

GET 4 Youth (Gender Equity Today) for Youth

Pilot Package

Creating a gender equitable environment for very young adolescents (VYAs)

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Courtesy of Gurat Institute. Photo of the high-fidelity testing of the Exhibition.

INTRODUCTION

GET 4 Youth Pilot Package: Creating a more supportive, gender-equitable environment in which very young adolescents can grow and thrive

OVERVIEW

This document includes guidance and materials for adapting, piloting, and evaluating a multi-level intervention package that aims to create a gender-equitable environment in which very young adolescents (VYAs) can grow and thrive. The five interventions that comprise this package are designed to complement each other and reach key audiences in the VYA environment. Users will be able to adapt and apply them to other settings and contexts.

RATIONALE

Gender inequities are key determinants of morbidity and mortality. Although gender norms and social expectations are shaped and experienced at a young age and intensify throughout adolescence, there is a lack of gender-focused programming tailored to VYAs 10–14 years of age. Further, many gender equity-focused interventions are individual-level approaches that do not address key influencers in the VYA environment, such as caregivers and parents, the school environment, community leaders, or government representatives.

DIFFERENTIATORS

This intervention package is unique in several ways:

APPROACH	This package was developed using a human-centered design (HCD) approach. It was created with and for end users, including VYAs, at the center of the process across three rounds of testing in Indonesia, but designed for adaptation to different country contexts.
AUDIENCE	The interventions go beyond individual-level interventions for VYAs and reach key influencers in the VYA environment across the socio-ecological model (SEM). ²
OUTCOMES	The five interventions mutually reinforce each other and drive desired change by exposing intended audiences to multiple different interventions.
INNOVATION	Collectively, the package improves upon what is known to work, brings those innovations to new audiences, and also incorporates novel ways of reaching new audiences.
VARIETY	The interventions consist of entertainment education, skills building programs, an event/installation, and an approach for integrating the package with local programs and strategies.

¹ SETARA brings new era of sexuality and reproductive health education. (2022, June 3). Rutgers Indonesia. <https://rutgers.id/en/setara-stories/setara-brings-new-era-of-sexuality-and-reproductive-health-education/>
² Swearer, S. M., Espelage, D. L., Koenig, B., Berry, B., Collins, A., & Lembeck, P. (2012). A social-ecological model for bullying prevention and intervention in early adolescence. In: S. R. Jimerson, A. B. Nickerson, M. J. Mayer, & M. J. Furlong (Eds.) *Handbook of school violence and school safety: International research and practice* (pp. 333-355). Routledge/Taylor & Francis.



Key Design Decisions

COMPLEMENTARY AUDIENCES: REACHING KEY INFLUENCERS IN THE VYA ENVIRONMENT

The package is designed to complement individual-level programs focused on VYAs, which despite being the most prevalent intervention type are insufficient to create lasting change. Evidence has shown that shifting gender norms and enhancing agency among VYAs is successful only if they are allotted the opportunity structure in which to exercise that agency. This intervention package addresses those opportunity structures by targeting the socialization agents that create them (e.g., parents and caregivers, teachers, communities, institutions).

This package was designed with and for heterosexual, cisgender people due to the predominance of this relationship type and the legal and political context in Indonesia. Breakthrough ACTION recognizes this as an inherent limitation and encourages those who may adapt these materials for use in other contexts to include sexual and gender minorities in all aspects of the adaptation, implementation, and evaluation to ensure this package meets the needs of as many people as possible.

COMPLEMENTARY CONTENT: COMPREHENSIVE SEXUALITY EDUCATION


Given the prevalence of existing comprehensive sexuality education (CSE) programs for VYAs, this intervention package does not include CSE content but is designed to complement those programs already being implemented. The key ways this intervention package does this are by creating opportunities for caregivers to strengthen their relationships and communication skills with their VYA children, and by providing adults—caregivers, school faculty and staff, and government and community leaders—with opportunities to empathize with VYAs and reflect on how gender norms they may inadvertently reinforce can actually cause harm to VYAs.

OUTCOMES

Although there are many factors that influence VYA health outcomes, this package focuses on addressing the factors identified as most important by the VYAs and their caregivers, teachers, community leaders, school administrators, and government officials who participated in co-design (and who are also the intended audiences of this package). Documentation of this process can be found in the [Low- and Medium-Fidelity Test Report](#) and the [High-Fidelity Test Report](#).


The topic chosen as the most salient need was violence and bullying that stems from the gender norms that perpetuate stereotypical traits and roles for boys and girls, which we have termed “gender-based bullying.” VYAs cited bullying as a driving factor in declining mental health due to its negative impact on self-esteem, agency, and relationships with peers and families. Caregivers and teachers also expressed concern over their lack of knowledge or resources to help their children who experience bullying. However, evidence shows that caregivers and teachers are critical resources for helping adolescents through experiences of social isolation or violence. This intervention package tackles these challenges by strengthening connections between VYAs and these key adults, and giving adults the resources to better understand and address the effect of bullying on mental health for both boys and girls.

OVERVIEW: The five interventions that comprise the GET 4 YOUTH Package




Multi-Stakeholder Forum:
An approach for integrating the package within local programs and initiatives, the Multi-Stakeholder Forum is a steering committee of cross-sector community and government leaders which aims to:


1. Increase knowledge and gender-equitable attitudes among community and government leaders.
2. Prioritize gender-equitable programming.
3. Provide a gateway for piloting and implementing this package.



Exhibition:
The Exhibition provides an interactive and immersive art experience for adults and VYAs to help them understand and empathize with experiences of bullying in general and gender-based bullying in particular, release and express their emotions through participatory art, and engage in a community dialogue around gender norms.




Family Space:
A progressive series of five classes for caregivers and VYAs, the Family Space focuses on strengthening caregiver-adolescent relationships, surfacing gender norms and creating space for critical reflection and discussion in an engaging, dynamic environment.

