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.

Key Terms

Social Norms

What I think people do and should or should not do in my community.
My perceptions of typical and appropriate behavior within my networks.

Norms-Shifting Interventions

Interventions that aim to facilitate shifts in harmful norms or foster new norms to promote health and well-being.

Scale-Up

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

Terikunda Jékulu
TJ Mali

Husbands Schools
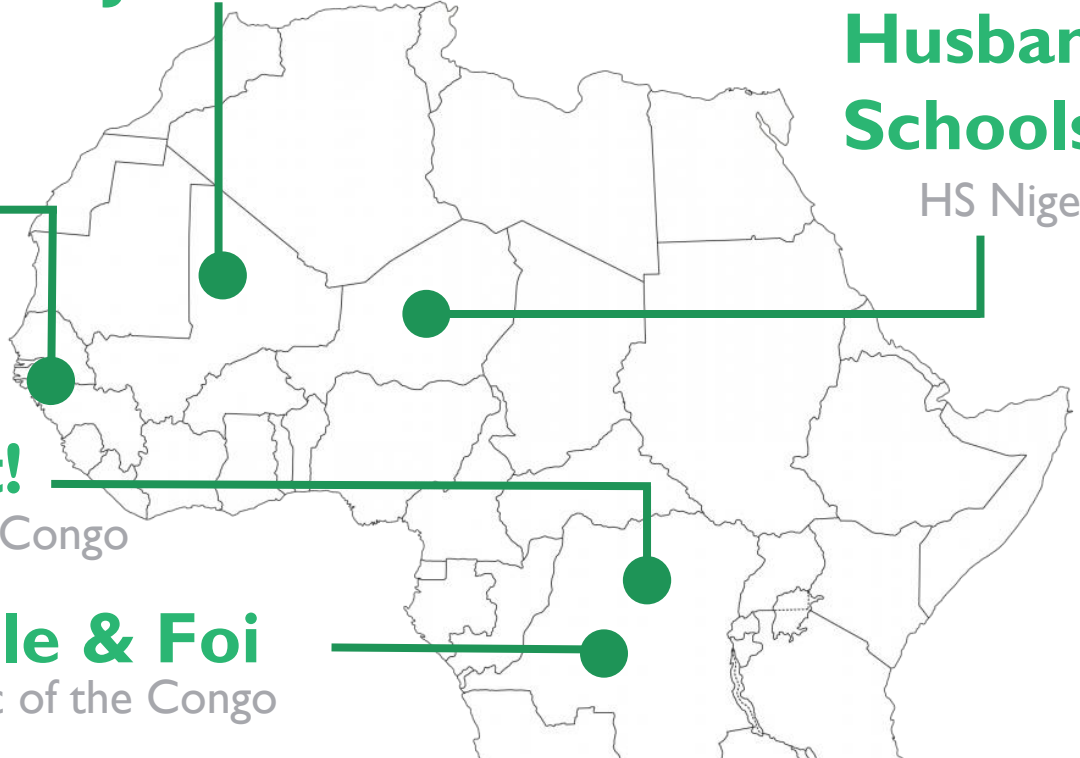HS Niger

Girls Holistic Development
GHD Senegal

Growing Up Great!
GUG! Democratic Republic of the Congo

Masculinité Famille & Foi
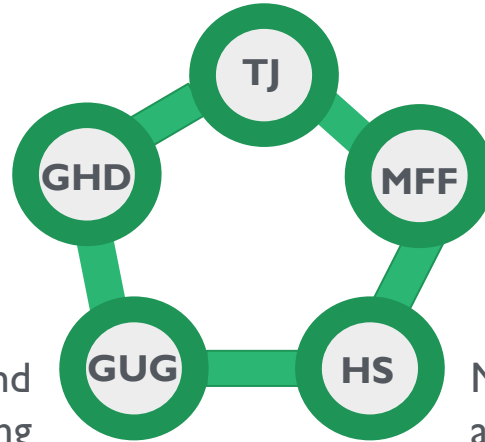MFF Democratic Republic of the Congo

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.

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

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

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?

Growing Up GREAT!

Gender-equitable beliefs by parents, teachers, and healthcare providers towards very young adolescents. Girls and boys internalize gender equitable aspirations.

Girls Holistic Development

Community agreement and actions to treat girls equal to boys in schooling, delaying marriage and pregnancy, stopping excision.

