



GENDER ROLES, EQUALITY & TRANSFORMATIONS

GREAT Project

HOW-TO GUIDE

GREAT's Approach to Improving Adolescent
Sexual and Reproductive Health and
Reducing Gender-Based Violence



USAID
FROM THE AMERICAN PEOPLE



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Glossary of Terms

ADOLESCENTS

People aged 10 to 19 years old¹

- **Very Young Adolescents:** People aged 10-14 years old²
- **Young People:** People aged 10-24 years old³
- **Youth:** People aged 15-29⁴ (Government of Uganda)

EQUITY

The process of being fair to women and men, boys and girls. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field⁵.

GENDER

Gender refers to the economic, social, political, and cultural attributes and opportunities associated with being female and male. The social definitions of what it means to be female or male vary among cultures and changes over time⁶.

GENDER-BASED VIOLENCE (GBV)

Gender-based violence is violence that is directed at individuals based on their biological sex, gender identity, or perceived adherence to culturally defined expectations of what it means to be a woman and man, girl and boy. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private. Gender-based violence is rooted in economic, social, and political inequalities between men and women. Gender-based violence can occur throughout the lifecycle, from infancy through childhood and adolescence, the reproductive years and into old age, and can affect women and girls, and men and boys⁷.

SCALABILITY

Ability of institutions/organizations to take-up GREAT component(s), build their own capacity and expand GREAT innovation to reach more locations and more young people.

SEXUAL AND REPRODUCTIVE HEALTH (SRH)

Sexual and reproductive health is a state of physical, mental, and social well-being in all matters relating to sexual behaviors, the reproductive system, and reproductive functions and processes. Sexual and reproductive health includes the ability to reproduce and to decide if, when, and how often to reproduce; the ability to have a safe and satisfying sex life; being informed of and having access to safe, effective, affordable, and acceptable methods of family planning; the ability to access appropriate health care services that enable women to go safely through pregnancy and childbirth; and being free from sexually transmitted diseases⁸.

SOCIAL NORMS

The rules that govern behavior in groups and societies, particularly those related to gender, sexuality, fertility, gender-based violence, and age and status hierarchies that shape the sexual and reproductive trajectories of young people.

STAKEHOLDER

All persons, institutions, organizations, departments and agencies who are affected and or effected by GREAT innovation(s).

USER ORGANIZATION (UO)

Organizations that adopt and implement the GREAT innovation at scale, transmits the innovation to beneficiaries directly, and possesses the interest and ability to scale up and sustain an innovation. Potential GREAT user organizations exist at the district, national, and international level.

YOUTH-FRIENDLY SEXUAL AND REPRODUCTIVE HEALTH SERVICES

Pathfinder International, a partner in the original GREAT project, describes youth-friendly services as those that: effectively attract adolescents, meet the needs and rights of adolescents in a comfortable and responsive manner, and retain these adolescents for continuing care.

1 UNFPA, WHO, UNICEF - https://www.unfpa.org/sites/default/files/pub-pdf/UNFPA_ASRHtoolkit_english.pdf

2 Ibid.

3 Ibid. *Note though that "The UN Secretariat uses the terms youth and young people interchangeable to mean age 15-24 with the understanding that member states and other entities use different definitions." -<http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

4 International Youth Federation, 2011 http://www.youthpolicy.org/national/Uganda_2011_Youth_Mapping_Volume_1.pdf

5 Inter-Agency Gender Working Group (IGWG)
http://www.igwg.org/igwg_media/integrgendrRH-HIV/gendertersdefinitions.pdf

6 Inter-Agency Gender Working Group
http://www.igwg.org/igwg_media/integrgendrRH-HIV/gendertersdefinitions.pdf

7 Adapted from the Inter-Agency Gender Working Group (IGWG)
http://www.igwg.org/igwg_media/integrgendrRH-HIV/gendertersdefinitions.pdf

8 Adapted from the International Conference on Population and Development Cairo, 1994 Programme of Action http://www.unfpa.org/sites/default/files/pub-pdf/programme_of_action_Web%20ENGLISH.pdf