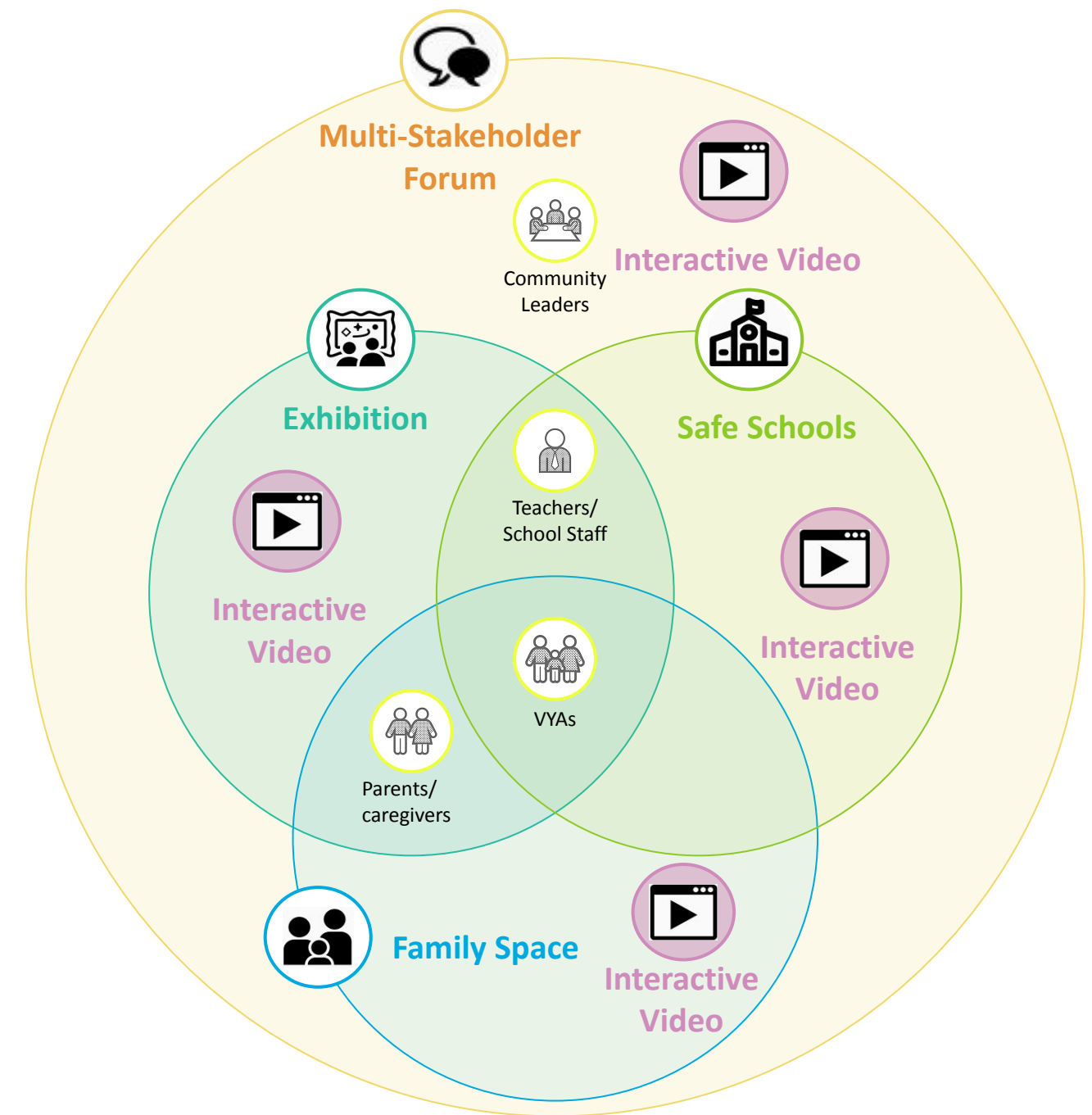


Safe Schools:
This whole-school program for middle schools is designed to complement existing bullying prevention programs and aims to equip schools to respond to bullying in a gender equitable way through three main components:

1. Training for faculty and staff.
2. Reporting system for VYAs.
3. External referral system for complex cases.



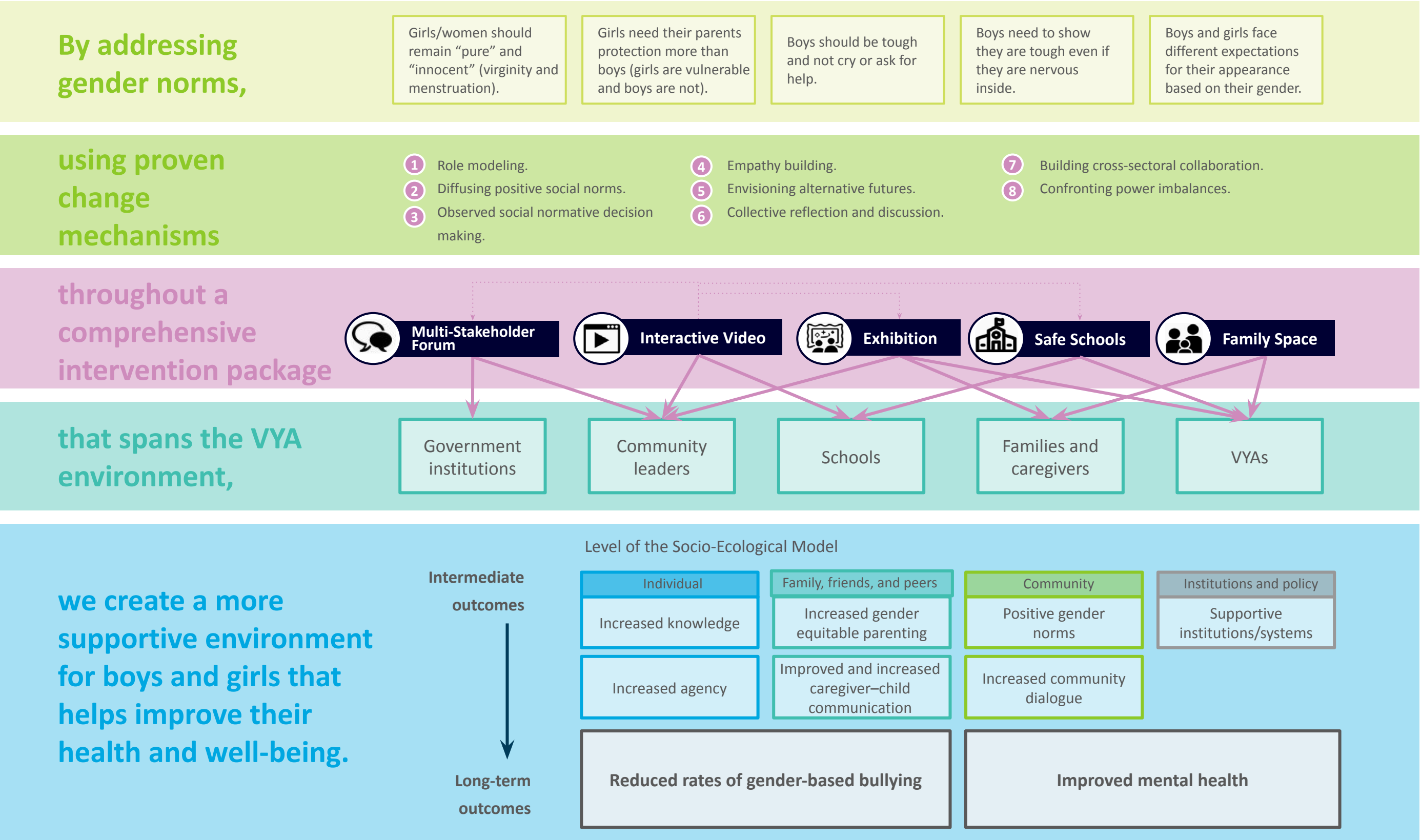
Interactive Videos:
Designed for school faculty and staff and to appeal to community leaders as parents, these videos are designed with “choose your own ending” decision points that aim to initiate collective identification, reflection, and discussion about gender norms. The videos can be used within the Family Space, the Exhibition, Safe Schools, and the Multi-Stakeholder Forum.



This diagram illustrates how collectively, the interventions reach key audiences across the VYA environment and provide multiple exposures to the interventions within a defined jurisdiction.

THEORY OF CHANGE: How do the interventions collectively drive change?

