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GENDER ROLES, EQUALITY AND TRANSFORMATIONS PROJECT
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Gender Roles, Equality and Transformations Project

The mission of the GREAT Project is to develop and test life-stage specific strategies to promote gender-equitable attitudes and behaviors among youth and their communities with the goal of reducing gender-based violence and improving sexual and reproductive health outcomes in post-conflict communities in Northern Uganda.

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NOTE

This creative brief should guide the development of all scalable products as well as offer consideration for the development of the radio drama. It is suggested that a specific creative brief be developed for each scalable product before it is developed, guided by this GREAT project creative brief.

1. BACKGROUND (Briefly explains the need for project/intervention/campaign)

Gender norms- social expectations of appropriate roles and behaviors for men, boys, women and girls, as well as the transmission of these norms by institutions and community cultural practices- directly influence health-related behaviors. Inequitable gender norms can contribute to low use of contraception, uninformed sexual and reproductive health decision making, unintended pregnancy, female only parenting practices, poor health-seeking behavior, gender based violence (GBV) and transmission of sexually transmitted infections (STIs), including HIV. GBV is rooted in gender inequality and is compounded by notions of masculinity, including the need to dominate women. Years of conflict, displacement and trauma in Northern Uganda led to eroded traditions, unfulfilled expected gender roles, normalized violence and increased alcohol consumption which have contributed to increased GBV, unintended pregnancy and STIs.

2. TARGET AUDIENCE (Who is the target audience for gender norm transformation?)

We want to transform gender norms for adolescent boys and girls, 10 to 19 years old, including married and parenting adolescents. To effectively transform norms among adolescents, we will target the adolescents themselves through small groups and target multiple levels of community members through a radio drama and a community action cycle (i.e. community mobilization process). These community members included parents, families, clan leaders, LC 1s, community elders, religious leaders, and teachers.

3. TARGET BEHAVIORS (What are the specific behaviors or actions we want the target audience to take?)

We want the target audience to DO these behaviors or actions:

3.1 Very Young Adolescents (10-14)

Equality in Educational Attainment

- Boys will advocate for their sisters to continue schooling
- Girls will advocate for themselves to continue schooling
- Girls will spend time each day doing homework
- Girls will attend school while menstruating, with confidence
- Boys and girls will express their hopes and dreams to their parents
- Boys and girls will seek help from trusted adults if they experience bullying
- Boys will help their sisters with household chores

Improved Interpersonal Relationships that Lead to Improved SRH

- Boys and girls will not tease their peers about puberty changes
- Boys and girls will talk to a trusted adult about changes during puberty
- Boys and girls will seek SRH health services, including counseling for pubertal concerns, contraception (if needed) and HIV testing

- Boys and girls will talk with parents and other trusted adults about relationships, fertility, pubertal concerns

Improved Interpersonal Relationships that Lead to Decreased SGBV

- Girls will seek help from trusted adults if they experience GBV
- Boys will not bully, harass, or use violence against girls
- Boys and girls will not bully or harass peers of the same sex about puberty changes

Improved Interpersonal Relationships that Lead to Transformed Norms

- Boys and girls will support peers who become more gender equitable
- Boys and girls will start conversations that question community power dynamics and norms for how boys and girls should behave
- Boys and girls will seek help from trusted adults if they experience bullying

3.2 Older Unmarried/Non-Parenting Adolescents (15-19)

Equality in Educational Attainment

- Girls will advocate for themselves to continue schooling
- Boys will advocate for their sisters to continue schooling
- Girls will attend school while menstruating, with confidence
- Boys will help their sisters with household chores

Improved Interpersonal Relationships that Lead to Improved SRH

- Boys and girls will seek preventative and curative SRH services
- Boys will not pressure their friends to have sex
- Boys and girls will make informed decisions about sex including: when to have sex, when and how enter into intimate relationships
- Girls (and boys) will not go alone to boreholes or teachers' rooms
- Boys and girls will correctly and consistently use condoms and another method of contraception; if sexually active

Improved Interpersonal Relationships that Lead to Decreased SGBV

- Boys will not pressure their friends to have sex
- Boys will not commit sexual and GBV including coercion through repeated sexual advances
- Boys and girls will seek help from trusted adults if they experience GBV

Improved Interpersonal Relationships that Lead to Reduced Alcohol Use

- Boys will not pressure their friends to drink
- Boys and girls will avoid alcohol before the age of 18. After 18, boys and girls will drink alcohol responsibly (i.e. avoid binge drinking more than 5 drinks/day)
- Boys will create positive social bonding experiences (other than drinking)

