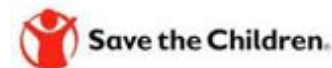
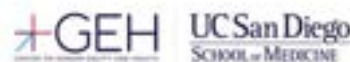


Multisectoral Engagement for Scale-up

Lessons Learned from a Gender Norms-shifting and Adolescent Sexual Reproductive Health and Rights Program in Kinshasa

Social and Behavior Change Communication Summit
December 7, 2022

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Collaborators

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- ❖ **Center on Gender Equity and Health, UCSD**
 - ❖ Rebecka Lundgren, Principal Investigator
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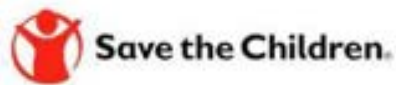
MALE ENGAGEMENT IN
GROWING UP GREAT

What is Growing Up GREAT?

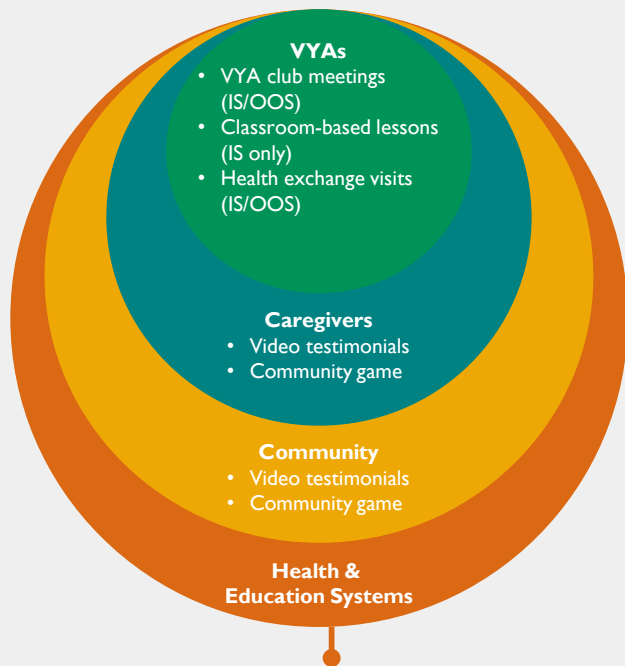


Growing Up GREAT! is a school and community-based sexual and reproductive health intervention for very young adolescents ages 10-14, their caregivers and communities in urban Kinshasa, DRC.

It was designed to address gender norms and promote sexual and reproductive health and gender equity.



MULTI-LEVEL INTERVENTION

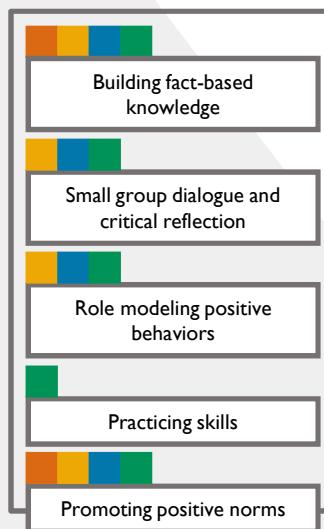


- Youth Friendly Health Services Training
- Integration of GUG package into Family Life Education (MOE)
- Teacher training

Norms supportive of ASRH and gender equity:

- Discussing (A)SRH topics is not stigmatized or punished
- Household responsibilities should be shared by boys and girls
- Education is equally valued for boys and girls
- Violence is not acceptable for conflict resolution within the family/ relationships
- Discussion of family size and joint decision-making on FP is normalized

MECHANISMS OF ACTION



INTERMEDIATE OUTCOMES

VYAs	Parents
Increased SRH knowledge	
<ul style="list-style-type: none"> • Puberty* • Pregnancy† • HIV‡ • Availability of SRH services† 	
Increased assets & agency	
<ul style="list-style-type: none"> • Body comfort‡ • Caregiver connectedness† • Communication about SRH with trusted adults† • Comfort seeking SRH services† 	<ul style="list-style-type: none"> • Communication about SRH with adolescent children* • Decreased corporal punishment*
Increased gender-equitable attitudes & norms	
<ul style="list-style-type: none"> • Equal attitudes re: boys/girls' responsibilities and free time† • Decreased endorsement of stereotypical traits/behaviors‡ • Decreased acceptance of gender-based discrimination† • Decreased perception of peer SRH behaviors† 	
Increased gender-equitable behaviors	
<ul style="list-style-type: none"> • Sharing of chores and support for education† • Decreased teasing/bullying† 	<ul style="list-style-type: none"> • Equal distribution of housework* • Reduced restrictions on girls' mobility*

LONG-TERM OUTCOMES

1. Increased adolescent use of SRH services and contraception
2. Decrease in unwanted sexual activity among adolescents
3. Decrease in unintended pregnancy among adolescents
4. Reduced perpetration of GBV/IPV among adolescents

* Outcomes not measured by the GEAS.
 † Outcomes partially measured by the GEAS
 ‡ Outcomes fully measured by the GEAS

Shift in Community Norms

Engagement of boys is critical at this transitional life stage



- ❖ Boys have unique vulnerabilities and gendered pressures
- ❖ Boys are often excluded from SRH programming, which is often seen as more important for girls

How did Growing Up GREAT engage boys?



