  - Reflecting, catalyzing new ideas about sensitive normatively-condoned behavior
  - Usually accompanied by social pushback
- ✓ Volunteer driven, community diffused
- ✓ Informal relationships with services
- ✓ Informal relationships with public sector
  - Systems also operating within normatively condoned behavior

# NORMATIVE-FOCUSED SBC

**WHO**

Individual and **community** a locus of change

**HOW**

Behavior change strategies **address normative perceptions and expectations; new, alternative behaviors**

**WHAT**

- Uses mix of media channels and **social spaces to foster critical reflection rooted in cultural values.**
- Works at **different levels of social ecology**

**AIM**

Seeks to **redistribute power and social influence** that support individuals' health seeking actions

**DESIGN**

Based on **social norms assessment** and identification of relevant norms; **planned diffusion** of new ideas

LC OPERATIONAL DEFINITION (2017)

# NORMS-SHIFTING INTERVENTIONS

- Use an **analysis of social norms**
- Are intentionally designed to **promote collective change** by encouraging communities to **reflect on, and question**, social and cultural factors
- Resulting in positive new norms rooted within the values of that group.

# SCALING NORMS-SHIFTING INTERVENTIONS

SOME UNIQUE ISSUES TO PLAN AND  
MANAGE

MAY 2019

**Considerations for Scaling Up  
Norms-Shifting Interventions  
for Adolescent and Youth  
Sexual and Reproductive Health**

WORKING PAPER

Learning Collaborative to Advance Normative Change

**FOR WHOM** is the Scale-up considerations document?

**WHY** this guide useful for planning for scale-up?

**WHAT** is inside?

**WHEN** would you want to use the information?



# A RANGE OF SCALE-UP ISSUES



**UNIQUE CHARACTERISTICS OF NSI:** How do they drive good practice for design and successful expansion?

- What are the norms changing mechanisms that lead to normative shifts
- Expectation and planning to mitigate social opposition as initiatives begin
- Amplified during scale-up by new organizations in new socio-cultural-political contexts



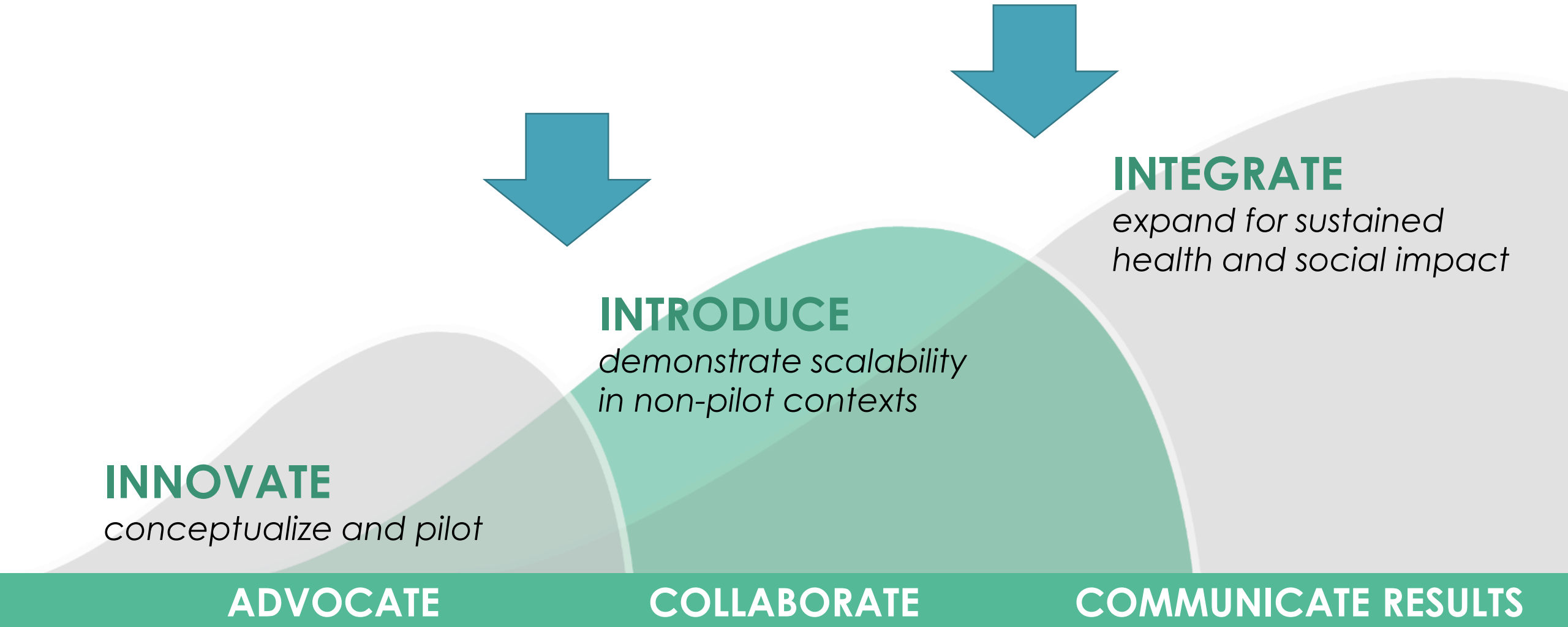
**SYSTEMS INTEGRATION AND ACCOUNTABILITY:** Public sector systems versus civil society / social systems

