MODULE 6
Changing Gender Norms

Preamble

Social and gender norms, and the complex socialization in which these norms are shaped and re-shaped, determine and influence the opportunity structures that are available to girls (and boys) and thus form an intrinsic element of the socioecological frame that predicts girls' health and social outcomes. Inequitable gender norms and roles are shaped in the earliest childhood and impact boys and girls in different ways; these gender norms strongly influence experiences, opportunities and barriers throughout childhood, during adolescence and into adulthood. Social and gender norms define and often limit the fullest expression of girls' agency, a limitation that is carried forth into womanhood.

Deep systematic transformations are required in the way communities, societies, policy environments, institutions and systems value girls, if a change in their status per society is to occur. Because girls' agency and voice are shaped and expressed in multiple and parallel interactions with the individuals and structures around them, effective prevention must aim to positively transform and influence the norms that guide them. Norms change usually takes time but can evolve, particularly during periods of deep transformation.

Norms change can occur rapidly when it is intentionally fostered, theory-driven and aligned with deeply embedded societal values. Creating norms change in response to the HIV epidemic for young women and girls, and remaining cognizant of unintended consequences of the changes, has remained a challenge throughout programmes.

This module describes key considerations for understanding the scope and importance of socialization and addressing norms that are harmful to young woman and girls.

Key Takeaways

- Social and gender norms are key predictors of young women and girls' health and social outcomes.

- While social and behavioural change communication (SBCC) is a key facet of evidence-based norms change, the range of effective tools available is not restricted to this alone. It also includes laws and policies, structured empowerment programming, multisectoral, integrated and layered. interventions, gender-transformative approach in design, implementation and evaluation, and role-modelling by visible champions.

- Norms change frameworks often focus on traditionally defined communities but also offer a critical tool for transforming institutions and systems, and should carefully be considered in addressing the media, schools, and the health system as critical duty bearers for young women and girls.

- Effective and sustainable norms change interventions, and anticipate and tackle resistance and refusal from communities, traditional actors and social institutions — this also applies within policy environments and service environments.

Programming Considerations

6.1 Design Interventions Through a Gender-Transformative Approach

Gender norms arise in society as an expression of local beliefs and cultural/religious values. They represent a means of upholding the social order regarding relations between genders and the ways individuals of different genders behave or express themselves. Gender norms often reinforce inequalities in relationship or economic power between the genders and can reflect fear of certain differences, reinforce stigma and social exclusion (for example, with social shaming of a young, pregnant unmarried girl).
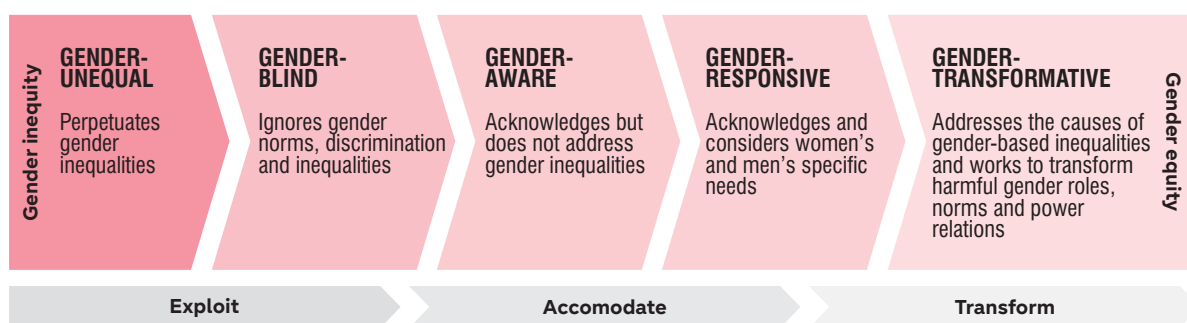
Thus, gender norms and expectations manifest in discrimination and inequalities that contribute to negative outcomes through multiple pathways. These contribute to gender disparities in programming results as the bottlenecks and barriers due to gender inequality may contribute to poor health outcomes for young women and girls, such as bearing a disproportioned burden of new HIV infections.

Socialization, a lifelong process of inheriting and disseminating norms, customs and ideologies, provides individuals with the skills and habits necessary for participating within their societies. From birth, powerful forces operating at the interpersonal, family and societal levels, in culture and media send signals to girls and boys on what behaviours, attitudes, mindsets and, ultimately, life options are available to or expected from them. Some of these signals may be positive, enabling girls to develop certain skills and knowledge that are useful to them throughout their lives and are not necessarily harmful to girls' well-being and development — for instance, in many contexts, culture places a premium on girls being cooperative and 'playing nice'.

Attention to the opportunities for intervention along a gender equity continuum through a gender-transformative approach represents a key, largely unfilled gap in programming *(see Figure 4)*. Transforming harmful gender roles, norms and power relations is a niche that implementers can effectively fill, particularly in communities undergoing abrupt economic transitions and structural change. Careful and conscious integration of gender transformative messages and narratives can be cost efficiently done at the interpersonal and group level (for instance, within social media campaigns, girls' empowerment clubs or individual counselling). Implementers should consider aligning interventions to new and

emerging structures, as programmes are more likely to experience community acceptance if they are seen to be relevant and to fill a need. Life course approaches that identify and utilize the specific change agents with greatest influence across the transition into adulthood are also more likely to be successful.