3.3 Married and Parenting Adolescents (Including Co-Habiting/Newly Married)

Equality in Household Responsibilities

- Fathers will increase child care responsibilities
- Husbands will increase household chores

Improved Interpersonal and Equitable Relationships that Lead to Improved SRH

- Partners will talk about their hopes and dreams in life, including for fertility, family size and child spacing and hopes for their children
- Partners will use contraception to delay and space births

- Partners will decide together when and if to use contraception
- Married couples will talk to a health worker about healthy timing and spacing of pregnancy
- Men will support their partners in using contraception, antenatal and postnatal care

Improved Interpersonal Relationships that Lead to Equity and Sharing of Power

- Men will resolve marital issues through discussion with their wives instead of violence
- Women and men will make decisions together on how to use household resources
- Men and women will start conversations that question power dynamics in their homes and norms for how men and women should behave

Transformed Child Care that Leads to Gender Equitable Children

- Parents will use non-violent discipline strategies with children
- Parents do not scold children for playing in non-traditional gender roles (boys being nurturing, playing cooking, cuddling babies, girls playing active games, school, etc.)
- Parents express tenderness with boys and girls
- Parents model equitable roles at home (consciously to set example to children) including constructive peaceful communication with each other
- Parents encourage boys and girls to express their emotions

Reduce Alcohol Use

- Men will drink responsibly (i.e. avoid coming home when drunk and angry, support friends to let out frustration in a constructive way)

3.4 Community Members

Improved Interpersonal Relationships that Promote Transformed Norms

- Will start conversations that question power dynamics in their homes and how men and women could behave to have respectful, healthy and productive communities
- Will talk to adolescents about new roles for boys and girls in the community
- Advocate for girls to remain in school
- Advocate for preventing early and forced marriages
- Parents listen to and share values and expectations with adolescents, including very young adolescents, about puberty, relationships, healthy timing and spacing of pregnancy, contraception and healthy sexual practices.

Decreased Gender-Based Violence and Alcohol Over-Consumption

- Will not use gender based violence in their interpersonal relationships
- Proactively respond in cases of interpersonal violence
- Reduce the frequency of visiting a "beer hall" and binge drinking
- Support peers and relatives to reduce binge drinking
- Talk about the risk/consequences of social drinking and sex (with parents/children/in community, in youth club, in school)

4. WHEN OUR TARGET AUDIENCE DOES THIS BEHAVIORS OR ACTIONS, WE WANT THEM TO FEEL:

- Like a GREAT and respected person because they are contributing to the renewal of their community.
- Like a GREAT and respected brother because he has helped his sister achieve her hopes and dreams

- Like a GREAT and respected sister because she is excelling in school and is recognized for her school achievements
- Like a GREAT and respected husband and father because he is protecting his family
- Like a GREAT and respected mother because she is paving a road to brighter future for her children
- Like a GREAT and respected wife because her husband shows his love by listening to her opinions and making decisions with her
- Like GREAT parents because they are protecting their daughters from violence and poverty by keeping her in school and delaying her marriage/pregnancy
- Like a GREAT and respected role model (for teachers, church leaders, community elders and clan leaders) because they are revitalizing their culture and rebuilding their communities and adolescents come to them for advice
- Like GREAT boys and girls who are valued and loved because they have a caring adult to talk to about their problems
- Like GREAT children who are valued because their parents provide advice to them

5. BARRIERS TO TARGET BEHAVIOR CHANGE (What beliefs, cultural practices, pressure and misinformation stand between your audience and the desired objective?)

- Gender norms change is a slow and long process, often taking a full generation to see change
- Traditional gender programs focus on and reach only or mostly women. Men need to be reached to fully realize shifts in gender norms but men can be more challenging to reach depending on when and where project activities take place. In addition, men may be resistant to activities that are perceived to be focusing exclusively on “empowering women”. Entrenched traditional community norms will be hard to change and changes in adolescent behaviors might be met with opposition.
- Parents might not accept non-traditional roles within the household, and discourage boys from doing domestic work.
- Adolescents and adults may fear doing things differently. Adolescents might question: What will happen to me? What will my peers say? Adults might question: Will I still be respected in the community? What will neighbors think of us?
- Young boys who don’t follow cultural gender roles may be teased or bullied (be called “Okani” or “Opi”).
- Clearly defined gender roles for men/women and boys/girls make it hard to instill new ways of changing.
- Women have no formal property rights, lessening the value of women in the community
- Men make [uninformed] decisions about family planning, and may not provide money to enable service utilization
- Men and women feel strong pressure to have a baby within the first year of marriage
- Families rely on children to complete household chores which limit available time for studies.
- The cost-benefit of continuing past primary school versus earning money and/or getting married is a major consideration for parents.
- Families lack money to send children, specifically daughters, to school after primary years which can limit project effectiveness in promoting school attendance and completion for older adolescents.
- Families fear lack of money/resources for bride price if daughter waits too long to get married, and/or need these resources for sons to marry.
- Alcohol abuse contributes to the level of violence.