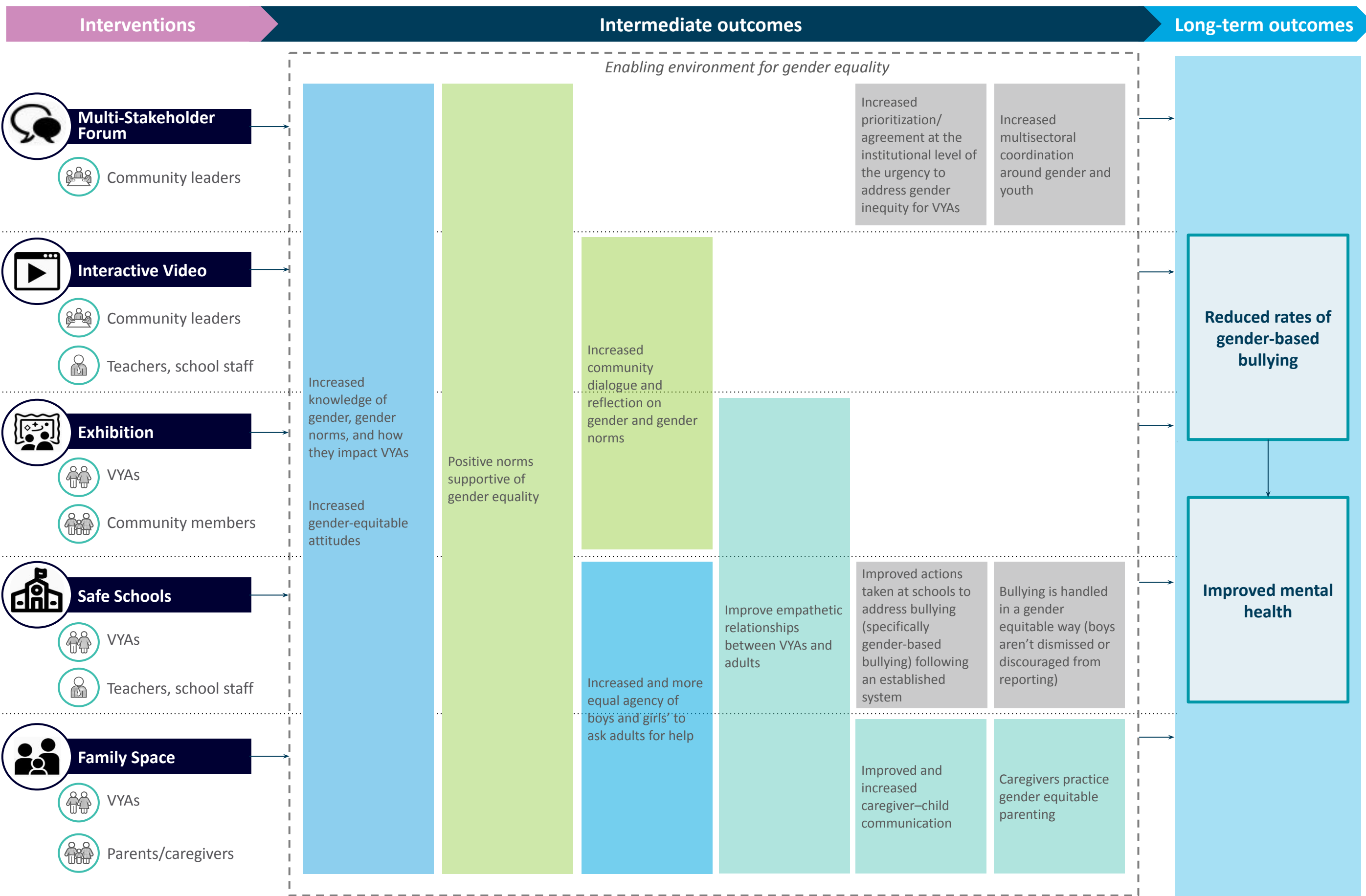
This Theory of Change illustrates how the interventions, together, were designed to improve key outcomes among VYAs. These gender norms and specific outcomes are relevant to the Indonesia context where this package was designed and tested, and should be assessed and adapted for relevance to other settings.



THEORY OF CHANGE (continued)

This graphic illustrates how the interventions drive specific intermediate outcomes.

Level of the Socio-Ecological Model






HOW WAS THIS PACKAGE DEVELOPED?




This package was developed using a human-centered design (HCD) approach, meaning it was created *with* end users across three rounds of testing. These end users include key influencers across the VYA environment, as well as potential implementers and facilitators.

The approach was conceived in three phases: A low-fidelity phase with a focus on validating the prototypes' desirability, a medium-fidelity phase focused on validating their feasibility, and a high-fidelity phase focused on validating their potential for scalability. All testing was conducted in Indonesia. For more information about the design and test process, see the [Low- and Medium-Fidelity Test Report](#) and the [High-Fidelity Test Report](#), both available for download on the Breakthrough ACTION site [Using Human-Centered Design to Create a Gender-Equitable Environment for Very Young Adolescents](#).




LOW-FIDELITY: INDICATORS OF DESIRABILITY (VALIDATED IN DENPASAR, INDONESIA)

-  **PERCEIVED VALUE ADD** If the key audience recognized the usefulness of the design concept. Important needs and pain points were alleviated or had potential to be alleviated with this concept.
-  **PERCEIVED NEWNESS OR COMPLEMENTARITY WITH EXISTING STRATEGIES** If participants were naturally interested in the design concept. If the concept can fit in the current operating structures and is not perceived as a burden to implement.
-  **INTEREST IN FUTURE ENGAGEMENTS** If the key audience provided candid feedback, was motivated to improve the design concept and had interest in engaging with the concept in the future.

MED-FIDELITY - INDICATORS OF FEASIBILITY (VALIDATED IN SEMARANG, INDONESIA)

-  **BEHAVIORAL VALIDITY** If the concept has the potential to impact the intermediate outcomes.
-  **LOGISTICAL AND TECHNICAL FEASIBILITY** If the concept can be efficiently produced and implemented within existing structures or programs.
-  **REPLICABILITY FEASIBILITY** If the concept can be efficiently replicated across contexts.

HIGH-FIDELITY - POTENTIAL FOR SCALABILITY (VALIDATED IN DENPASAR, INDONESIA)

-  **CONTENT** Is the content appropriate and desirable for the audience? Does it reflect our hypotheses? What will the audience take away? Does the content work for facilitators and implementers?
-  **PLACE AND AUDIENCE REACH** Does it have the potential to reach “many” people over time? Who is it reaching and are those the right people? How? What will keep them coming back? Are the sites of implementation appropriate? Do they reach the desired audiences? Can these sites be sustained over time?
-  **PACKAGE COHESION AND IMPLEMENTATION** Can this be implemented as a package that reaches key audiences and SEM levels? How do we know? What would need to change to implement outside of Indonesia?

WHO DEVELOPED THIS PACKAGE?

Together with key local stakeholders, the following partners co-designed, tested, and refined the intervention package:

Johns Hopkins Center for Communication Programs (CCP): The Breakthrough ACTION project's prime.