Figure 4. The gender equity continuum

Gender inequity					Gender equity
GENDER-UNEQUAL Perpetuates gender inequalities	**GENDER-BLIND** Ignores gender norms, discrimination and inequalities	**GENDER-AWARE** Acknowledges but does not address gender inequalities	**GENDER-RESPONSIVE** Acknowledges and considers women's and men's specific needs	**GENDER-TRANSFORMATIVE** Addresses the causes of gender-based inequalities and works to transform harmful gender roles, norms and power relations	

Exploit	Accomodate	Transform

6.2   Work with Young Women and Girls as Agents of Change

While children start to develop a sense of their gender and of gender roles very early in life (as early as the age of 7), adolescence presents a unique window of influence during which the influences on gender attitudes intensify. By adolescence, prevailing gender norms and practices start to signal to girls, leading to limitations of their agency, self-expression and aspirations and, in the process, stripping many girls of their decision-making power within their communities that concern their rights, personal lives and intimate partnerships or bodily integrity. Conversely, adolescence presents a scenario in which girls can walk a path of constructively and effectively negotiating their life situations with intention and foresight and achieving their goals. Programmes that aim to help young women and girls develop increased critical thinking skills and resiliency to adverse situations can lead to improvements in a person's sense of increased self-worth and agency. These interventions include elements of mentoring and skills opportunities.

Empowered young women and girls have opportunities to impact their environments. They might advocate about their needs and rights with policymakers; design service programmes or evaluation research that, informed by their own experiences, are quite effective for targeted groups of young women and girls; mentor other young women and girls through peer-support networks; inform private sector actors on needed services for young women and girls.

MODULE

1

2

3

4

5

6

7

8

9

6.3   Partner with Parents as Primary Allies

A girl's first socializer are her parents or primary caregivers. The girl's eventual beliefs, attitudes and agency will reflect her own inborn personality, her socio-economic circumstances and her personal history, including her families' values, and those of peers, education, religion and media. The evidence supports the importance of parental attachment to sound socio-emotional well-being, but also to an array of protective factors and positive outcomes as girls and boys make the transition into adolescence and beyond. As such, there is tremendous value to interventions that support parents in explicating their expectations in line with their values and cherished traditions. A key facet of effective interventions is to help normalize regular parent–child communications and provide a supportive context in which they can discuss, and explore with their peers, issues with which they struggle in a non-judgmental, safe space *(see 'Module 8')*.

Positive parenting is critical to the empowerment of girls and boys for them to grow up in safe, equitable environments and to realize their individual potential. There is a limited global evidence base from low- and middle-income countries on 'what works' for the parenting of adolescents, but a growing body of grey literature and programmatic practices exist from which principles and values of good practice can be extracted. In considering norms change interventions, it is important to understand the roles and influences of mothers and fathers and extended family members through a gender analysis. For example, fathers and uncles are often involved in marriage negotiations while female relatives are responsible for teaching about sexual health and preparation for marriage.

6.4   Work With and Through Cultural and Traditional Institutions

Culture and tradition could constitute powerful headwinds to change if opportunities to nurture their influence is ignored or foregone. Significant political considerations are at play for decision makers who fear that introducing or proposing drastic changes to existing norms or promoting better health-seeking behaviours within the elders' sphere of influence will, for instance, create dissatisfaction among those who do not necessarily understand why young people need to be favoured, will alarm the torchbearers of culture (particularly for sensitive issues), will be perceived as against scriptural doctrine or will shed an unfavourable light on the lack of adequate health infrastructure and availability of commodities within their communities.

In some denominations, religious leaders fear that newer prevention methods (such as pre-exposure prophylaxis (PrEP)) or even more established tools (such as condoms) will

promote promiscuity among young men and women and undermine the social and religious values that exist within their society or community. SBCC campaigns that address women's empowerment or violence against women often threaten the existing patriarchal authority and expose sometimes powerful male figures to scrutiny within their communities. Simple, practical solutions can mitigate against these forces, particularly if deployed early, including engaging experts early in research and design to understand cultural and anthropological perspectives on emerging technologies and approaches; cultivating champions within the cultural institutions; ensuring that messaging does not conflict with the key tenets of tradition or religion; testing messages and approaches before they are scaled up; training cultural ambassadors to appreciate new programmatic initiatives and developments, among others.

6.5 Implement Ethical Scale-up of Norms Change Programmes that Work

Ethically sound methodologies on social norms change that are being taken to scale in several regions and contexts have been collated in guidance taking norms change programmes to scale. Ownership and acceptability in the community is essential and requires long-term investment and engagement across all levels of stakeholders. Further, a few other practical considerations to note are:

- **Conduct a strong gender analysis to understand the local context.** This analysis grounds the programme in local realities and informs essential interventions

- **Put young women and girls at the centre of programming, building their skills and agency.** Empowering young women and girls has powerful transformative potential *(see 'Module 6.3')*.

- **Engage men and boys for gender equality.** male engagement can lead to men and boys becoming change agents for gender equality *(see 'Module 8')*.

- **Mobilize communities, systems and social networks in rights-based, inclusive, and participatory community dialogues.** substantive community involvement and insight in planning, implementing and monitoring social norms change programming.

- **Build strong partnerships between government, civil society and the private sector.** collaborations of key stakeholders can foster laws and policies to promote the rights of young women and girls *(see 'Module 9')*. Consider which individuals and organizations benefit from the status quo and may be at odds with social norms transformation, including levels of government and international organizations.

- **Fully understand the principles of, and align with, the values of the norms change methodology.** Specify explicit, internalized and gendered principles that are modelled on equality and human rights in social justice programming.

- **Maintain fidelity to the elements of the original methodology.** Effective programming of social norms change is not merely a collection of activities but rather a systematic and theoretically grounded work with key structured aspects. Neglecting any of these elements can compromise success and also potentially harm the community and/or individuals.
- **Ensure adequate time and funding for programming.** Programmers and donors must be realistic about the time and resources necessary to effect change through quality programming that can be sustained. Change can happen within short programming cycles if done well, with intensity and led by communities.