- What is the role of civil society vis-a-vis government, particularly when gender and other power-changing efforts are not institutionalized within government?
- What is ethical practice – who decides NSI focus and approaches?



**SUSTAINABILITY:** Intersections and end points

- Normative change interventions rarely use service delivery systems yet create demand for services.
- What are appropriate platforms and processes for routinization of NSI implementation?
- What are endpoints for NSI once they achieve normative shifts?



*Adapted from the PATH scale-up diagram*

# SCALE-UP

YOU CAN HELP TO BUILD EVIDENCE AND  
PRACTICE BASE!

# 8 QUESTIONS TO GUIDE SCALE-UP DOCUMENTATION



1. The beginning: Why and how was the norms-focused intervention initially developed?
2. Define the innovation, including its supports (training, supervision, materials printing, etc)
3. What is the program change theory for this intervention?
  - How was normative change defined and evaluated?
  - What norm change mechanisms are operating?
  - What must remain intact to ensure the intervention works as it is scaled up?
4. Where are you currently in the scale-up process?
5. Who has provided technical and political guidance (resource team members) over time?
6. What were important challenges, adaptations, and champions?
  - When you moved from pilot to scale up what were your biggest challenges in terms of expanding outward and gaining institutional buy in?
  - If the intervention was adjusted, how and when? Why/on what basis?
  - More generally – what were implementation challenges and facilitating factors?
    - Were there critical challenges, when, and did you address them
    - Were there events that facilitated scale up, how did you maximize them.
    - Who have been the biggest supporters and champions during scale up?
7. How was NSI activity monitoring, evaluation, and other studies done for initial implementation, first wave scale up, second-wave scale up, and later scale-up phases?
8. If you could offer advice to others engaged in scale-up of norms change interventions, what 3 things would you say?

# SCALING-UP COVERAGE AND IMPROVING QUALITY OF SCHOOL-BASED SEXUALITY EDUCATION

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WE KNOW WHAT WORKS... HOW TO ENSURE THAT ALL CHILDREN & YOUNG PEOPLE ARE BENEFITTING?

UNLIKE MANY NGO PROGRAMMES, WE ARE WORKING IN A HIGHLY ORGANISED, HEIRACHICAL AND SYSTEMATISED STRUCTURE... **THE EDUCATION SYSTEM**