Introduction:
Using the How-to-Guide

Using the How-To-Guide

WHAT

The Gender Roles, Equality, and Transformations (GREAT) project is an evidence-based international development intervention that succeeded in improving gender norms related to sexual and reproductive health and gender-based violence in Northern Uganda. The GREAT model encompasses several components and places collaboration with local partners and the community at the center of the intervention. GREAT's elements are tested, evidence-based, and scalable; its interventions are tailored to life stages within the broad category of 'young people.' GREAT is simple and low-cost, and is designed to respect positive norms and values even as it asks communities to examine and challenge those norms and values that are negative. GREAT includes: 1) simple steps to bring communities together to take action to improve adolescent well-being; 2) a serial radio drama with stories and songs about young people and their families living in Northern Uganda; 3) orientation to help Village Health Teams (VHTs) offer youth-friendly services; and 4) a toolkit with lively stories and games. Each of the components encompasses specific methods and tools.

This How-to-Guide will provide you and your staff with the tools and instructions you need to implement the GREAT project in your community. It is broken down into sections for each GREAT project component; within each component chapter, you will find an overview of the component, suggested activity sessions, and tracking forms for tracking implementation progress. Bear in mind that some activity sessions may require reading of materials not found in this guide and preparation time ahead of any trainings. Activity sessions may be repeated in multiple chapters of the guide for ease of use. This guide also includes the handouts referenced throughout the guide. Some of the materials in the are sourced from other projects that were studied while conceptualizing GREAT.

WHY

Before becoming a GREAT implementer, you must first become GREAT yourself! Prior to beginning field activities, it is important to read through the How-to-Guide to familiarize yourself with the content, as well as what will be involved in implementing GREAT. The How-to-Guide will provide you with the information you need to sensitize and educate your staff, as well as share the GREAT principles with communities and local stakeholders. You should refer back to the How-to-Guide throughout the life of the project, especially before you hold any GREAT trainings, important meetings, or dissemination events.

WHEN

GREAT is ideally implemented over a period of eighteen months with one to three months of preparation, twelve months of implementation, and three months of phase-out (see the table below). This timeline may vary when put into practice by your organization.

Before implementing GREAT, you will need to allot time to read through the preliminary sections of this How-to-Guide and recommended readings, as well as complete the requisite GREAT Core Training (Chapter II). Additional preparatory activities could include meeting with local stakeholders, determining the available budget, and identifying partners. The implementation activities will vary based on which elements of GREAT your organization elects to adopt. Phase-out will also vary by organization, but we suggest you set aside time to work with partners to ensure sustainability after the official closeout of GREAT and to identify opportunities to disseminate learnings.

Introduction

Guide Chapter	Activity	Preparation			Implementation											Phase-out			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
All	Read through How-to-Guide and handouts																		
2	Select project area, communities																		
2	Obtain stakeholder (local) buy-in																		
3	Form Community mobilization Team (part of Community Action Cycle Phase 1 – Prepare to Mobilize)																		
4	Identify radio stations and arrange for broadcasts																		
6	Print toolkits																		
2	Train own staff: Core & Community Action Cycle																		
5	Map sexual and reproductive health services																		
2	Map Community groups including Community groups and school-based clubs																		
6	Distribute toolkits and orient group leaders on use.																		
3	Identify and train Community Action Groups																		
5	Identify and train VHTs																		
3	Community Action Groups follow Community Action Cycle phases 3 -6; quarterly review meetings, as needed																		
4	Air radio drama																		
5	VHTs provide support; quarterly VHT meetings																		
6	Groups meet to use toolkit																		
1	Inform actors of upcoming phase-out: identify with district and sub-county leaders existing opportunities for integrating GREAT approach – meetings, budgets, plans, reporting, structures																		
1	Dissemination of experiences to communities, donors, and other key stakeholders																		
1	Transition/celebration meeting																		

WHERE





GREAT was originally tested, implemented, and scaled up in Northern Uganda. However, the intervention model is applicable for a variety of settings, though some materials may need to be modified to suit the context that your organization works in, the budget available, and the structure of your organization.


WHO

This GREAT How-to-Guide is written for nongovernmental organizations with at least some experience in community-based development programming. If you are a community group or a governmental department, you are welcome to use this guide but will need to adapt some instructions to better suit your organization structure.