6.6 Anticipate and Neutralize Backlash and Resistance

Some norms are so powerful, entrenched and widespread that few would even consider going against them, and many powerful forces may consider their abrogation an affront to their authority. Norms change can be difficult and is too fraught with danger for change agents and other community members. Unintended consequences can result for key affected communities. As such, strong norms change programming cannot be effective without addressing the underlying tensions that are likely to arise within and across communities and planning to tackle these systematically. Programmes should consider:

- Including political and religious authority figures from the onset and working with them to anticipate and defuse negative backlash.
- Working with political and religious stakeholders to devise strategies that not only overcome the resistance and the political pressure, but that persuade and create allies among decision makers to support the norms or behaviour change within their communities.
- Implementing advocacy, influencing and campaigning for norms change to promote alternative visions of the future for communities and societies and, especially for the most affected ones, drawing upon shared common values that are traditionally or communally held.
- Addressing resistance from the girl herself. If a girl begins to change her ideas about what is in her own self-interest, why might she still choose to conform to social norms, to assume the role society has assigned her? A girl's compliance with prevailing norms depends on her attitudes and beliefs and her own sense of agency (ability to make and act on her own decisions). Behavioural science provides us with some answers. She may fear negative reactions from others, or she may value other people's approval, even if they do not agree with the norm.
- Addressing resistance from health providers. No one is free of their own values, attitudes and biases, and that includes service providers. The professional and attitudinal behaviour in service provision directly influences whether young people

will seek health services available to them. It is also important to note that health providers may resist changes that could potentially benefit girls and communities, if they are accompanied by changes to their job scope, independence and authority.

MODULE

1

2

3

4

5

6

7

8

9

Promising Directions

Political economy analyses. Analysing the political dimensions of a specific context informs the feasibility of prevention programming efforts. While interventions may be technically sound, they may not be politically possible, or the political path might be complex. Political economy analysis looks at certain structures, institutions and stakeholders to understand how cooperative decisions are made at all levels of society. After a political economy analysis determines the programme or intervention to be politically possible, should it be pushed further for implementation.[1]

Issues framing. Framing HIV prevention in young women and girls should be a communications social process that links political discourse and mental structures, particularly for the most marginalized and excluded young women and girls. More controversial or contentious elements of prevention could benefit from careful consideration of how the discourse is framed to inform its importance, uptake and acceptance by community members and key decision makers alike.

Case Study: Cases from the field[2]

Without complete information about menstruation or the means to purchase menstrual products, millions of young women and adolescent girls in sub-Saharan Africa use dangerous, dirty alternatives such as used pads, mattress filling or cow dung to manage their periods. Others engage in transactional sex to obtain menstrual products. Many girls skip school during their periods, which causes academic gaps and can lead them to abandon their studies altogether. These risk factors increase girls' vulnerabilities to early pregnancy and sexually transmitted infections (STIs), including HIV/AIDS.

Since 2014, Huru International and the Peace Corps (PC) in Tanzania have partnered to deliver a holistic, community-based model that leverages menstrual health and hygiene (MHH) as an effective point-of- entry into isolated, hard-to-reach communities. Huru's sanitary pads are produced by women and men from underserved Kenyan communities and are specially designed for the girls and women who use them in the African setting.

On the ground, the Huru–PC partnership engages in contextually relevant design and delivery of a range of interventions that highlight issues surrounding health and well-being, gender-based violence (GBV), HIV/AIDS prevention, and more. Huru utilizes a sustainable model that uses menstruation as a point-of-entry into other complex topics. To combat harmful myths and taboos about the female body, the programme provides educational seminars not just to girls but also to their male peers, teachers, parents and community leaders so that everyone is educated on periods and the importance of female education. These norms changes are essential to normalizing MHH.

The Huru–PC partnership includes an integrated suite of evidence-based interventions that have the health and well-being of at-risk, disadvantaged adolescent girls and young women as its primary focus. This includes:

- **Training of trainers (ToTs).** The partnership centres on empowering and training PC volunteers and community counterparts to carry out girl-

focused, community-based MHH and sexual and reproductive health and rights (SRHR) programming. ToTs work to improve knowledge, increase skills and change attitudes using participatory approaches (e.g. teach-backs, group work, role play and Q&A sessions).

- **Evidence-based, comprehensive SRHR curricula.** Participants are provided with and trained using Huru's comprehensive, culturally sensitive health curriculum, which is available in English and Swahili. It is evidence-based and rights-focused and includes training modules, trainers' notes and lesson books for facilitators, as well as information, education and communication (IEC) booklets for beneficiaries. All health materials begin with complete MHH education and build on this topic to address related topics like women's health, HIV prevention, GBV and family planning.

- **Community-led project implementation.** Once trained, PC volunteers and counterparts return to their communities to implement projects that are designed to reflect the needs of the local community, creating interventions that are culturally appropriate and community-specific. They work to involve key stakeholders such as community leaders, school administration, parents, teachers, men and boys. Some common and successful project models include school-based peer education and mentorship programmes, Huru Health clubs with both girls and boys, clinic-based events paired with health services such as family planning and HIV testing, and training events with parents and community leaders. Involving men and boys in MHH activities serves to break down the myths and taboos so prevalent in traditional societies.

- **Distribution of reusable sanitary pads.** Implementation of each Huru project involves the distribution of 'Huru Kits', each containing eight reusable pads, three pairs of panties, detergent-grade soap, resealable bags for storing soiled pads, user instructions and education materials packaged in a drawstring backpack.

