Learning from Five Norms-Shifting Interventions (NSIs) Going to Scale
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Why are we interested in studying and scaling NSIs?

Shifting the social environment to be more supportive of people to maintain good health is a key aim of NSIs yet often neglected in behavior change efforts.

The process of scaling up NSIs has not been studied in detail. As NSI expand to new communities with new social contexts and are implemented by new organizations, will they continue to foster norms-shifting?

Passages explored this issue over six years leading to ten key learnings for scaling up.
Interventions that aim to facilitate shifts in harmful norms or foster new norms to promote health and well-being.

Deliberate efforts to expand the reach of health interventions in order to increase their impact.

(These terms come from a social psychology perspective).
Forms of SCALE-UP used by Passages

Expanding to New User Organizations

Expanding to New Countries

Adaptation to New Contexts

Institutionalization
Five Norms-Shifting Interventions

- Girls Holistic Development
  - GHD Senegal

- Growing Up Great!
  - GUG! Democratic Republic of the Congo

- Masculinité Famille & Foi
  - MFF Democratic Republic of the Congo

- Terikunda Jékulu
  - TJ Mali

- Husbands Schools
  - HS Niger
**Intervention Descriptions**

Social-network approach to address gender and social barriers in peer and couple discussions on family planning, encouraging couples to move from intention to use of modern methods.

Intergenerational approach to increase family and community-wide support for girl-child issues, including teachers, mothers, and grandmothers.

Multi-level approach to build assets and gender-even support for very young adolescent girls and boys, including parents, teachers, and service providers.

Faith-based approach to encourage reflection on masculinity, gender, family planning and violence in congregational settings.

Male peer-modeling and outreach approach to sensitize and engage more men in reproductive health and supporting women’s use of services, with concurrent gender role shifts in men and women.
Which social norms shifts are we seeking?

1. **Growing Up GREAT!**
   - Gender-equitable beliefs by parents, teachers, and healthcare providers towards very young adolescents. Girls and boys internalize gender equitable aspirations.

2. **Girls Holistic Development**
   - Community agreement and actions to treat girls equal to boys in schooling, delaying marriage and pregnancy, stopping excision.

3. **Terikunda Jékulu**
   - Community belief that women, men, couples should act on their desires to space births, talk about, seek and use services.

4. **Husbands Schools**
   - Community acceptability for men as advocates for reproductive health, for women to use services. Men’s support of greater couple power-sharing.

5. **Masculinité Famille & Foi**
   - Faith and congregational beliefs about family planning and related couple decision-making. Men’s support of women and power-sharing.
# Scale-Up AIMS under Passages

<table>
<thead>
<tr>
<th>Growing up GREAT!</th>
<th>Girls Holistic Development</th>
<th>Terikunda Jékulu</th>
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<tr>
<td>Determine how an adapted approach works in an urban context, and then when it expands to new neighborhoods and schools.</td>
<td>Assess how well the intervention works and its pro-girl impact in a first wave of scale-up to new communities with new stakeholders.</td>
<td>Determine effectiveness of the tested intervention in a new country context with new NGO and Ministry of Health users.</td>
<td>Explore the household and community gender effects of the Schools in pilot and new regions.</td>
<td>Determine how an adapted approach works in an urban context, and then when it expands to new congregations. Document how a church-based network incorporates MFF</td>
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LEARNING APPROACH

Theory-Based Evaluation to Understand Change Pathways and Guide Scale-Up

Stakeholders appreciated participatory theory-based approach to visually understand how their project leads to behavior and social changes and how norms fit in.

Defining NSIs’ program theory of change creates a conceptual basis for scale-up later on.
General Scale-Up CHALLENGES

Changing Political Support

Masculinité Famille & Foi and Husbands’ Schools progress were stalled mid-way due to lapses in funding, from a US ruling on working in DR Congo and from leadership changes in the host organization in Niger.

Resources to Support Expansion

Some NGOs in Senegal and Mali with limited staff and project budgets were challenged to take up the NSI leading to a slower pace of expansion; small grants were not budgeted yet could have evened out the expansion effort.
NSI-Specific Scale-Up Challenges and Solutions

**Transferring implementation to new organizations**

Passing the baton to new partners is constrained by restricted funding. Importance of clarifying partner expectations and understanding of norm shifting so they can enable others.