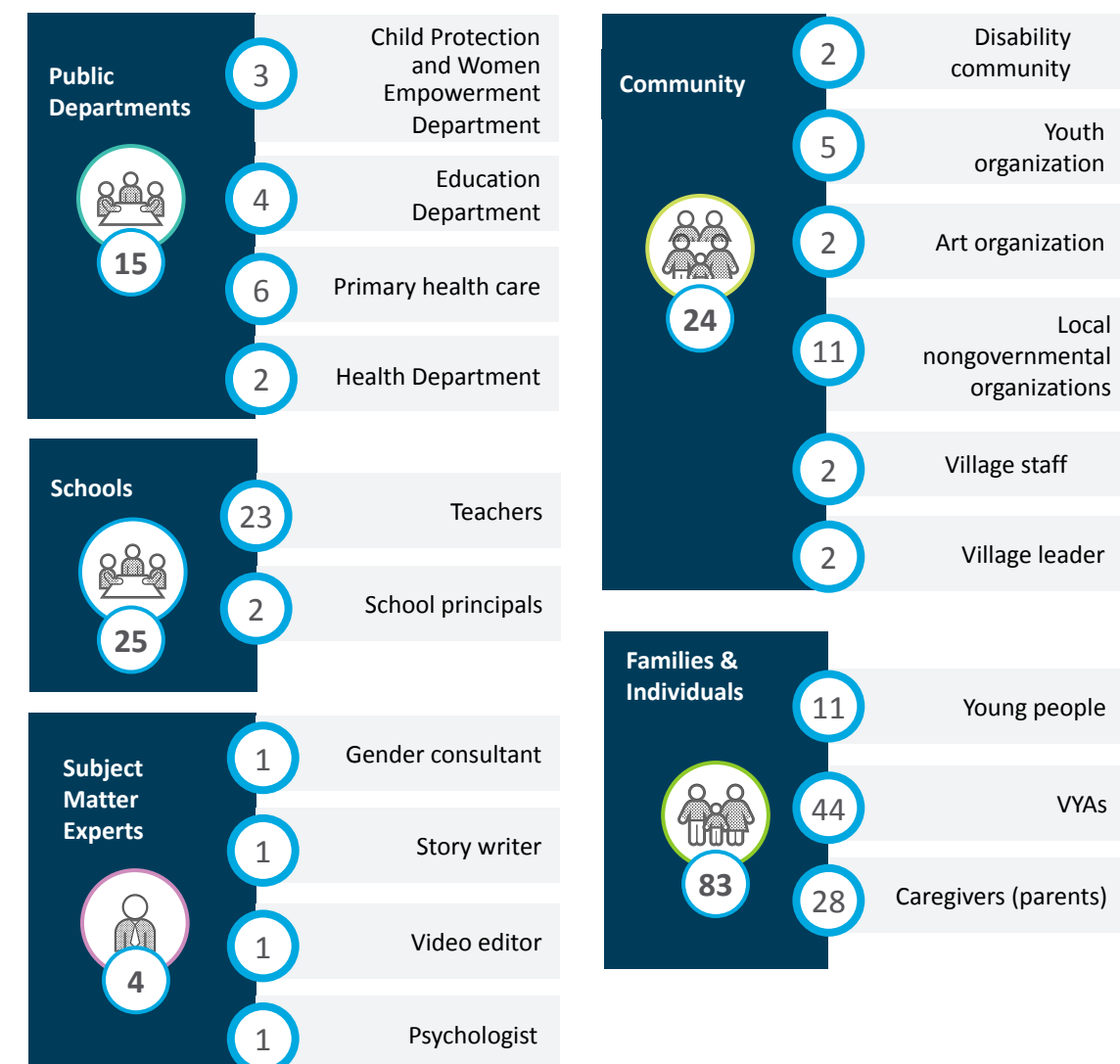
The Global Early Adolescent Study (GEAS): The Johns Hopkins Bloomberg School of Public Health is a lead partner of this study. GEAS evaluated the Setara program that this design challenge aimed to complement in the Indonesia context.

Perkumpulan Keluarga Berencana Indonesia (PKBI) Bali: The local implementing partner subcontracted by CCP. PKBI Bali was also the local implementing partner for the Setara program, and is well-known in Denpasar for its KISARA program that trains 10–24-year-old volunteers who study sexual and reproductive health issues in the process of becoming young facilitators, educators, advocates, and counselors.

ThinkPlace: The HCD lead for Breakthrough ACTION.

WHO ELSE WAS INVOLVED?

The following local stakeholders participated in co-design workshops, where they ideated and provided critical feedback on the prototypes throughout the HCD process.





PACKAGE OVERVIEW

The GET 4 Youth Pilot Package

GET 4 Youth is a pilot package of five interventions that, when implemented together in a defined jurisdiction (e.g., a community, province, state), aim to create a more gender equitable environment in which VYAs can grow and thrive. The package does this by reaching key audiences throughout the VYA environment—including VYAs, caregivers, school faculty and staff, and community leaders—through exposures to multiple interventions.

WHO IS THIS PACKAGE FOR?

This document is designed for implementing organizations that seek to create gender transformative change in their communities.

WHAT DOES THIS PACKAGE CONTAIN?

This package contains tools and guidance for piloting the intervention package, including:

- User journey of how intended audiences experience this package.
- Implementer journey with a suggested flow for conducting the pilot.
- Guidance for evaluating the pilot.
- For each of the five interventions:

What the intervention is	Why you should do it	Who the intended audience is
Customizable resources	Implementation checklist	Implementation and adaptation guidance

Each intervention has an implementation journey that is structured in the following way:

- 1 PREPARE**
What preparations need to be made? What materials need to be created and adapted?

- 2 MOBILIZE**
How do we mobilize the intended audiences to participate in the interventions?

- 3 FACILITATE**
What needs to be done at the core of each intervention?

- 4 CONNECT**
How can the interventions be leveraged to strengthen each other and increase exposure in the defined jurisdiction?

WHICH AUDIENCES DOES THIS PACKAGE REACH?

1. VERY YOUNG ADOLESCENTS

VYAs are the heart of this intervention package, yet they cannot create change on their own. Thus, addressing the key influencers in their environment is critical for gender transformative change.

2. CAREGIVERS (INCLUDING MEN)

This includes parents, with a special focus on engaging men and fathers, and includes other adults serving as primary caregivers to VYAs, such as grandparents, aunts, uncles, or other family members (immediate, extended, or chosen).

3. COMMUNITY AND GOVERNMENT LEADERS

The term community leaders also includes government representatives in key sectors that influence VYA health and well-being, such as education, health, and child protection.



4. SCHOOL FACULTY AND STAFF

Teachers, principals, guidance counselors, and other faculty and staff at schools attended by VYAs play a critical role in the VYA environment.



FOUNDATIONAL ADAPTATION GUIDANCE

While intervention-specific adaptation is provided throughout this document, there are two key foundational elements referenced in this package—gender norms and statistics—that should first be assessed and adapted for relevance to other settings. These elements as currently written are relevant to Indonesia where this intervention package was developed.

GENDER NORMS

- Check if the gender norms referenced in this package (see the Theory of Change on pages 5–6) are relevant to your context.
- If not, modify or replace them with three to six gender norms that *are* relevant to your context. Make the changes in the Theory of Change and throughout the package. For example, the Interactive Video focuses on bullying based on deviating from gender norms: a boy is ridiculed for crying and it has long-term impact on him. Your setting may feature a different type of gender-based bullying. Here are some examples for boys and girls:
 - Boys shouldn't cry.
 - Girls shouldn't cry.
 - Girls need more protection than boys.
 - Men are providers.
 - Women are caretakers.
 - Women are providers.
 - Girls should be thin and pretty.
 - Boys shouldn't be tall and strong.
- Validate the relevance of these norms not just through literature or subject matter experts, but also with young people and other key audiences referenced in this package. Consider holding focus group discussions led by youth facilitators who are experienced working with young people to help uncover or validate the gender norms that they are most impacted by.

STATISTICS

Consult locally available data or the following resources to customize the data:

- The Global Early Adolescent Study (GEAS): [Site-specific reports](#), [all reports](#).
- [The Gender and Adolescence: Global Evidence \(GAGE\)](#).

ADAPTATION PROCESS

Work with youth-led and youth-serving organization members, VYAs, and/or schools, to adapt interventions. Community—specifically youth involvement—is essential to making relevant adaptations. Consider holding workshops and using some of the activities in the [Activity Bank](#) to identify and adapt gender norms, such as Empathy Building, Values Clarification, Storytelling, Gender Stereotypes, or any of the VYA activities. When working with minors, always remember to secure the proper parental consent prior to engagement.

IMPLEMENTER BLUEPRINT

This blueprint illustrates the suggested implementation flow of the five interventions across four key steps: prepare, mobilize, facilitate, and connect. It also shows how the interventions can be leveraged to strengthen each other, particularly for mobilization.