- **Monitoring and evaluation activities.** Monitoring and evaluation activities are conducted throughout implementation and include community-based monitoring of project implementation by trained PC volunteers and counterparts, Huru staff field visits and a full evaluation through more creative and complete methods and using an external consultant.

As of June 2019, the partnership has reached **62,000+** youths and **3,500+** parents reached across **140+** community-based programmes implemented in **22** regions of the country. Recent independent external evaluation of the project demonstrated the following:

- A 61.6 per cent decline in beneficiaries' use of unhygienic, ineffective materials to manage their periods
- A decline from 43 per cent to 15 per cent in menstruation-related school absences among beneficiaries (with a 33 per cent decline in the number of girls missing 3 days or more)
- An overall increase in SRHR knowledge, especially related to HIV. For instance, at end-line, about 92 per cent of beneficiaries knew that abstinence can prevent HIV and other STIs (compared to 69 per cent at baseline) and 86 per cent knew that use of condoms can prevent HIV and other STIs (compared to 81 per cent at baseline)
- A decrease in the number of beneficiaries who accept behaviours that condone gender stereotypes and harmful traditional practices. For example, 96 per cent beneficiaries do not think it okay to be involved in transactional sexual relationships (compared to 71 per cent at baseline)
- Programme beneficiaries also reported increases in their sense of self-esteem and self-efficacy. For example, 82 per cent of beneficiaries felt they had control over their bodies (compared to 57 per cent at baseline)

Lessons learned

- ToT involving local community members (including teachers, health care workers and community change-makers) improves project sustainability, adding to community ownership and giving beneficiaries a local role model and mentor to turn to after Huru and PC have left. To effectively act as a community-based mentor, it is essential that community-based facilitators are provided with appropriate knowledge and resources, as well as skills for working with youth in an understanding, non-judgmental way.
- Community-based mentors are also essential in involving key stakeholders in the community. By engaging community leaders and school administration, the project is more fully embraced by everyone. By engaging

MODULE

1

2

3

4

5

6

7

8

9

parents, teachers and male peers, adolescent girls and young women feel safer and more encouraged. The involvement of each of these key stakeholders contributes to project sustainability and more supportive environments for all beneficiaries.

- MHH acts as an effective entry point for providing comprehensive SRHR and HIV prevention education. As girls enter puberty and begin menstruating, they also begin to face issues such as early marriage and sexual debut. Discussing menstruation and menstrual health naturally leads to discussing these other essential SRHR topics.
- Holistic programmes that reach girls and boys, parents, teachers and community leaders are ideal. Young women and adolescent girls do not live in a vacuum and need the support of the people they interact with on a daily basis.

Read more about this programme: Huru International

Promising and Effective Programme Models

Democratic Republic of Congo

Vrai Djo (Real Man)

A campaign to promote positive male role models in the fight against sexual violence and gender-based violence (GBV) in the Democratic Republic of Congo.

https://www.sfcg.org/wp-content/uploads/2014/08/COD_EV_July11_Vrai-Djo.pdf

Nepal

Sathi Sanga Man ka Kura (SSMK), "Chatting with my best friend"

The programme aims to give information to Nepal's adolescents to equip them with knowledge and life skills to reduce their chances of engaging in risky behaviour and to promote discussion and debate on issues that affect adolescents' lives.

https://ssmk.org/

Pakistan

Humaqadam

Created spaces for men and boys (aged 16–30 years) to engage on gender issues through interactive theatres, a 'Stop Rape' campaign, cross-gender discussion forums, self-growth sessions with women and orientation sessions with professionals.

https://www.humqadam.pk/

South Africa

Stepping Stones

A 50-hour programme over 6–8 weeks. It used critical reflection and other participatory learning techniques to improve sexual health practices and enable male and female participants aged 15–26 years to build safe, gender-equitable relationships.

https://steppingstonesfeedback.org/resources/new-manual-adolescents-adults/

Prevention in Action (PIA) Program

The goal of the programme was to reduce HIV transmission by changing social norms related to sexual violence and other GBV against women.

https://www.researchgate.net/publication/263167377_Prevention_in_Action_A_model_for_social_mobilization_to_prevent_violence_against_women

MODULE

1

2

3

4

5

6

7

8

9

Tanzania

Fataki campaign

A campaign that ran from 2008 to 2011 aimed to lower the spread of HIV by changing people's attitudes and empowering communicates to intervene if older men approached younger girls wanting sex in exchange for gifts or money.

https://ccp.jhu.edu/2011/12/01/fataki-campaign-prompts-conversation-about-cross-generational-sex-in-tanzania/

Uganda

The Gender Roles, Equality and Transformation (GREAT) project

The GREAT Project is an evidence-based international development intervention that succeeded in improving gender norms related to sexual and reproductive health (SRH) and GBV in Northern Uganda.

http://irh.org/great-project-how-to-guide/

Step Up, Speak Up, Link Up. A Facilitator's Guide on Mentoring for Youth Advocacy, Kampala

The purpose of such a mentoring programme is both to build the confidence of young people to participate in these processes and to help identify and expand the knowledge, leadership skills and abilities that they feel they need to meaningfully participate and to advocate for their priorities.

https://www.phi.org/uploads/files/Link%20Up%20mentoring%20workshop%20guide.pdf

Vietnam

Because I am a Girl (BIAAG) project, Ha Giang province

BIAAG is aimed at supporting girls' comprehensive development by providing safe spaces and gender rights education for girls and at developing their broader communities in ways which improve health and education more generally.

https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9888.pdf

Multiple Focus Countries

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), Kenya and 26 chapters throughout Africa