**Dealing with social pushback opposing social norms.**

As implementation activities are designed to help communities challenge norms, partners may face social pushback from the community and sometimes the new user organizations. Plan to expect and manage pushback.

**Institutionalization within Ministry SBC programs.**

Ministry SBC programs may be new to norms programming, which involves reflective dialogues and social mobilisation. Support them in this new way of doing SBC.
How effective is an innovation in new communities and contexts?

How can NSIs be maintained? When are they no longer needed?

Can responsibilities be transferred and sustained by new partners?

What hinders transfer of competence and implementation responsibilities? What facilitates this transfer?

How do you adapt an innovation to new contexts?

How can rapid studies be used as tools to provide information on an NSI in a new context?

Scale-Up Questions to Explore...
Lessons Learned: Scale-Up Planning

1. Respect core scale-up principles.
2. Develop Theories of Change and identify norms BEFORE scale-up begins.
3. NSIs offer Ministries and NGOs a way to address social norms, moving from concepts to practice.
1. Respect core scale-up principles.

Ensure adaptation, ease of implementation, clear and consistent communication, fitting NSIs into existing structures.

TJ

To better fit TJ into the organization of Malian communities, with very dispersed households, IRH adapted TJ to add more influential groups and people to ensure diffusion of new ideas worked as it had in Benin.

MFF

To improve acceptability and amplify new idea diffusion as it moved from a socially-cohesive rural to a less-cohesive urban setting, Tearfund added cultural days to MFF to bring together community members and weekly radio talk-shows.
2. Develop Theories of Change and identify norms BEFORE scale-up begins.

Provide a conceptual basis to new partners and clearly outline how norms fit into community social and behavioral change.

The early HS ToC focused on service outcomes with little attention to pathways leading to these results or improving norms on the acceptability of discussing RH and men’s RH support to women. Participatory ToC development with UNFPA-Niger, SongES, and Ministry stakeholders led to substantive discussions on how gender shifts contributed to norms outcomes, leading to a revised TOC.
3 NSIs offer Ministries and NGOs a way to address social norms, moving from concepts to practice.

Provide regular check-ins to Government Ministries and NGOs that are interested in but unsure how to incorporate social norms into their social and behavior change activities.

Before implementation began in Mali, where TJ was not known, some NGO partners had doubts about how it would work in practice and what they would have to do to support norms shifting. After, NGOs realized how the approach worked and the ease of adding in norms. And they saw results.
Lessons Learned: Implementation by New Organizations & Institutionalization

4. Stakeholder inputs to materials and approaches make NSI scale-up more acceptable.

5. Passing the baton is the goal, but finding funding makes it difficult.

6. Seize opportunities for NSI institutionalization as they arise.

7. NGOs and Ministries may need reassurance to implement norms-focused initiatives, a new SBC area for most.

8. Implementation partners become invested despite potential for community opposition.
Discuss and negotiate language, images, and sequencing of activities with stakeholders prior to scale-up.

4. Stakeholder inputs to materials and approaches make NSI scale-up more acceptable.

As GUG! was being introduced to DRC, Save the Children created a technical reference group with whom to work to co-develop materials to ensure appropriateness and later buy-in during expansion.
5. Passing the baton is the goal, but finding funding makes it difficult.

All NSIs were challenged by funding constraints within existing projects. Expanding scale-up from host NGOs to other NGOs/FBOs is not possible without designated funding and continuous advocacy for resources.
6. Seize opportunities for NSI institutionalization as they arise.

The host NGOs were continually scanning changes in the environment and, as opportunities to advance NSI scale-up emerged, were quick to act on them.

When the congregation network of the Eglise de Christ au Congo (ECC) restructured its social development division in DRC, Tearfund and ECC staff were able to move ahead and create the planned MFF Unit within the ECC.
7. NGOs and Ministries may need reassurance to implement norms-focused initiatives, a new SBC area for most.

Increase confidence of partners through effective orientation, guidelines, and check ins.