6. COMMUNICATION OBJECTIVE (What are 1 or 2 key messages you want to give the target group?)

We want to transform harmful gender norms so boys and girls, men and women, are less constrained by traditional notions of masculinity and femininity that restrict equality and power sharing. We want our target audience to feel that small changes (or continuing positive practices) in the way they treat the opposite sex [positive, gender equitable changes] will make them feel like a GREAT person, teacher, parent, mother, husband, wife, boy, girl because they love and are loved, respect and are respected. We want our target audience to feel that small gender equitable life changes contribute to the renewal of their communities in a post-conflict context and that they are positively revitalizing Acholi and Lango culture.

Note: need to explore Luo terms (since both Acholi and Lango communities understand Luo) for GREAT and how the meaning of these terms are interpreted by local communities. The terms must have positive connotations and make someone feel good when someone calls them this term.

7. POSITIONING STATEMENT OR KEY PROMISE (What can we promise to our target audience and what benefits will the target audience experience when they hear/read GREAT project media communications or take part in, use or read one of the scalable products?)

- By treating all people with respect regardless of sex and gender, I will feel proud of myself and will be respected by peers and community members.
- We will have a more peaceful, healthy, culturally rich and developed community when we promote gender equity into our lives
- Increasing women's power and voice will not make me less of a man
- Our children will be healthier, more educated and have the opportunity for better lives than we had during the war

8. SUPPORT STATEMENT (Reasons why the key promise/benefits outweigh the obstacles, the reasons why what you are promising is beneficial; these are the messages.)

- When men and women make decisions together, household resources will be better managed to benefit the whole family
- Gender equity, increased communication between men and women and shared decision making will lead to reduced unintended pregnancies, early/forced marriage, and GBV
- When boys and girls become more gender equitable, the next generation of children and the community will be healthier, more educated and more successful.
- When boys and girls have equitable access and use SRH services and information (i.e., puberty education, contraception, HIV testing and counseling, etc), they are able to lead healthier lives and contribute to their families and communities through work and education.

9. CREATIVE CONSIDERATIONS (Consider tone, brand personality, color schemes, etc.)

a. Tone

Positive, hopeful, future-oriented, fun, timely (the future starts now), culturally relevant, no shame and no blame

b. Brand Personality

Messages and products developed should be fun but not silly, trigger community discussion and reflection, create a “buzz” that gets people talking (social diffusion), feel like advice (especially to VYA) is coming from a trusted Aunty (Wayo) or Uncle (Nero), bring out the role model in everyone, make everyone feel like they have the potential to be GREAT (as per our definition of a GREAT man/woman, boy/girl)

c. Branding Considerations

Do not use NGO/Donor logo's on front cover, external packaging of the scalable products so the focus is on the content, not the creators/funders. Consider only having Ministry logos which will encourage their use by local governments. Consider using a local Ugandan publishing company so the scalable products are easily accessible/ purchasable after the life of the project. For example, if one of the products takes off, local donors such as UNICEF and UNFPA could pay for printing of the products for any organization that is interested in using the product. Also, international NGO's will be more likely to integrate these products into future programs when “competitors” logos are not prominently displaced.

d. Logo, Motto, and Color Scheme

Consider developing a project logo that is guided by this creative brief and vetted with our Technical Advisory Group and Youth Advisory Group. Color schemes should be carefully thought out locally so they represent the tone described above. Consider using a brand like “I am GREAT” instead of “the GREAT project”.

10. INTERVENTION OPPORTUNITIES *(Existing structures, groups, media, etc. that can be used.)*

a. Cultural Opportunities

Traditional dance gatherings, traditional fireside chats (Wang-oo), clan meetings

b. Existing Platforms

(Structures and groups through which scalable products can be disseminated)

School clubs, farmers' associations, religious based groups, village savings and loan groups, as well as local radio (including radio presenters, listening clubs, etc.), community theatre and dance troupes where they exist.