It is not necessary that you have technical experience in gender equality, sexual and reproductive health, or gender-based violence prevention (this guide provides or points you to the basic information you will need), but you should have broad skills and experience in working with communities, and in collaborating with stakeholders including local government departments. Likewise, we assume that your organization is able to hire and manage staff, responsibly manage its financial resources, and gather and use information for decision-making and collaboration.

GREAT is flexible and adaptive, and your organization should be able to easily integrate the GREAT components into your new and existing programs. However, you and your colleagues should consider at least these questions before deciding to implement GREAT:

Have You Asked Yourself?	Why is this Important?	Are you ready?
Do you understand the specific gender and sexual and reproductive health issues in your area?	In order to be able to improve sexual and reproductive health and reduce gender-based violence in your area, you must first know what issues are affecting your community. Review any gender-related research that has been done, including studies related to equity, sexual and reproductive health, gender-based violence, family planning, and girls dropping out of school early in your area. Identify if and to what extent problems are being addressed by existing programs. Consult the community to understand which needs are not being met.	
Do you have access to organized groups of adolescents?	The GREAT project works to improve gender-equitable attitudes, behaviors, and sexual and reproductive health, and decrease gender-based violence among adolescents by targeting adolescents organized in community groups and school-based clubs. Working with existing groups provides opportunity for group reflection, dialogue, and members to support each other to take action. In order to access such groups, review your current programming. Map out the adolescents you are currently reaching and how you are reaching them. Document this information for 10 to 14 year olds, unmarried 15 to 19 year olds and for married or parenting 15 to 19 year olds. Understand what community groups these adolescents are participating in and how you are currently reaching them in your programming. The better you understand who you are reaching and how you are reaching them, the easier it will be for you to integrate the GREAT interventions into these program platforms to reach these same adolescents.	
Do you and your staff hold gender-equitable attitudes and enact gender-equitable behaviors?	The community members with whom you work should view your staff as role models of the attitudes and behaviors they wish to adopt. GREAT's Core Training (Chapter II, Section B) includes a Gender Pulse Check and value clarifications tool which can help you (as individuals and as a team) look inward and reflect on your own attitudes, biases, and behaviors before you encourage others to act in a gender equitable way.	
How will GREAT fit with existing national, district, sub-county and parish plans?	The success of GREAT and its scale-up is partially due to strong linkages to district, sub-county, and parish plans with direct coordination with local officials responsible for community affairs and development ⁹ . Work with your local officials to understand how GREAT interventions align with plans and indicators already being tracked for gender-based violence and sexual and reproductive health.	

Have You Asked Yourself?	Why is this Important?	Are you ready?
<p>Do you have the resources you need to implement GREAT?</p>	<p>By forecasting the expected expenses of implementing GREAT, your organization can formulate a more sustainable intervention plan. In general, major costs of GREAT include airing the radio drama, printing toolkits, Community Action Cycle training orientations on the toolkits, and training of VHTs on youth-friendly health services. Some of these costs might already be covered by other projects in your area. Additional costs might also include coordination meetings with government officials and tracking costs which can often be cost shared with your current programs. Our costing study based on GREAT implementation in Northern Uganda, can provide further guidance on calculating costs and human resources requirements for the components of GREAT.</p>	

If you were able to check-off all of these conditions, congratulations! You're ready to start implementing GREAT!

HOW

This How-to-Guide is vital for anyone interested in implementing GREAT. Before initiating any activities, you must first read through the introduction, Chapter I and Chapter II, followed by the chapters corresponding to the elements of GREAT that your organization would like to implement. While the How-to-Guide provides detailed instructions and resources for implementation, it is important to understand that no two organizations will implement GREAT in the exact same way; you may need to adapt certain materials or lesson plans for your context.

The team that piloted GREAT in Northern Uganda can provide technical assistance and guidance to help you implement the GREAT approach. Please contact The GREAT Project at irhinfo@georgetown.edu for strategic guidance on integrating GREAT into your programs, connecting with other organizations that are implementing GREAT components, establishing a tracking system that meets your needs, creating linkages with VHTs and the health system, and planning for meetings with your local officials to advocate for support for GREAT.

9 In Uganda, these local officials were at the Community Development Office at district and sub-county levels.