Click on each icon to go to the page that includes detailed guidance.

KEY



Prepare

What preparations need to be made?



Mobilize

How do we mobilize the needed people and places?



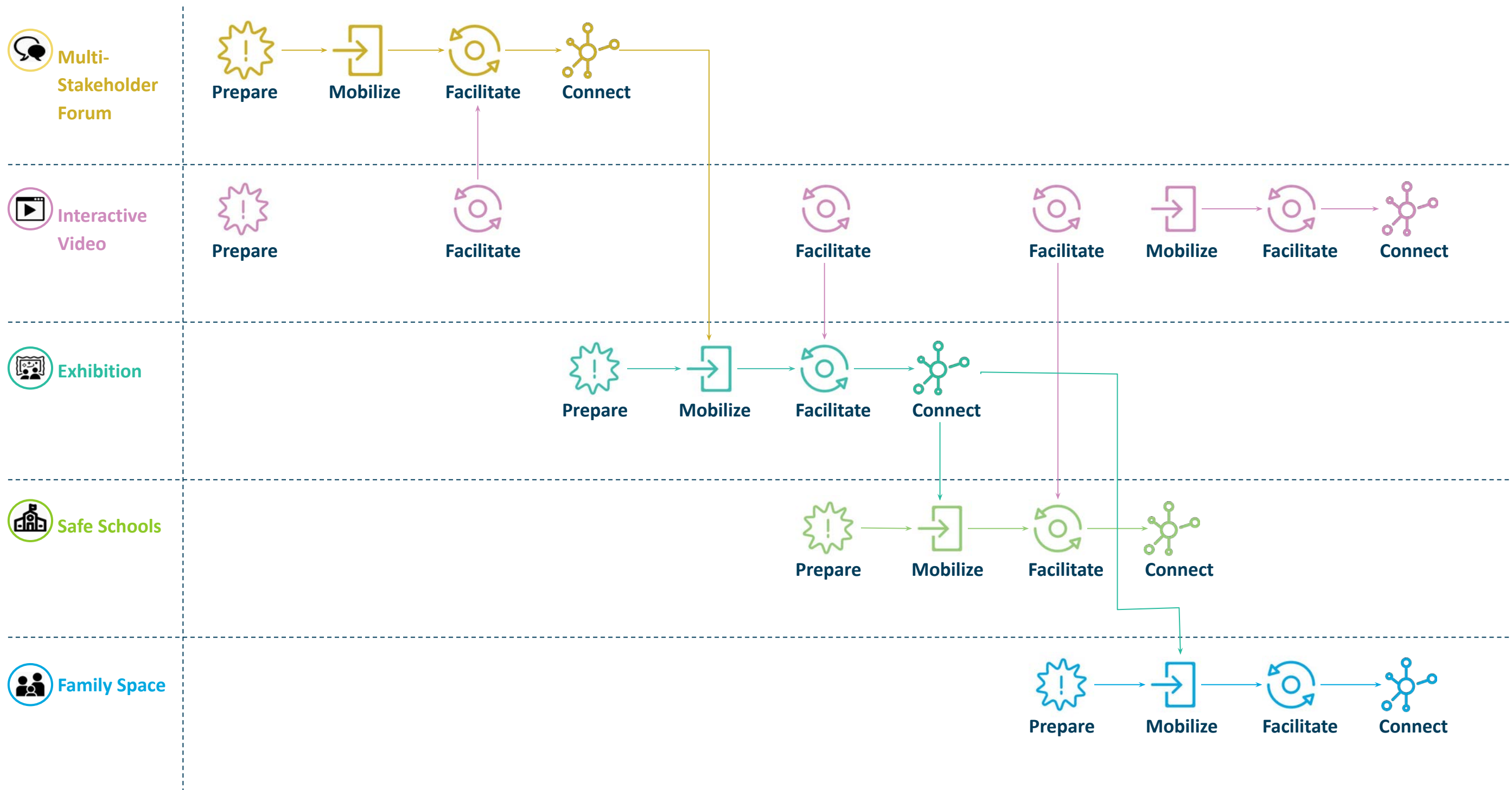
Facilitate

What needs to happen during the intervention?



Connect

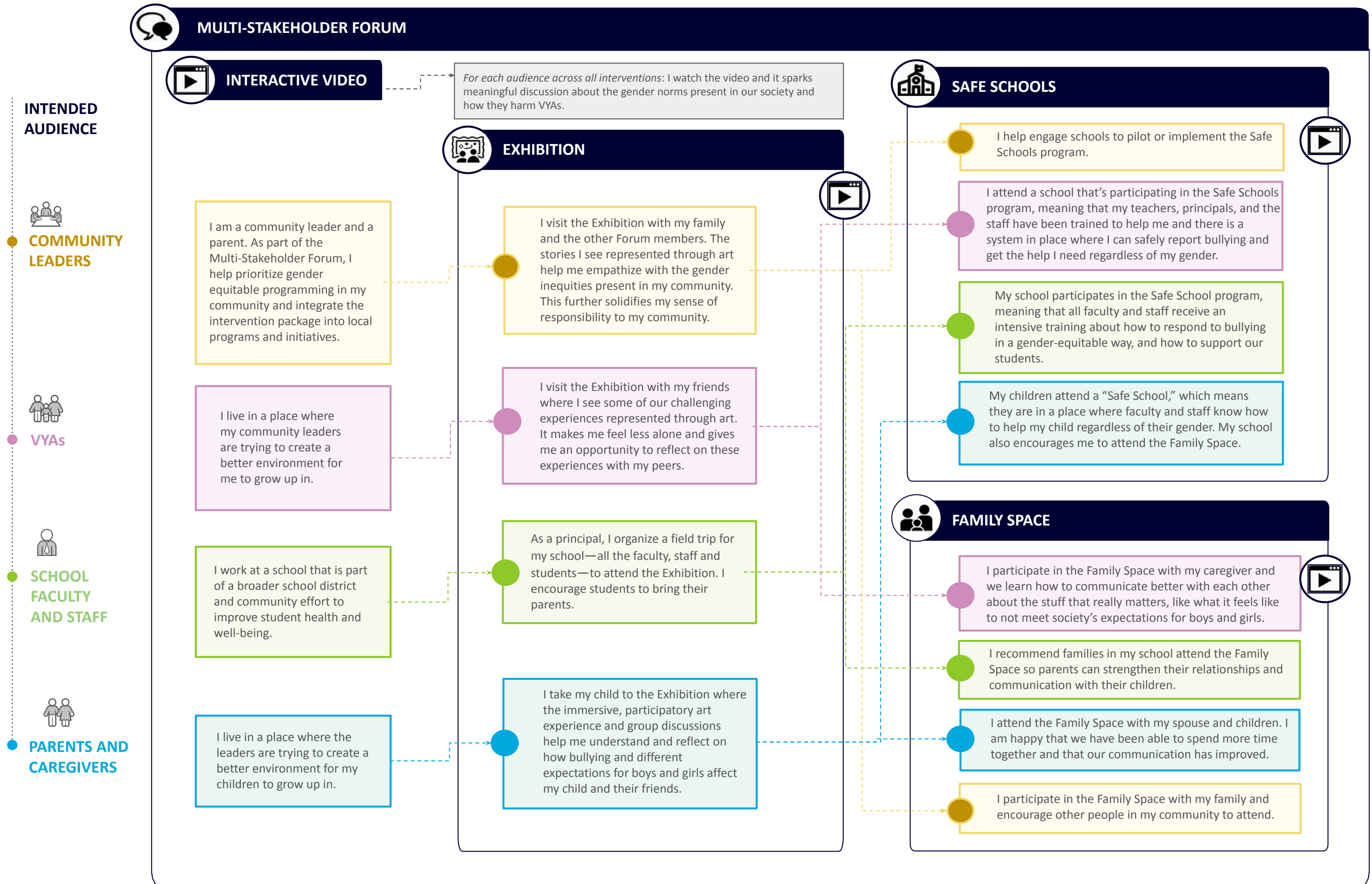
How do we leverage the intervention to strengthen the others?