### *Horizontal scale-up*



Expansion of the interventions to new geographic sites and populations

### *Vertical scale-up*



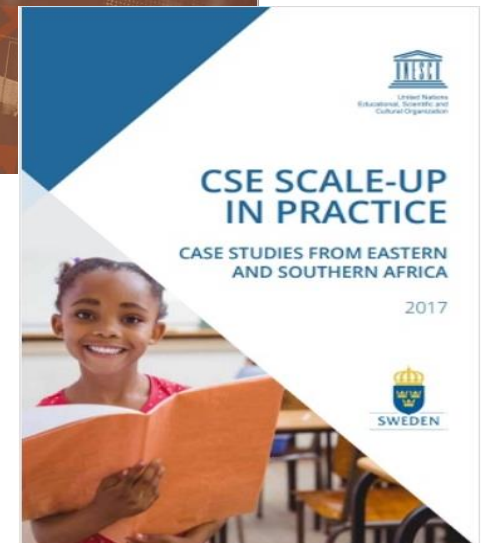
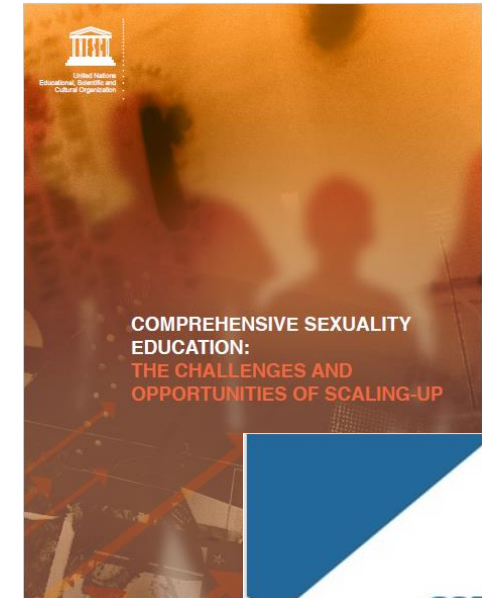
Adaptation and capacity building of systems and structures



National planning mechanisms, policy or legal changes

BOTH TYPES OF SCALE UP NEEDED – TO INSTITUTIONALISE AND TO EXPAND

**ADDED 3<sup>RD</sup> DIMENSION – POLITICAL COMMITMENT**





# LESSONS LEARNT FROM SCALING-UP CSE PROGRAMMES IN AFRICA

CSE topics already in many curricula (eg reproduction, HIV prevention, life skills) – probably not starting from ‘scratch’.

## **1) *The creation of an enabling environment for the implementation of CSE programmes:***

• Strong leadership • Conducive legal and policy environment • Institutional home for CSE • Situational analysis • Effective collaboration and coordination

## **2) *Decisions on the different technical considerations that will affect the scale-up:***

• Content of CSE curriculum framework • CSE delivery model • CSE-related materials • How teacher training will be provided • Effective M&E system.

## **3) *Addressing factors that affect the delivery of CSE:***

• Creating a conducive and safe physical and psychosocial environment in schools • Community and parental engagement • Linkages to SRH services • Out-of-school delivery.

# COUNTRY EXAMPLE: ZAMBIA

National Curriculum Review : Reproductive Health and Sexuality

- Curriculum review process : UNESCO ready with tools & resources to support
- Adapted from International Guidance (ITGSE), response to national laws & culture
- Wide ranging stakeholder engagement

**2012** – Training of national coordinators & curriculum specialists (*orientation, getting buy-in*)

**2012** – CDC developed ‘Life-skills based Comprehensive Sexuality Education Framework’

**2013** – Integration into subjects & pilots

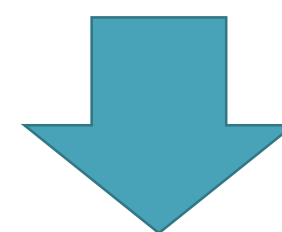
**2014 /16** – Teaching & Learning materials developed, trialed & finalized

**2014 /16** – Monitoring & assessment tools development, integrated into national examinations and assessments, through Examination Council & EMIS

**2015 / 2019** – Integration into pre- & in- service teacher training

# RESULTS IN ZAMBIA

- 1,988,251 adolescents and young people in schools have been reached
- A total of 66,989 (60% of all teachers) teachers trained in effective delivery of CSE at classroom level.
- 5,904 head teachers (65% of all) oriented on the benefits of CSE and its management at school
- CSE is anchored and institutionalized within the Ministry of Education structures and systems. This ensures that CSE is taught & assessed.