ANPPCAN runs programmes throughout Africa, including protection of children at risk of sexual exploitation in Kenya, reducing violence against children, child protection and response centre, and more.

http://www.anppcan.org/

Unite for Body Rights, Africa and Asia

Through the provision of good-quality sexual and reproductive health and rights (SRHR)
education, the programme empowers young people and women to make healthy and well-
informed decisions, strengthening the provision of quality public and private SRH services that are
accessible, acceptable and affordable for young people and women.

https://www.rutgers.international/programmes/programmes-archive/unite-body-rights

The Meena Communication Initiative developed by UNICEF, South Asia

The Meena Communication Initiative was developed by UNICEF as a mass communication project
aimed at changing perceptions and behaviour that hamper the survival, protection and
development of girls in South Asia.

https://unicefiec.wordpress.com/2013/05/29/meena-communication-initiative/

MODULE

1

2

3

4

5

6

7

8

9

HIGHLIGHTED IMPLEMENTER RESOURCES

6.1   Design Interventions Through a Gender-Transformative Approach

SBCC Capacity EcoSystem

The Health Communication Capacity Collaborative (Hc3); 2019; English

https://healthcommcapacity.org/sbcc-capacity-ecosystem/ https://healthcommcapacity.org/hc3resources/strengthening-sbcc-capacity-national-level-improve-health-outcomes/

The SBCC Capacity Ecosystem is a model that reflects the systematic assessment, design and implementation of customized and strategic capacity strengthening for SBCC. While arising from the work of HC3, this model can be used by any project seeking to strengthen SBCC capacity at the local, regional or global level. This document provides a more detailed exploration of the model by delving further into where capacity strengthening programme should go and how to get there. In many instances, an SBCC project is asked to design, implement and evaluate SBCC projects in collaboration with local country-based partners.

Social Norms Exploration Tool (SNET)

Institute for Reproductive Health (IRH), Georgetown University; 2019; English

http://irh.org/social-norms-exploration/

This resource is a participatory guide and set of tools to translate theory into practical guidance. It provides step-by-step guidance, exercises, and templates that can help programme implementers in the following ways: understand social norms theory and concepts; prepare staff to identify and investigate social norms; engage community members using participatory learning exercises to 1) identify reference groups, and 2) explore social norms influencing behaviours; analyse information with project team and communities; and, use findings to inform the design of norms-shifting activities and develop good evaluation tools. A field-tested version of the guide is being applied in over 10 countries and is available for use. IRH can provide distance and in-country technical assistance to organizations and projects that wish to use it. The experiences and learnings from the field-testing of the SNET will inform revisions for a final version ready for dissemination in 2020. The five phases for implementors include: 1) plan and prepare; 2) identify reference groups; 3) explore social norms; 4) further compile & analyse findings; and 5) apply findings to programme.

6.2   Work with Young Women and Girls as Agents of Change

ACT! 2030 Advocacy Toolkit

ACT!2030 partners; 2018; English, French, Spanish, Russian, Arabic

https://www.act2030.org/resources.html

This toolkit provides resources and support to young people and youth organizations to advocate for SRHR. This advocacy toolkit includes 10 documents: SRHR glossary (explains important SRHR and development terms), problem tree handout (helps you explore an issue you want to solve), spectrum of allies worksheet (helps you categories all the stakeholders you need to engage), partner tracking worksheet (to log all your partners and allies), communications worksheets (helps you tailor your messages to different groups of people), advocacy strategy worksheets (helps you plan your advocacy from start to finish), ideas for advocacy activities (to inspire you to take action), blogging guide (to help you share your successes), social media strategy worksheet (to help you develop your social media plan) and an advocacy letter guide (helps you write letters to key decision makers).

We Demand More! A Sexuality Education Advocacy Handbook for Young People

UNESCO, IPPF, The Pact; 2017; English

https://www.act2030.org/uploads/1/0/0/3/100350982/wedemandmore_feb2017_en.pdf

This guide includes all the background information and evidence you need to argue for the importance of providing all young people with good quality comprehensive sexuality education (CSE). It gives advice on how to make change happen where you live, as well as examples of successful CSE advocacy efforts to inspire you — some are simple ideas such as writing a letter to a head teacher or school principal, and others involve more 'high level' advocacy that targets governments and pushes them to make changes to education policies. The aim of this guide is to encourage young people to stand up for their right to high-quality education on their SRH, and to support young people to lead advocacy efforts to improve CSE. While it is mostly aimed at young people and youth-led and youth-serving organizations, it will also be useful to other organizations, volunteers and activists who want to begin or strengthen advocacy around improving sexuality education across the world.

Step Up, Speak Up, Link Up — A Facilitator's Guide on Mentoring for Youth Advocacy

Athena, International HIV/AIDS Alliance, GYCA, Link Up; 2015; English

https://www.phi.org/uploads/files/Link%20Up%20mentoring%20workshop%20guide.pdf

Young people facing multiple layers of marginalization feel that their needs and desires are not upheld in the structures of their health-care system, governments or societies. To address these issues, the mentoring programme was developed as a collaborative process with youth advocates from Link Up, drawing on their own lived experiences working in their communities to advance their agendas. Link Up implementing partners merged the results of community dialogues, mentoring training workshops, to build a sustainable mentoring programme that could be replicated elsewhere. The purpose of the mentoring programme is both to build the confidence of young people to participate in these processes and to help identify and expand the knowledge, leadership skills and abilities that they feel they need to meaningfully participate and to advocate for their priorities. In addition, mentors and mentees can benefit laterally from each other's knowledge, experience and perception. The tool is designed to be used by youth advocates interested in mentoring, whether they are new to advocacy and interested in developing their skills, or they are experienced in advocacy and want to share their skills and experiences with others by becoming a mentor.