Terikunda Jékulu

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

Husbands Schools

Community acceptability for men as advocates for reproductive health, for women to use services. Men's support of greater couple power-sharing.

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

Growing up GREAT!	Girls Holistic Development	Terikunda Jékulu	Husbands' Schools	Masculinité Famille & Foi
Determine how an adapted approach works in an urban context, and then when it expands to new neighborhoods and schools. Document how Ministries take on responsibilities for	Assess how well the intervention works and its pro-girl impact in a first wave of scale-up to new communities with new stakeholders.	Determine effectiveness of the tested intervention in a new country context with new NGO and Ministry of Health users.	Explore the household and community gender effects of the Schools in pilot and new regions.	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

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	Dealing with social pushback opposing social norms.	Institutionalization within Ministry SBC programs.

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.

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.

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.

Scale-Up Questions to Explore...

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

How effective is an innovation in new communities and contexts?

Can responsibilities be transferred and sustained by new partners?
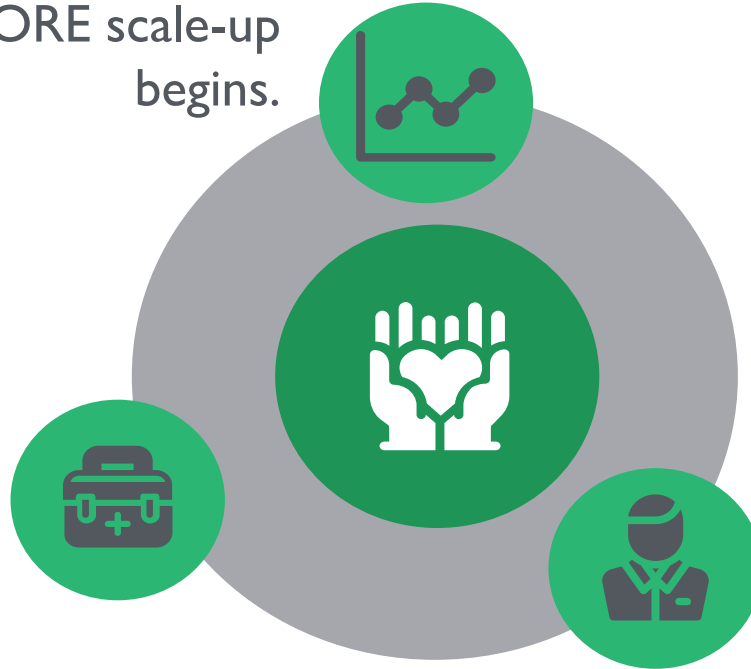
How do you adapt an innovation to new contexts?

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

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

Lessons Learned: Scale-Up Planning

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.

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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.

HS

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 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.

TJ

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

6. Seize opportunities for NSI institutionalization as they arise.

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

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

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

8. Implementation partners become invested despite potential for community opposition.

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GUG

Discuss and negotiate language, images, and sequencing of activities with stakeholders prior to scale-up.

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.

GHD

GUG

HS

MFF

TJ
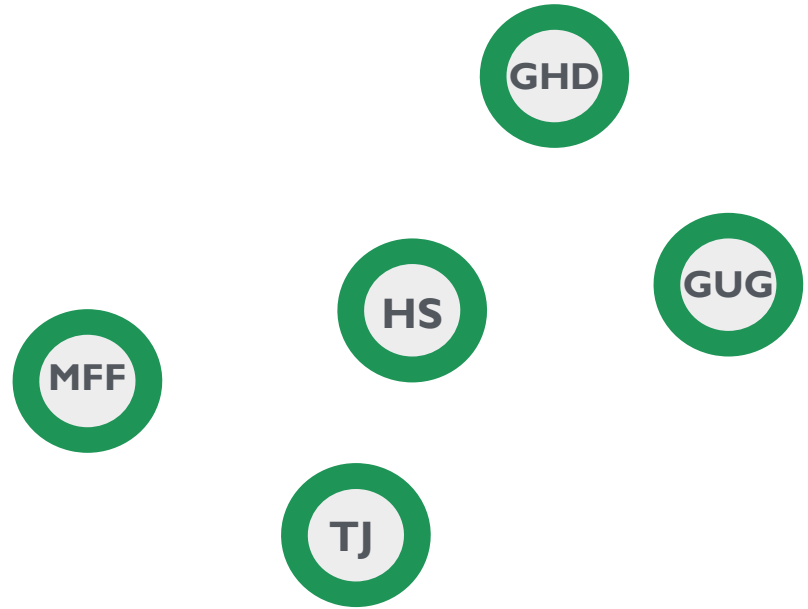
6. Seize opportunities for NSI institutionalization as they arise.