COMMUNITY JOURNEY

This journey map illustrates how the different key audiences in the VYA environment experience the intervention package activities. This journey map only reflects immediate experiences and is not intended to reflect long-term experiences or outcomes.

INTERVENTIONS





MULTI-STAKEHOLDER FORUM

Credit: PKBI Bali, 2023

An approach for integrating the GET 4 Youth package within local programs and initiatives, the Multi-Stakeholder Forum is a steering committee of cross-sector community and government leaders.

WHAT IS THE MULTI-STAKEHOLDER FORUM?

The Multi-Stakeholder Forum is a steering committee that aims to (1) increase knowledge and gender-equitable attitudes among cross-sectoral leaders, (2) prioritize gender equitable programming, and (3) provide a gateway for piloting and implementing this package.

The Multi-Stakeholder Forum is conceived in two phases: a pilot phase and an implementation phase. This document primarily focuses on the pilot phase, during which the implementing organization will facilitate a series of engagements with the Multi-Stakeholder Forum. The objectives of these engagements are to:

- **Get on the same page:** Establish a shared understanding of how gender inequity influences VYAs' health and well-being.
- **Map opportunities:** Understand what is already being done in communities to address these issues and identify opportunities for programmatic and strategic integration.
- **Support implementation:** Achieve a consensus on a memorandum of understanding (MOU) for how this group will work and what it is responsible for, including serving as the steering committee during the implementation phase, facilitating connections with existing programs and initiatives where relevant, and defining priorities.

HOW DID THIS INTERVENTION COME TO EXIST?

Community leaders, government representatives, and other sector leaders hold decision making and influence over what programs are implemented for VYAs. Co-design efforts revealed the need to establish a shared understanding across key sectors about how gender inequity influences VYAs' health and well-being. This emerged as an essential step to strengthen cross-sector collaboration, prioritization, and implementation of gender transformative programming.

WHY SHOULD YOU DO IT?

By establishing a cross-sector steering committee to guide the integration and implementation of the package within communities, the Forum will help increase knowledge and gender-equitable attitudes among local leaders, provide a gateway for prioritization of gender-equitable programming and package implementation, and increase local ownership and customization of the package.

WHO IS INVOLVED?



Participants

Eight to 12 community and/or government leaders representing different key sectors that impact VYAs and youth-led or youth-serving organizations



Project team

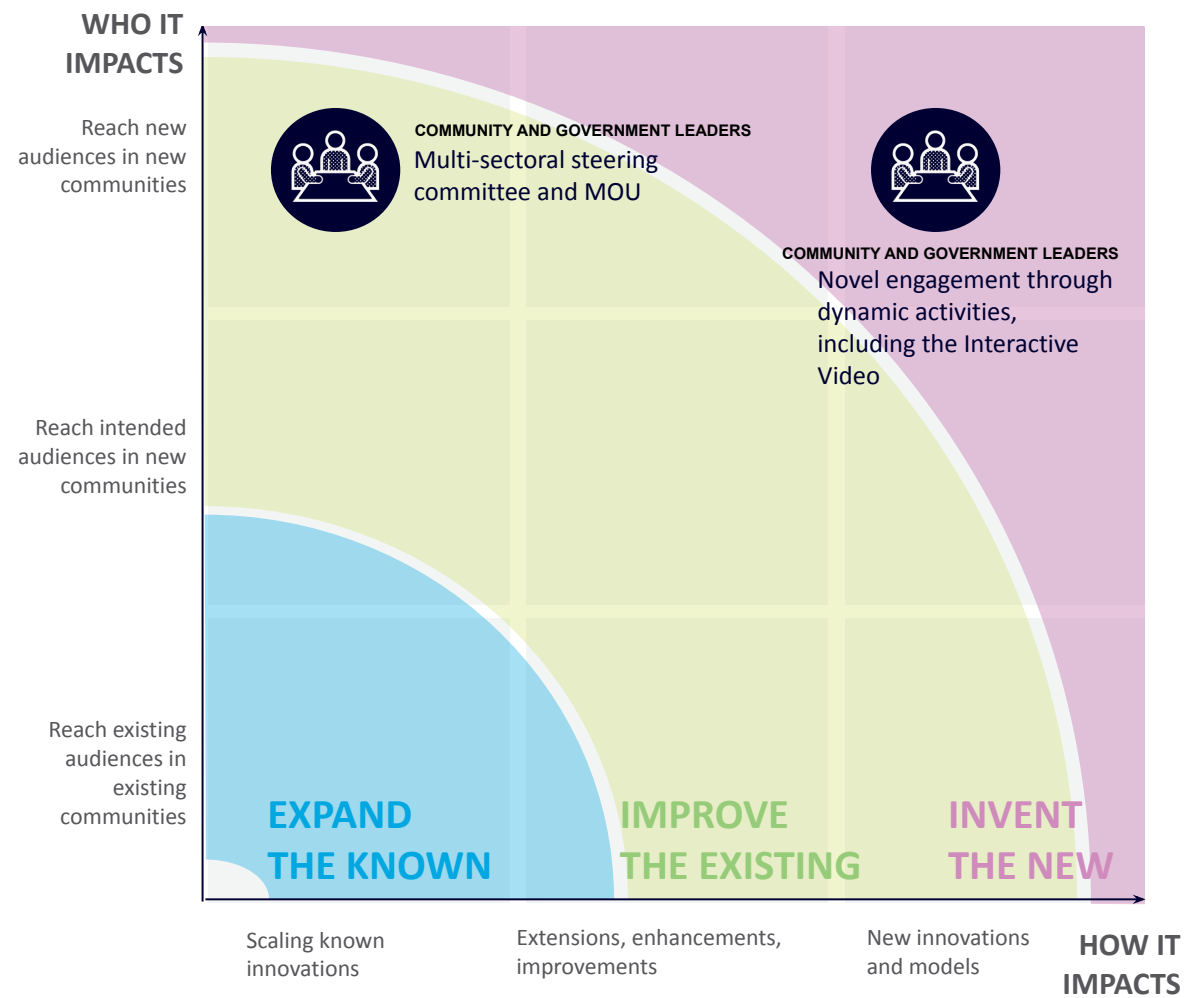
Two co-facilitators
One project manager



HOW IS THIS INNOVATIVE?

Audience: The Multi-Stakeholder Forum brings community and government leaders together to work together collaboratively and collectively to advance gender transformative programming for VYAs.

Methods and Content: The Forum uses engaging, dynamic activities, including the Interactive Video, to achieve desired objectives.



Implementation fidelity requirements checklist

WHAT NEEDS TO BE DONE? Assemble a cross-sector group of community and government leaders to advise on the piloting (and ultimately implementation) of the intervention package.

WHEN SHOULD THIS HAPPEN? Ideally, launch the Forum prior to any of the other interventions to help identify any adaptations needed. Conduct three to five meetings throughout the course of the pilot period, including one kickoff meeting, and continue through the implementation and evaluation phases.

WHAT MATERIALS ARE REQUIRED?