## INTEGRATE

*In curricula & teacher training*

## INTRODUCE

*demonstrate appropriateness & 'find a home'*

## INNOVATE

*Conceptualize, develop content make the case*

ADVOCATE

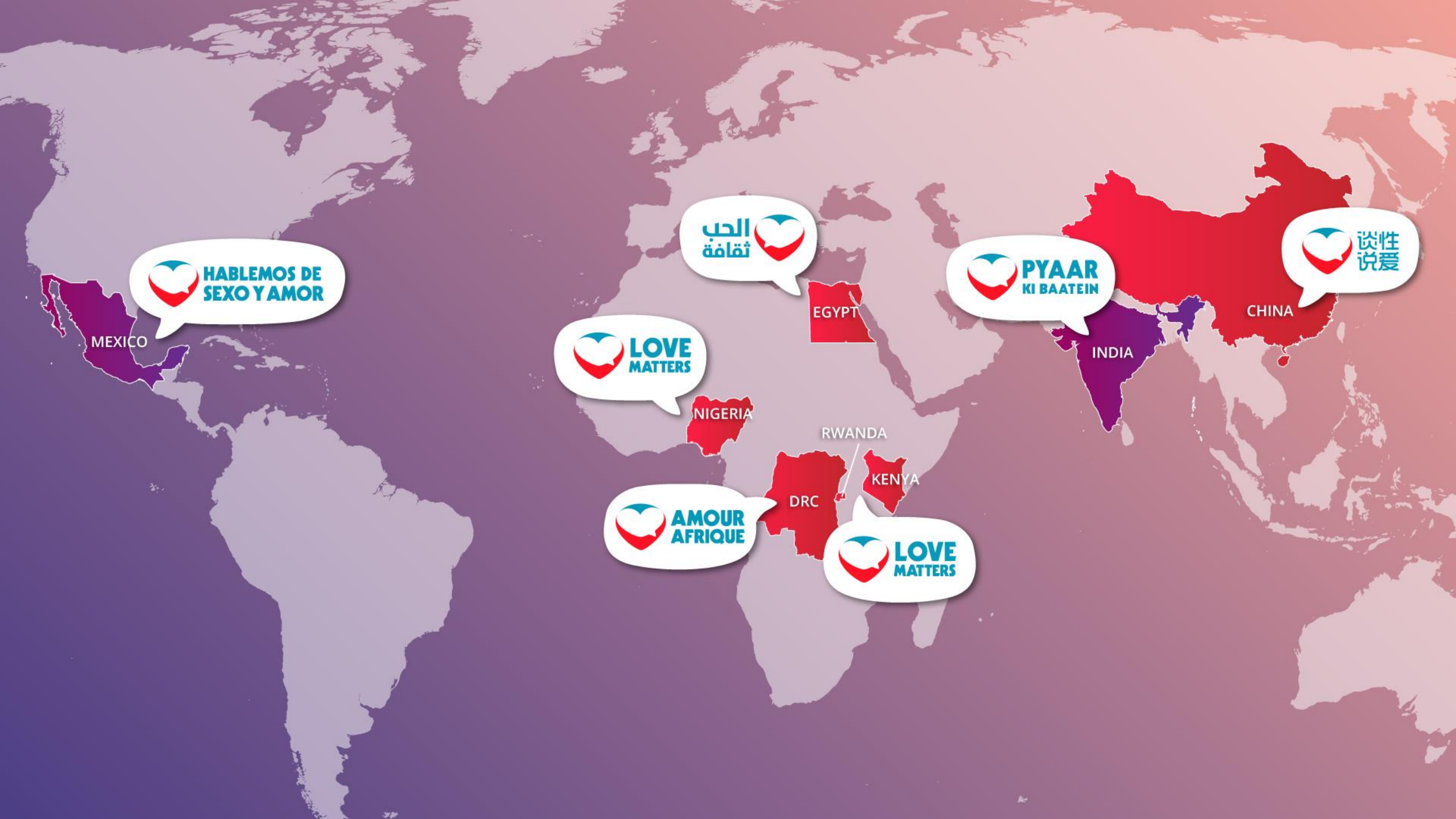
COLLABORATE  
& TEST

COMMUNICATE RESULTS  
INVEST IN CONTINUED  
SUCCESS

# SCALING UP ONLINE SRHR INTERVENTIONS: LOVE MATTERS

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MEXICO

 **HABLEMOS DE SEXO Y AMOR**

**الحب ثقافة**

EGYPT

 **LOVE MATTERS**

NIGERIA

RWANDA

DRC

KENYA

 **AMOUR AFRIQUE**

 **LOVE MATTERS**

 **PYAAR KI BAATEIN**

INDIA

 **谈性说爱**

CHINA





# Total Content Views

**423** Million

Total Size of All Social Media Communities

**7,6** Million

Total Number of Video Views

**78,5** Million

Total Number of Website Page Views

**49** Million

Total Social Interactions

**4,4** Million

Total Number of Web Visits

**29** Million

Total Number of Website Users

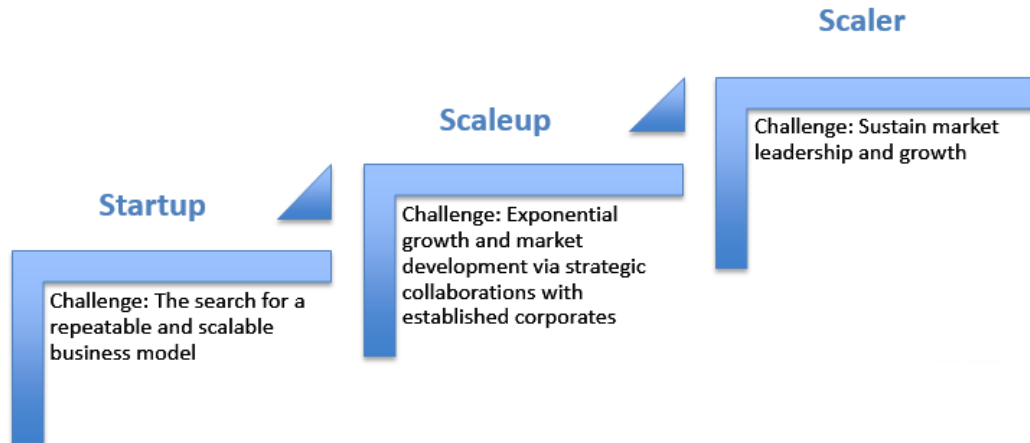
**23** Million

Chinese Social Media Views