6.3   Partner with Parents as Primary Allies

6.4   Work With and Through Cultural and Traditional Institutions

PreP Communications Accelerator

USAID, PEPFAR, OPTIONS; 2018; English

http://accelerator.prepwatch.org/

PrEP Communications Accelerator is a free interactive, digital resource that supports national governments, programme implementers and health practitioners to develop marketing and communications that drive demand for pre-exposure prophylaxis (PrEP) in sub-Saharan Africa. Both easy to use and information-rich, the Accelerator offers tested guidance throughout the lifecycle of a PrEP communications campaign and can be applicable across all PrEP formulations. The Accelerator also includes information about creating an enabling environment for PrEP with communications for the general population. The goal is not to encourage the use of PrEP by everyone, but rather to educate the full population about PrEP and create general positive awareness for this new HIV prevention method. Creating a supportive environment for PrEP is vital to its success.

The Social Marketing Benchmark Criteria

Alan Andreasen, NSMC; 2016; English

http://www.thensmc.com/sites/default/files/benchmark-criteria-090910.pdf

Based on the original six-point criteria developed by Alan Andreasen, the Benchmark Criteria set the out the key elements that comprise every successful social marketing programme. The criteria are designed to support better understanding of social marketing concepts, to promote a consistent approach to review and evaluation and to assist in the commissioning of social marketing services. This two-page guiding framework gauges targeted programmes' demand creation through social media. The benchmarks were selected by reviewing successful social marketing projects and identifying the common elements that contributed to their success. The benchmarks are not a social marketing process but the elements that can improve the impact of a social marketing intervention.

6.5   Implement Ethical Scale-up of Norms Change Programmes that Work

She Conquers Campaign, South Africa

South Africa National AIDS Council (SANAC); 2016–2019; English

http://www.health.gov.za/index.php/component/phocadownload/category/360-she-conquers?download=2054:she-conquers-pamphlet

This document is a brief overview of the She Conquers Campaign, a national campaign aimed at empowering adolescent girls and young women and a coordinated initiative to intensify efforts to enable adolescent girls and young women to reach their potential and maximize their contribution to a democratic South Africa. This campaign is led by adolescent girls and young women to educate and engage other young women, focusing on school retention, GBV reduction and income generation opportunities for adolescent girls and young women, through a rights-based and multisectoral approach. The campaign is born out of evidence which suggests a disproportionate burden of HIV among 15–24-year-old adolescent girls and young women in South Africa.

#GirlsGetEqual
Plan International Campaign; 2018; English
https://plan-international.org/girls-get-equal

#GirlsGetEqual is a social media-based international campaign for all ages, supporting a broad collection of gender equality campaigners operating at community level. Drawing on diverse sources of inspiration and evidence, the site provides methods for identifying and disrupting harassment, educating others and mutual aid through pledges. Consistent updates and blogs from partner supported and youth-led movements foster an international activism hub for trending approaches as well as positive support. This campaign is intended for the participation of young people.

Using Demand Creation for Real Impact in HIV Prevention
AIDS Vaccine Advocacy Coalition (AVAC); 2018; English
https://www.prepwatch.org/insight2impact/videos/

This tool is a five-part series of videos to share key lessons learned in HIV prevention. The videos discuss evidence-based and multidisciplinary approaches to demand creation for public health products and services, with a specific focus on driving demand for the category of PrEP. The five videos include: 1) What is demand creation?; 2) Audience insights; 3) How to create a campaign strategy; 4) How to choose media channels for impact; and, 5) How to track impact for long-term success. These videos complement the key principles covered in the PrEP Communications Accelerator, a digital platform developed by OPTIONS to support programme implementers, health-care practitioners, governments and organizations in their implementation of demand creations approaches for PrEP.

The Soul Beat 266 — Promoting the Sexual and Reproductive Health of Young People in Africa
The HIV/AIDS Network, Africa on The Communication Initiative Network; 2017; English
http://www.comminit.com/hiv-aids-africa/content/soul-beat-266-promoting-sexual-and-reproductive-health-young-people-africa

This issue of The Soul Beat looks at how communication is being used to promote SRH of adolescents in Africa. The newsletter offers a selection of content — programme experiences, evaluations, research reports and resources — posted onto the Soul Beat Africa website that highlight how communication strategies involving, for example, advocacy, peer education, community mobilization, and information and communication technologies can be used to promote the SRH of young people, including their access to CSE.

Eight Common Pitfalls of Social Norms Interventions: Theory in assistance of better practice
Dr Ben Cislaghi, LSHTM; 2018; English
http://strive.lshtm.ac.uk/resources/eight-common-pitfalls-social-norms

Despite the fascination with social norms theory to improve health outcomes, the ability to use social norm theory to inform health interventions varies widely. In this Learning Lab, Ben Cislaghi presents eight pitfalls that practitioners must avoid as they plan to integrate a social norms perspective in their interventions, as well as eight learnings. These learnings are: 1) social norms and attitudes are different; 2) social norms and attitudes can coincide; 3) protective norms can offer important resources for achieving effective social improvement in people's health-related practices; 4) harmful practices are sustained by a matrix of factors that need to be understood in their interactions; 5) the prevalence of a norm is not necessarily a sign of its strength; 6) social norms can exert both direct and indirect influence; 7) publicizing the prevalence of a harmful practice can make things worse; and, 8) people-led social norm change is both the right and the smart thing to do.