- ❖ Mixed-sex GUG clubs (equal numbers of boys and girls) and learning sessions
- ❖ Equal representation of boys and girls on Youth Advisory Council
- ❖ Facilitation practices and monitoring to support equal participation by boys / girls
- ❖ Content developed to meet both boys' and girls' needs

Example Group Discussion Questions

on Gender Equitable Roles

- ❖ When girls do household chores while boys play or study, what impressions might they have about their role within the family and the community?
- ❖ How do you think these impressions might influence girls' hopes and dreams for their future?

GUG
Implementation
Guide

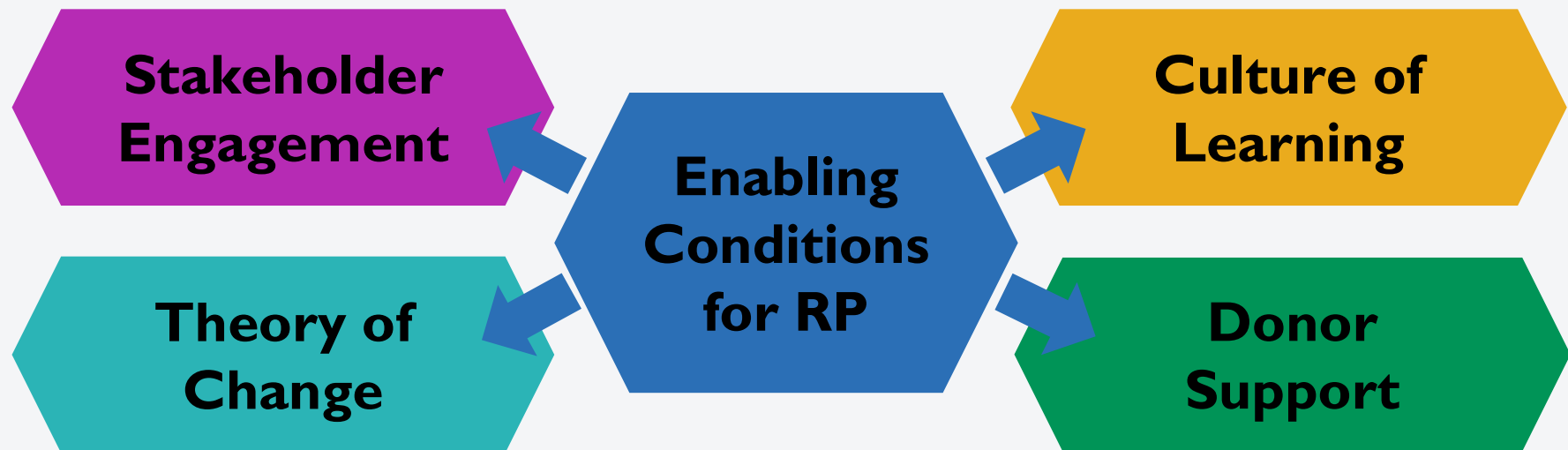




RESPONSIVE FEEDBACK FOR PROGRAM
SUCCESS & SUSTAINABILITY

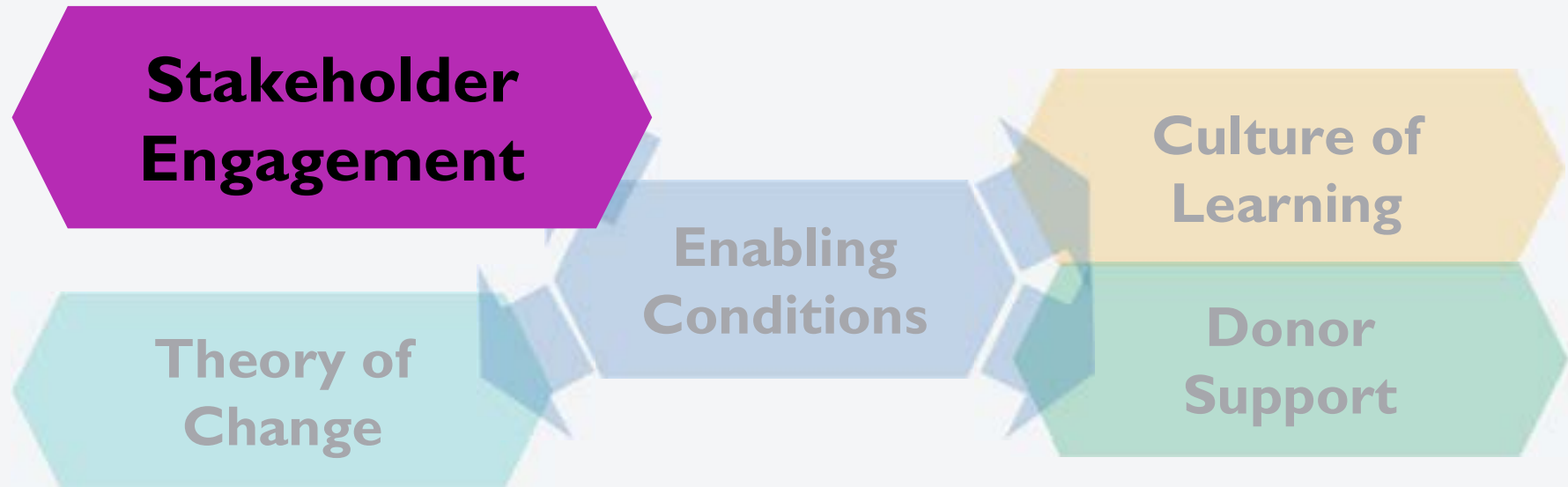
Responsive Feedback (RF)