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.

MFF

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.

GUG

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.

GHD

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.

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GUG

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.

GHD

TJ

HS

GUG

MFF

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
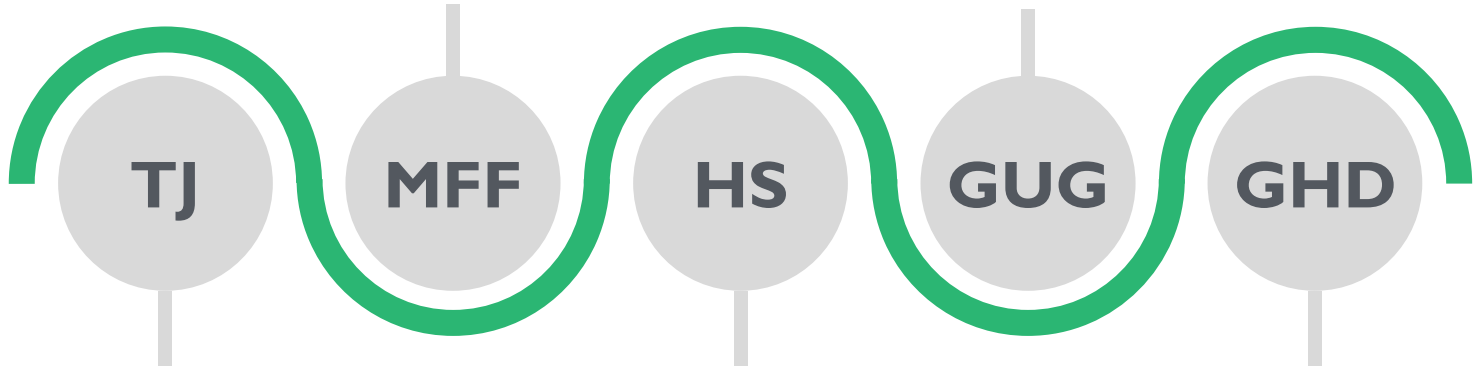
TJ   **MFF**   **HS**   **GUG**   **GHD**

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...

What factors support integration of NSIs into Ministry programs?

As they move to new areas, what is good practice in adapting NSIs? What is 'good enough'?

What combination of multi-level activities is most effective? Can some be dropped while others expanded to gain economies of scale?

Passages-supported NSIs In This Analysis

DRC TRANSFORMING MASCULINITIES

YOUTH RH BEHAVIOR CHANGE GROUP & CONTEXT

Young couples, Young parents in urban church congregations

INTERVENTION COMPONENTS

1. **Training Gender Champions**: Gender equality reproductive health and male engagement within religious congregations
2. **Outreach by Gender Champions** to Young Couples over several reflection sessions
3. **Linking to Services**: Supported by health centers and community family planning promoters

NORMS SHIFTING AIM

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

NIGER HUSBANDS SCHOOLS

YOUTH RH BEHAVIOR CHANGE GROUP & CONTEXT

Married men (and their wives) in rural communities

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 AIMS

- Power-sharing within couple vis-à-vis reproductive health
- Women's support by men and power-sharing expressed as community norm

SENEGAL GIRLS HOLISTIC DEVELOPMENT

ADOLESCENT RH BEHAVIOR CHANGE GROUP & CONTEXT

Very young adolescent girls in rural communities

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

DRC GROWING UP GREAT!

ADOLESCENT RH BEHAVIOR CHANGE GROUP & CONTEXT

Very young adolescent boys and girls, in-school and out-of-school, in urban-poor neighborhoods

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

MALI TERIKUNDA JÉKULU

YOUTH RH BEHAVIOR CHANGE GROUP & CONTEXT

Women, Men, and Couples with unmet need for family planning

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 mpr,s 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.

TWITTER

@PassagesProject

RESOURCES

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

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Acknowledgements