Tools

- Overview presentation.
- Meeting agendas (use the Forum Blueprint, Activity Bank, and Facilitation Guidance to develop and customize).
- Memorandum of understanding (MOU).
- Invitations to join the Forum.
- Interactive Video

Supplies and Logistics

- Meeting materials: Markers, post-its, laptop, projector, adapter, projector screen (or blank wall), flip chart paper.
- Meeting space.
- Refreshments.

WHAT TRAINING IS REQUIRED? The two co-facilitators should practice facilitating prior to each meeting, especially the kickoff meeting when trying to “pitch” the concept to potential members.

WHAT SHOULD NOT BE DONE? Creating and facilitating the forum should not be a top-down approach. This is intended to be collaborative and community-focused. Seek their guidance, do not tell them what to do.

WHAT IS FLEXIBLE OR OPEN TO ADAPTATION?

- Visual design of any of the materials.
- The specific sectors represented.
- The focus on gender-based bullying was very specific to Indonesia. If the team does not identify this as a significant problem, explore what else related to gender might be a priority.

WHAT COSTS ARE INVOLVED?

- Staff time.
- Meeting location.
- Meeting supplies and logistics.
- Possibly a stipend or transportation reimbursement for forum members.



IMPLEMENTATION GUIDANCE

RESOURCES PROVIDED		When is this needed?	How do I start?
Messaging Framework	A guide for communicating messages and evidence to persuade decision makers.	Step 1: Prepare	Read the Messaging Framework
Overview Presentation	A presentation to help get on the same page about gender and gender norms. Provides an overview of the package and includes an infographic that can be used to introduce the package to other audiences.	Step 3: Facilitate (<i>kickoff meeting</i>)	Customize the Overview Presentation
Forum Blueprint	A framework to guide development of forum meetings.	Step 3: Facilitate	See the Blueprint on page 17 of this document
Activity Bank	Review the recommended activities for the Multi-Stakeholder Forum in the Activity Bank, including: <ul style="list-style-type: none"> • Empathy Building. • Values Clarification. • Opportunity Mapping. • Gender Box. • Gender Stereotypes. • Storytelling. 	Step 3: Facilitate	Choose desired activities from the Activity Bank
Memorandum of Understanding	Co-develop this document to establish how the forum will work together.	Toward the end of the pilot period	See MOU guidance

PREPARE

What preparations need to be made before mobilizing?

1 Review materials, prepare them, and adapt them for contextual relevance

When refining the materials for contextual relevance, consider the following:

- Do the visuals resonate?
- What are the key gender norms in my community that are harmful to VYAs?
- Are there local, valid statistics you can use to help the narrative resonate more deeply with your audience? Consult local available data or the following resources to customize the data:
 - The Global Early Adolescent Study (GEAS): [Site-specific reports](#), [all reports](#).
 - [The Gender and Adolescence: Global Evidence \(GAGE\)](#).

Overview Presentation

This presentation is intended for use at the kickoff meeting. Detailed adaptation guidance is included in the presenter notes within the presentation itself. It can also be used to introduce the package to schools or other institutional audiences, since it helps establish a common understanding about gender and explains why people should care about this. This will need to be customized with updated statistics for your context.

Meeting agendas

Use the Forum Blueprint and Activity Bank to prepare meeting agendas that help achieve the objectives stated in the Forum Blueprint.

Your primary goal across the series of meetings is to win the hearts and minds of the Multi-Stakeholder Forum participants so that they prioritize gender equitable programming and guide the pilot and implementation of the intervention package.

Memorandum of Understanding

The MOU helps establish how the Forum will work together during the pilot period and/or the implementation period following the pilot. Co-develop the MOU with the members of the Forum, or with a leader within the Forum, if one has emerged. This co-creation element facilitates ownership and sustainability.

Timing:

Forum members will likely need time to build trust and agree to sign an MOU, which is why it is more likely that the MOU will be used to support the implementation phase rather than pilot purposes. However, this is something that can be adjusted according to what you deem is most appropriate for your setting.

2 Familiarize your team with the Multi-Stakeholder Forum intervention



Share this detailed guidance with your team members. Does the team understand the purpose of the Forum? Do they understand how it works and what it entails?

3 Identify who should serve on the Forum

Identify the different sectors, organizations, community leadership structures, etc. most relevant to VYA health and well-being that should serve on the Forum. Start with who your organization already knows, and work from there. Ask for referrals. If there is one person who stands out as a leader among leaders, seek their input for who should be part of this Forum and see if they can help get others on board. Be mindful of representation by men and women as much as possible.

In Indonesia, the Forum was tested with the following stakeholders:

- Village Leaders.
- Health Department representatives.
- Education Department representatives.
- Child Protection and Women Empowerment Department representatives.
- Psychologists.
- School principals and teachers.
- Youth-led organizations.
- Youth-serving organizations.

Consider the stakeholders above as part of your search.

4 Conduct a mapping of related programs

Scan existing USAID desk reviews or conduct a desk review of existing, related programs in your jurisdiction of interest. This helps you to:

- Prevent programmatic overlap and redundancy.
- Identify areas to complement and strengthen existing programming.
- Identify potential allies and partners for implementation or for the Forum.

Consider using a Forum meeting to validate the desk review to make sure it most accurately reflects what relevant programming is happening in your community, if any.



ESTIMATED TIME AND COST

Five to 10 days of staff time over the course of one to two months

MOBILIZE

How do we mobilize the necessary people for the Multi-Stakeholder Forum?

1 Assemble the Forum members

Initial socialization

Conduct one-on-one phone calls, in-person visits, or a video conference to socialize the Multi-Stakeholder Forum concept. If there is one key leader whose participation would help bring others along, aim to get their buy-in prior to speaking with potential Forum members (see the [Facilitator Guidance](#) for guidance around managing potential power dynamics between young implementers and potential Forum members).

Explain they are being invited to serve on a local steering committee to guide implementation of a pilot package. Explain why they have been selected—consider factors such as their unique experience and the sector they represent.

The commitment entails a series of three to five meetings over the course of the pilot period, with the option to participate in activities with their families (see the “Connect” portion of this guidance).

Frame the ask around the need to learn from their expertise prior to piloting this package. Invite them to the kickoff meeting to learn more about the package, share their advice, and determine if they want to take on this key advisory role.

Formal invitation

Extend a formal invitation to potential Forum members, restating the key points you socialized with them earlier. This can be a formal letter, a visually designed invitation, or some other kind of invitation.

Ask them to confirm their attendance by a certain date. Follow up a few days before the deadline to ask if they need additional information.

2 Create a proposed schedule

Share a proposed schedule for the pilot period to share with the Forum members that includes meeting objectives and potential date ranges for implementing the other interventions. It is okay for this to be tentative; the idea is to paint a picture of what the engagement might look like over the course of the pilot and what the Forum members could accomplish together.

When trying to bring multiple sectors together, you will likely have to establish a new recurring meeting. However, if possible, integrate your meetings into ones that already exist. Forum participants likely have busy schedules, so securing their attendance at your meeting may be easier if it takes place during one they are already planning to attend.

If you do have to set a separate meeting, which is likely the case, ensure that it is at a comfortable, easily accessible location. This is particularly important for youth-led organizations.

Plan ahead and set the proposed meeting date at least one month out to give participants time to arrange their schedules.

- Consider local holidays, school calendars, and other programs and events in your communities that could prevent their attendance.
- Be clear about the purpose of each meeting or activity.
- Plan for three to five meetings throughout the pilot period, or more depending on the length of the pilot period. Meetings should not exceed two hours each.



Multi-Stakeholder Forum Blueprint

Use this blueprint to customize your engagement with the Multi-Stakeholder Forum members to achieve the stated goals.