Linking data to stakeholder discussion for systematic program adaptation & maximization of impact



Responsive Feedback

Multisectoral Stakeholder Engagement



Who are GUG's Stakeholders?

- 1) Ministry of Education, Department of Family Life Education (MOH/DEVK)
- 2) Ministry of Health, National Program for Adolescent Health (MOE/PNSA)
- 3) Community-based organization implementers
- 4) School leaders and teachers
- 5) Parents/Caregivers
- 6) Adolescent participants
- 7) Youth researchers

Formal Advisory Groups

Stakeholder Reference Group

Served as the technical advisory committee and supported GUG's monitoring and learning efforts.

Co-chairs:

- Ministry of Public Health, **National Adolescent Health Program (PNSA)**
- Ministry of Education, **Family Life Education Directorate**

Youth Advisory Council

Adolescents ages 10 – 19 provided feedback on project implementation and results to ensure that feedback was VYA-centered.

How did GUG engage stakeholders?



Goal: Identify necessary program modifications for enhanced project impact, sustainability and scale via

Quarterly Learning Meetings

- Timely use of multiple data sources
- Collaborative ongoing reflection and discussion



Key Successes Stemming from Stakeholder Engagement

- ✓ Improved program effectiveness
- ✓ Increased partnership and engagement with Ministry partners
 - Participation of the GUG program team in meetings of the MOH's Adolescent Health and Wellbeing Task Force
 - Inclusion of GUG in the 2021-2025 strategic plan of the Programme National de la Santé des Adolescents (PNSA)
 - Beginning the accreditation process of including the GUG curriculum into MOE's Family Life Education program

What did we learn?

Multisectoral stakeholder engagement is critical for locally-relevant and impactful SBCC programs.

Meaningful engagement requires that program staff:

- ❖ Foster a culture of learning
- ❖ Plan ahead for additional time and resources (encourage donor support)
- ❖ Invite stakeholders to share their perspectives on multiple data sources used to inform program adaptations
- ❖ Build stakeholder capacity to provide feedback
- ❖ Be flexible to changes over the program cycle



RESEARCH BRIEF

LEARNING AND ADAPTING: USING RESPONSIVE FEEDBACK TO INCREASE GROWING UP GREAT'S EFFECTIVENESS AND SCALABILITY

Summary

Growing Up GREAT!, a gender transformative sexuality education program for adolescents in Kinshasa, implemented responsive feedback approaches from project inception and into national scale-up. This brief summarizes the responsive feedback approaches used across the project lifecycle and provides a detailed case study of one responsive feedback approach: a rapid qualitative learning study designed to clarify and facilitate Growing Up GREAT!'s transition from implementing partners to national ministries in the final year of scale-up. The brief ends with recommendations stemming from seven years of experience with use of responsive feedback that can be used by program implementers, donors, and policymakers interested in applying these approaches to strengthen global public health interventions and outcomes.

Introduction

Responsive Feedback

Responsive feedback is a process that "promotes interactions between project designers, implementers, researchers, and decision-makers to enable course corrections needed to achieve the intended outcome"

For more on GUG's
Responsive
Feedback approach:



en français aussi

Merci!
Thank you!