Gender and SBCC Implementation Kit
Johns Hopkins University; 2017; English
https://sbccimplementationkits.org/gender/templates/

Integrating gender into a SBCC programme involves identifying and then addressing gender inequalities during the strategy and project design, implementation and monitoring, and evaluation of a project. By integrating gender into an SBCC strategy, individuals can make health messages more effective, stimulate equity in gender roles and improve health outcomes. This I-Kit provides a step-by-step approach to integrate gender into an existing or new SBCC strategy or marketing plan. It contains background information (information and technical considerations on gender, programmatic approaches, SBCC theory and gender-based frameworks), step-by-step guidance (guidance on how to integrate gender into an existing SBCC strategy), templates and checklists (relevant templates and checklists to help review and integrate gender into an existing SBCC strategy), and resources and examples (gender-focused resources and programmatic examples for future reference). The primary audience for this I-Kit are programme managers, designers, implementers of SBCC programmes and any other individual who wants to integrate gender into an existing SBCC strategy.

Guidelines for Adapting Stepping Stones
Alice Welbourn, Salamander Trust; 2017; English
https://steppingstonesfeedback.org/wp-content/uploads/2016/10/SalamanderTrust_Adaptation_Guidelines_Stepping_Stones_-2017FINAL.pdf

The original Stepping Stones training programme is a training package on gender, HIV, communication and relationship skills. It is also sometimes described as a training package on social norms change, covering many aspects of our lives, including why we behave in the ways we do, how gender, generation and other issues influence this, and ways in which we can change our behaviour if we want to. Stepping Stones was originally developed between 1993 and 1995 but was fully revised and updated in 2016. This guide is for anyone who is using Stepping Stones and Stepping Stones Plus and is thinking about making some changes, and for people who have not yet used the manual and wish to adapt it to their local situation.

Stepping Stones (Stepping Stones & Stepping Stones Plus)
Alice Welbourne, Salamander Trust; 2017; English
https://steppingstonesfeedback.org/resources/new-manual-adolescents-adults/

Stepping Stones & Stepping Stones Plus are manuals that grew out of a need to counter the prejudice and fear surrounding HIV and to foster strong and mutually respectful relationships, free from violence and without sexually transmitted infections (STIs) or unplanned pregnancies. Stepping Stones is recognized by WHO, UNAIDS, USAID and many others as one of the few global interventions to reduce intimate partner violence (IPV), now recognized as a key cause and consequence of HIV for women globally. Stepping Stones & Stepping Stones Plus has now been combined into a single manual and wholly revised and updated. This training package is designed to help trainers and community members organize a workshop. The training is with young and older women and men, (aged from about 15 years upwards), working separately and together, to explore their social, sexual and psychological needs, to overcome their communication blocks and to practice ways of enriching their relationships. The workshop sessions help individuals, peers and their communities move step by step to change behaviours and to build healthy relationships. This manual is essential reading for social workers, community workers, health workers, non-governmental organization staff and people living with HIV working on HIV-related community programmes, and researchers and academics teaching and advising in this field.

SBC How-to Guides
Compass; 2019; English, French (Breakthrough Action Cote d'Ivoire)
https://www.thecompassforsbc.org/how-to-guides

SBC How-to Guides are short guides that provide step-by-step instructions on how to perform core social and behaviour change tasks. From formative research through monitoring and evaluation, these guides cover each step of the SBC process, offer useful hints and include important resources and references. There are dozens of guides in this toolkit, including provider behaviour assessment for social and behaviour change, advanced audience segmentation for social and behaviour change, how to plan an interpersonal communication intervention, how to develop a communication strategy, how to create a band strategy (three parts), how to design SBCC messages, how to adapt SBCC materials, how to develop SBCC creative materials and many more guides.

What Women Want: HIV prevention that works for adolescent girls and young women
ATHENA Initiative; 2017; English
http://athenanetwork.org/assets/files/WhatWomenWant/ATHENA%20WhatWomenWant_AGYW%20powering%20HIV%20prevention_2017.pdf

ATHENA consulted adolescent girls and young women in Kenya, Zimbabwe, Malawi and other eastern and southern African countries to identify their HIV prevention needs, priorities, visions and solutions in response to the 2016 UNAIDS guidance on HIV prevention. The consultation was completed using a mixed-methods approach, including a WhatsApp focus group, a working group, webinars, twitter and other social media. The responses are intended to localise, amplify and apply the UNAIDS guidance and beyond — into targeted advocacy efforts to inform programmes, reach decision makers and mobilize communities to implement policy change and increase access to services. This initiative is just as concerned with detecting effective approaches when working with girls as it is with the end result.

Social and Behaviour Change (SBC) Program Monitoring
USAID, K4Health; 2018; English
https://www.thecompassforsbc.org/sbcc-tools/social-and-behavior-change-sbc-program-monitoring
https://www.globalhealthlearning.org/course/social-and-behavior-change-sbc-program-monitoring

This 2-hour SBC Program Monitoring course will provide learners with a foundation in monitoring for any type of programmatic intervention. The course is comprehensive learning suite that includes a collection of resources to assist programme staff to monitor their SBC programmes by drawing upon proven tools and case studies. The course will equip learners to design their monitoring strategy. At the end of this course, learners will be able to: explain the role and importance of monitoring in improving SBC programmes; learn how to develop and monitor output, reach, coverage, outcome (intermediate and behavioural) indicators; identify how best to monitor different types of SBC interventions; understand how best to develop a monitoring strategy within budget constraints, staff capacity, timeframe, and others; and, discuss how monitoring data can be used for adaptive management and quality assurance.