Implementing GUG! meant new organizations would take on new gender equality approaches. Organizations hesitated as they implemented activities; they were unsure they could do them well and wanted NGO staff assurance.
8. Implementation partners become invested despite potential for community opposition.

Once implementation partners are convinced of the unique impacts of NSIs and their results, they are confident in continuing.

District education officials and teachers hesitated initially to bring community values to classrooms using Grandmother-Student dialogs. Once they saw the effects on students and growing community interest in schools, they became convinced.
Lessons Learned: Monitoring, Evaluation & Learning

9. Monitoring community social change is important and feasible to do during scale-up into new areas.

10. It is sometimes challenging to link monitoring data with learning efforts.
9. Monitoring community social change is important *and* feasible to do during scale-up into new areas.

Effects monitoring is *easily* accommodated with only small adjustments such as asking about observed social change during field supervision visits.

To capture social change as it was emerging, Save the Children incorporated norms-specific reflections in quarterly project staff meetings, gathering staff observations of what they saw and heard in the field, giving information to adjust GUG if needed.
10. It is sometimes challenging to link monitoring data with learning efforts.

Rather than focusing on required reporting output to donors, data from monitoring and small studies should also be compiled throughout the decision-making process for use in learning reflections.
What comes next?

Scale-up continues, as Passages collaboration represents only one moment in a longer implementation timeline.

The five NSIs existed before the Passages Project, and will continue after Passages ends.
Scale-Up Visions after 2021

Expand to new congregations, refresher training, scale-up workshops, with continued funding, training MFF ambassadors.

Fund CBOs for sustainability, support supervision, continue support for GUG! tool integration at national Ministerial level

Decentralize to the regional and district Ministry of Health level, expand to new NGOs, and gain State support at lower levels.

Ministries of different countries choosing combined community-based package of activities that include HS

Schools seen normatively as community development actors, department-wide expansions by the Rural Education Division, Ministry of Education
Areas for future study...

1. **What factors support integration of NSIs into Ministry programs?**
2. **As they move to new areas, what is good practice in adapting NSIs? What is ‘good enough’?**
3. **What combination of multi-level activities is most effective? Can some be dropped while others expanded to gain economies of scale?**
INTERVENTION COMPONENTS

1. Training Model Husbands: Leadership, citizenship, reproductive health and male engagement
2. Outreach by Model Husbands: Model husband support to other husbands and community
3. Linking to services: Supported by health centers and NGO coaches

NORMS SHIFTING AIM

• Power-sharing within couple vis-à-vis family planning
• Men’s support for women expressed in non-violent ways

INTERVENTION COMPONENTS

1. Community reflection on girl issues: Intergenerational / within-generation reflections on adolescent girls, puberty, role of culture and responsibility
2. Empowering grandmothers as community advocates and advisors to young girls
3. Engaging Teachers-Grandmothers-Girls: Integrating culture into STEM; strengthening community-school links

NORMS SHIFTING AIM

• Collective reflection vis-à-vis girl child leads to normative community cohesion in intention, then action

INTERVENTION COMPONENTS

1. After-school clubs for younger girls and boys: Puberty / agency / gender equality at home and in school
2. Parent video-reflection sessions: Gender-equitable parenting; promoting parent-child dialog
3. Teacher-Provider and Adolescent exchanges: Fostering youth-friendly health-service seeking behaviors

NORMS SHIFTING AIM

• Gender-equitable norms about child development by parents and among parent peers, teachers, health care providers
• Social acceptability to publicly discuss FP

INTERVENTION COMPONENTS

1. Identifying influential network actors with community social network mapping
2. Engaging influential groups and people to reflect on unmet need in couples and community
3. Local radio broadcasts group discussions and amplifies new ideas
4. Service link: Campaign of FP invitations by groups to non-users to visit providers

NORMS SHIFTING AIM

• Gender-equitable community norms for FP decision-making within the couple and community
• Social acceptability to publicly discuss FP
About the Passages Project

Passages is a seven-year USAID-funded implementation research project that focuses on key life course transitions—among very young adolescents, newly married couples, and first-time parents—as periods of opportunity for norms shifting and behavior change.

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RESOURCES
https://irh.org/projects/passages/
www.alignplatform.org/learning-collaborative

CONTACT US
info@passagesproject.org
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