**341** Million

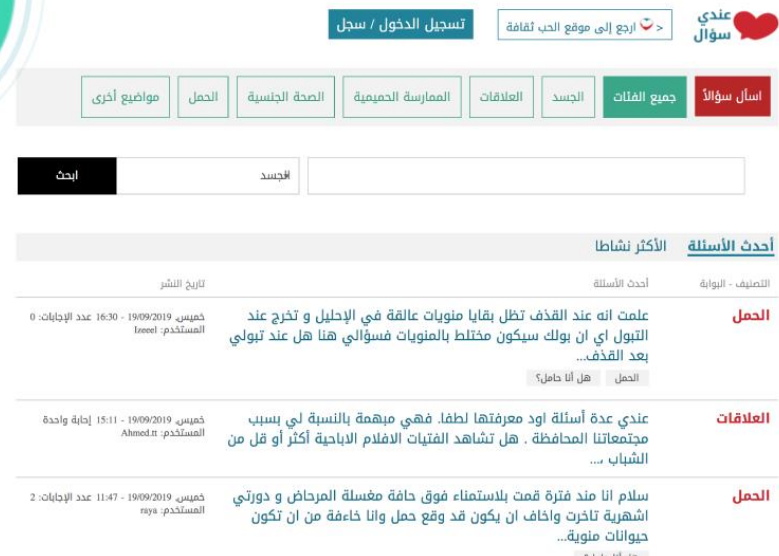
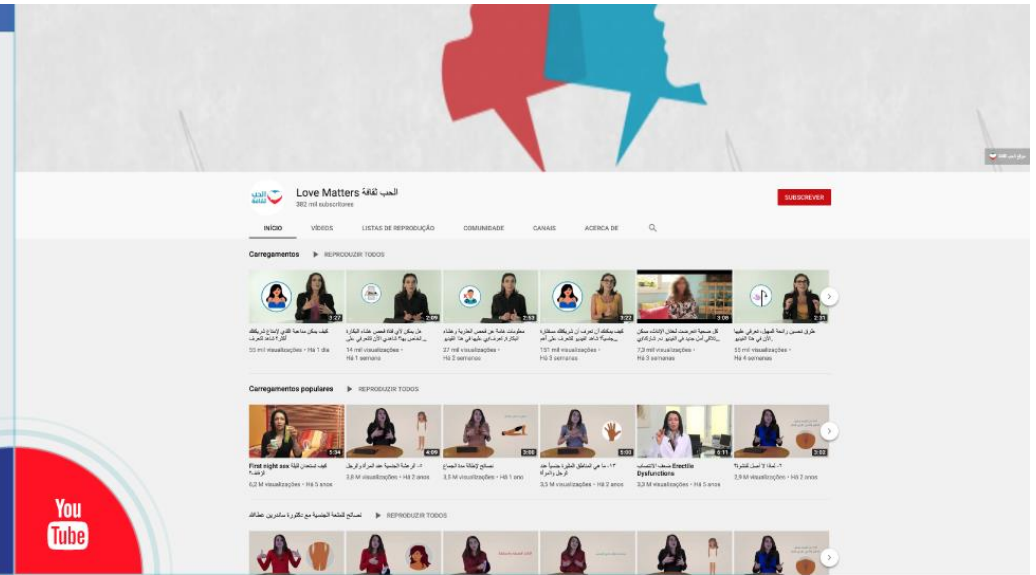


# WHAT DOES SCALING UP OF DIGITAL INTERVENTIONS ENTAIL?



- Start up; Establish market presence. Focus on one or two channels. Experiment and adapt our mechanisms of change to see what works.
- Scale up; active and committed audience. Clear understanding and tangible track record of impact / behaviour change. Move into new channels and markets, while continuing to grow.
- Scaler; sustain market leadership. Continue to grow. Amplify impact.

# COUNTRY EXAMPLE: LOVE MATTERS EGYPT FROM HUMBLE ACORNS



# COUNTRY EXAMPLE: LOVE MATTERS NAIJA

## GROWING PAINS



PROFESSIONAL ANSWERS  
TO PERSONAL QUESTIONS 24/7



DISCUSSION BOARD



SOCIAL MEDIA



ONLINE CAMPAIGNS

Love Matters Naija, launched in 2018, has grown exponentially. This growth has brought several challenges when looking at how we scale as well as several opportunities.

Moderation is currently a key tool of the team. Answering young people questions, directing them to additional information or even service providers.

As the page has grown though so has the number of questions received.

# LESSONS LEARNED AND WHAT NEXT

## 1. Where possible build in scalability from the start;

Our discussion boards were a great success but also a great lesson in planning / building for scalability. We perhaps did not expect the success we achieved and as a result quickly had a tool that was increasingly hard to manage.

## 2. Increasing capacity is essential during process of scaling-up online;

But it's not always certain which skills you'll need to grow and/or amplify your impact. For this reason it's important to empower and encourage the implementation team to prioritize and feed into the scale-up.

## 3. Embrace spontaneous scaling;

Pilot tech solutions to assist scaling once a product and business value has been clearly established.

**QUESTIONS?**

# THANK YOU!

**VISIT THE ALIGN PLATFORM FOR MORE INFORMATION!**

**SIGN-UP TO JOIN THE LEARNING COLLABORATIVE!**

**VIEW THE RECORDING OF TODAY'S WEBINAR!**