Integrated SBCC Programs: Key challenges and promising strategies
Johns Hopkins University Center for Communications Programs; 2017; English
https://www.thecompassforsbc.org/sbcc-tools/integrated-sbcc-programs-key-challenges-and-promising-strategies-webinar

This webinar provides an overview of key considerations when designing, implementing and evaluating integrated SBCC programmes. Presenters highlight the key advantages and challenges involved in integrated SBCC programmes, share experiences and lessons learned from country programme examples and discuss data collection methods from ongoing projects.

Key Principles of Designing SBCC for Health Services, Service Communication Implementation Kit
USAID; 2017; English
https://sbccimplementationkits.org/service-communication/courses/key-principles-of-designing-sbcc-for-health-services/

Whether service communication is implemented by a service delivery partner directly or through coordination with an SBCC partner, understanding better communication practices is important for ensuring better behavioural and health outcomes. For service delivery partners collaborating with SBCC
partners, understanding these principles will foster better consistency between communication and service delivery, more realistic expectations for planning and timelines, and improved coordination overall. For service delivery partners directly implementing SBCC, understanding and applying these key principles is essential for producing high-quality communication outputs and improving programme quality. This I-kit will provide step-by-step guidance on four areas: 1) audience analysis; 2) understanding the determinants of behaviour change: 3) tailoring messages and aligning with communication channels; and, 4) addressing providers as a behaviour change audience.

GREAT Project How-to Guide
Institute for Reproductive Health (IRH), Georgetown University; 2018; English
http://irh.org/great-project-how-to-guide/

The Gender Roles, Equality, and Transformations (GREAT) Project is an evidence-based international development intervention that succeeded in improving gender norms related to SRH and GBV in Northern Uganda. The GREAT model encompasses several components and places collaboration with local partners and the community at the centre of the intervention. GREAT's elements are tested, evidence-based and scalable, 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. The how-to-guide can be utilized or adapted in different settings, assisting programmers to promote positive change in gender norms to improve SRH and reduce GBV.

Communications Jobs of 12 Frame Elements
Frameworks Institute; 2018; English
https://www.dropbox.com/s/j6uhfehtsv0yori/01_ExperienceBlueprint%20poster.pdf?dl=0

Framing is the process of making choices about how to communicate — where to start, what to emphasize, how to explain it and what to leave unsaid. In Strategic Frame Analysis®, the various points where communicators make these choices — intentionally or not — are called 'frame elements'. While frame elements work together, it can also be helpful to think of each of them as doing a certain communications 'job'. With the purpose of the tool in mind, framers can feel more confident in their choices and use the frame elements more intentionally and fluently.

The Experience Blueprint Poster
Conrad; 2018; English
http://www.frameworksinstitute.org/assets/files/PDF/comms_jobs.pdf

An experience blueprint is a detailed visualization that captures the experience across touch points. It includes the emotional journey with design, the end user's actions, thoughts and feelings, as well as the proposed design concepts. Below the blueprint, you will find actions required with other key stakeholders as well as support processes that need to happen in order for the service to be delivered.

Youth Advocates Act! A Handbook on how to campaign for better sexuality education using the International Technical Guidance on Sexuality Education
UNESCO, IPPF, The PACT; 2018; English, Arabic, French, Spanish
http://www.childrenandaids.org/node/665

This document is a multinational rights-based comprehensive sexuality education handbook to transform advocacy into a youth-led process using critical conversations, facilitation guides and ally ship at multiple levels. Youth Advocates ACT! draws accessible models of problem identification and best practice initiatives for empowered youth ownership, including direct instructions in interpersonal communication and feasible reform of existing response. This guidance is intended for use by young advocates.

#WhatWomenWant: A toolkit for putting accountability into action
Stevenson, Jacqui, et al, ATHENA Initiative; 2018; English
https://www.athenanetwork.org/assets/files/WhatWomenWant/Athena-
WWW%20toolkit%20for%20putting%20accountability%20into%20action.pdf

This toolkit provides a framework for accountability in action, to put women and girls in all of their diversity at the centre and to bring a feminist, gender transformative lens across policy development, programme implementation, research, strategies and initiatives. Throughout, it offers examples of effective ways to inform, engage and foster leadership among women, including young women and adolescent girls, and provide ideas for everyone to take part in meaningful accountability including women themselves, governments, donors and policy makers. The toolkit is a living document that will be expanded and updated as they continue to learn, grow together and advance a shared vision. It is designed for those who want to hold decision makers accountable and want to be accountable to the women they serve. The toolkit can be essential for organizations, groups and advocacy bodies, from the grassroots to global level, who want to spearhead participatory action research, policy change, service expansion, community engagement and/or increase community literacy on health, rights and policies.

Driving Demand for PrEP with the PrEP Communications Accelerator
FHI360, Options Consortium; 2019; English
https://www.youtube.com/watch?v=5Tnw_Q7sM6s

The PrEP Communications Accelerator is a digital tool that provides communication strategies
and tools for generating demand for PrEP across sub-Saharan Africa.

6.6   Anticipate and Neutralize Backlash and Resistance

Breaking Harmful Gender Norms in Health Practices and Systems
Overseas Development Institute (ODI); 2019; English
https://youtu.be/okZa89PgUIw

Women and girls cannot wait any longer to shift gender norms, reduce inequalities and set the course for good health for generations to come. Addressing gender inequality and restrictive gender norms benefits the health and development of all genders and is essential for achieving the Sustainable Development Goals (SDGs), protecting human rights for all. With the global health community working to ensure healthy lives and promoting well-being, attention is being turned to the barriers of achieving this goal — namely, discriminatory and harmful gender norms embedded in health practices and health systems. This panel discusses research on how gender equality improves overall well-being and what we know about best practices for addressing harmful and restrictive gender norms to improve health outcomes.

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