GUG
Resources
& Tools



Kathryn M. Barker
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Passages



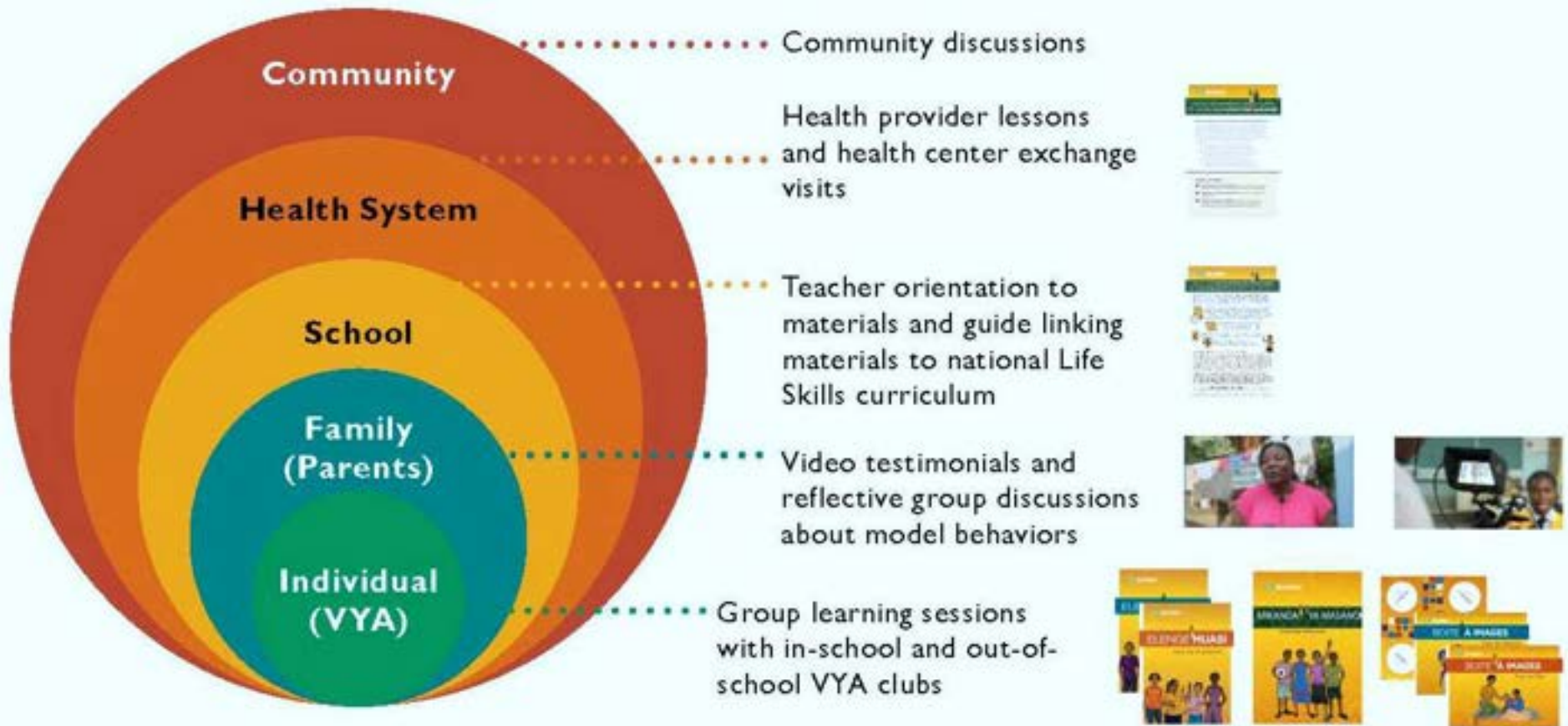
UC San Diego
SCHOOL OF MEDICINE



Save the Children.



Intervention Design



Laying the Groundwork

Responsive Feedback Enabling Conditions

Culture of Learning

Concerted efforts were made to ensure that all partners had the technical knowledge and capacity to voice the needed course correction actions.

Donor Support

Adequate funding to allow for the for the establishment of responsive feedback mechanisms and deployment of program adjustments.

Key Successes

- ✓ Creation of meaningful opportunities for program adaptation throughout the program life cycle—from design to pilot to scale

Examples of program adaptations

The learning studies revealed a low mastery of topics discussed during caregiver sessions. Consequently, **the implementation materials were revised to improve usability and flow and increase discussions among caregivers**

Monitoring data showed low engagement of men, thus **alternate days and times were identified for caregiver sessions to better accommodate men's schedules**

Responsive Feedback Approaches



Monitoring tools and **quality benchmarks** were developed and adapted during the course of the program to track and document the program's reach, dose, fidelity, challenges and lessons learned.



Quarterly learning meetings brought together diverse stakeholders to jointly analyze monitoring data and practice-based knowledge for timely decision-making and program adaptation.



Rapid studies and a scalability assessment explored stakeholders' perspectives on the feasibility of scaling specific intervention components. This allowed stakeholders to propose changes to maximize scalability of the intervention.



From inception responsive feedback approaches were operationalized to maximize opportunities for learning at **each phase** from adaptation, to the learning lab, pilot and scale-up.