Phases of the Multi-Stakeholder Forum: From Advocacy to Implementation

1. Socialize the concept	2. Set the stage: Build empathy and a shared understanding	3. Identify opportunities: Contextual exploration	4. Secure commitment to adapt and implement
IMPLEMENTER GOALS <i>What you as the implementer aim to achieve during each phase.</i>			
Socialize the concept <ul style="list-style-type: none"> Socialize the concept with the desired Forum members, and get them to agree to participate in the kickoff meeting. 	Set the stage: Build empathy and a shared understanding <ul style="list-style-type: none"> Establish a shared understanding about gender and gender equity. Get consensus that this is a pressing issue that needs addressing. Secure members' commitment to participate in future Forum engagements. 	Identify opportunities: Contextual exploration <ul style="list-style-type: none"> Identify specific areas of opportunity to integrate the package into existing infrastructure and channels by facilitating in-depth discussions and knowledge-sharing sessions. Seek advice from members on how to proceed with the pilot or implementation. This is intended to be a reality check about whether piloting or implementing this package is desirable and feasible. Seek advice for how to effectively mobilize men to participate in the Family Space and the Exhibition.* 	Secure commitment to implement <ul style="list-style-type: none"> Secure allies for implementation by obtaining verbal or written commitments from at least 90% of the Forum members to prioritize gender-equitable programming within their respective organizations or sectors.
FORUM MEMBER JOURNEY <i>Key questions that will be answered for the Forum members across each phase.</i>			
"What am I being asked to participate in and why?"	"What is happening and why is this important?"	"What is already being done in this space and how can we contribute?"	"What will we commit to doing?"
RESOURCES PROVIDED			
<ul style="list-style-type: none"> Use the infographic from the Overview Presentation to craft your invitation 	<ul style="list-style-type: none"> Overview Presentation Creating a Gender Equitable Environment for VYAs Message Framework Activity Bank <ul style="list-style-type: none"> Interactive Video. Building Empathy for VYAs. Values Clarification Exercise. Storytelling. 	Activity Bank <ul style="list-style-type: none"> Opportunity Mapping Exercise. Stakeholder analysis: Conduct a comprehensive stakeholder analysis to identify all potential implementing partners. Understand their interests, motivations, and potential barriers to buy-in. Categorize partners based on their level of influence and importance to the implementation. 	<ul style="list-style-type: none"> Memorandum of Understanding: Written commitments can include consensus on an MOU that details how this group will work and what it is responsible for, including serving as the implementing steering committee, facilitating connections with existing programs and initiatives, and defining priorities moving into full-scale implementation.
REINFORCE THE ROLE OF THE FORUM TO BE POSITIVE ALLIES AT DIFFERENT LEVELS TO SUPPORT IMPLEMENTATION			

FACILITATE

What needs to happen during the Multi-Stakeholder Forum sessions?

1 Review and apply the Facilitator Guidance to your sessions
 The Facilitator Guidance has tips for planning, managing, and learning from meaningful, engaging sessions with a wide variety of participants.

2 Establish a feedback mechanism
 It is important to keep a pulse on the level of engagement and participant perception of how the sessions are advancing and how the pilot is running. Consider having follow-up phone calls or quick check-ins with Forum participants after each session. Establish a feedback mechanism that encourages ongoing, open communication between Forum members and the implementing team to ensure that the intervention package and gender-equitable programming remains a top priority.

CONNECT

How do we leverage the Multi-Stakeholder Forum to strengthen the other interventions, and vice versa?

The Multi-Stakeholder Forum is the foundation for piloting the package. Ideally, this group is formed prior to implementing the other components of the package.

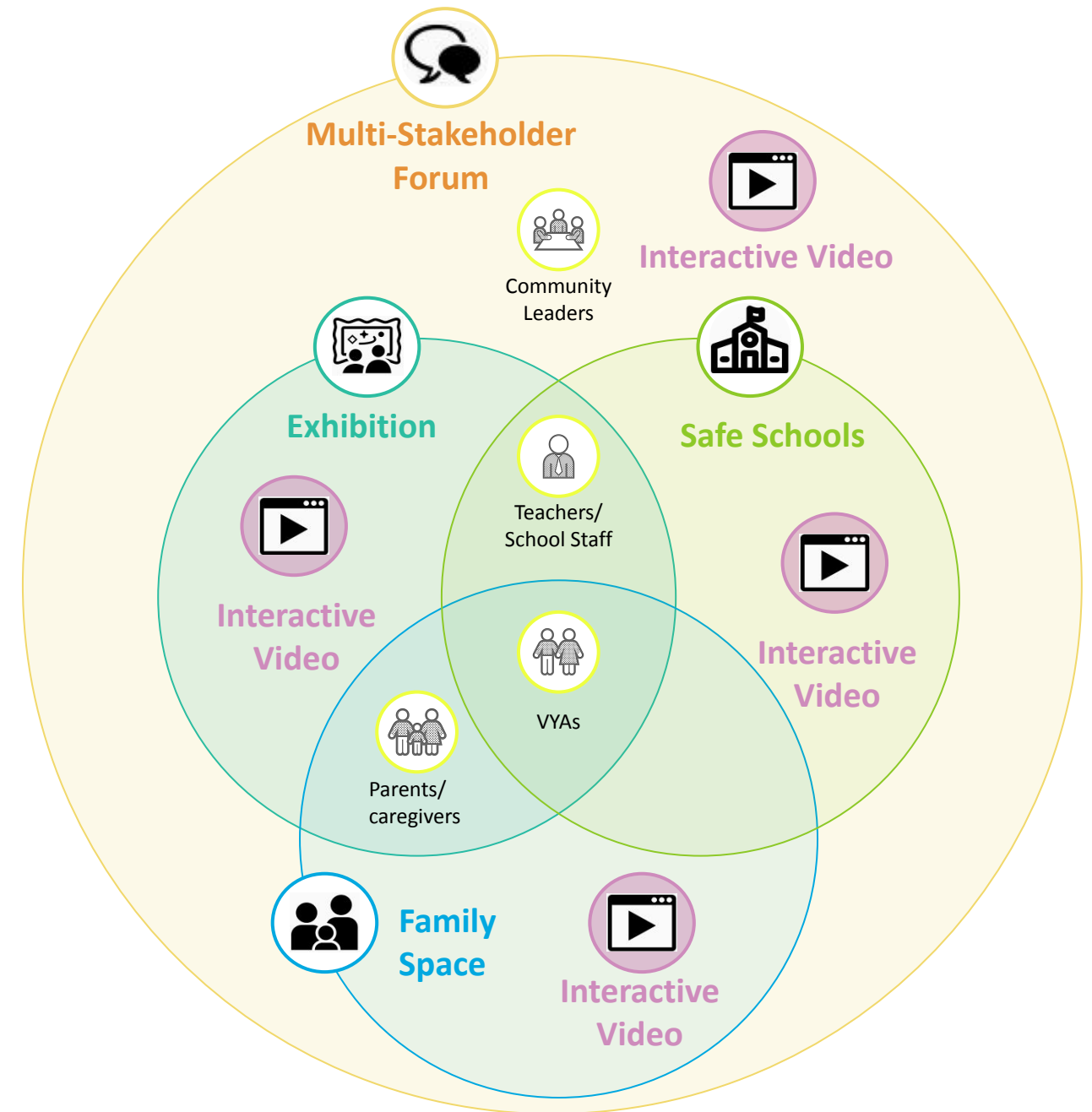
Multi-Stakeholder connection with other interventions

Interactive video Screen the interactive video and host a facilitated discussion during the first or second Forum meeting.

Exhibition Invite Forum members to experience the Exhibition. Consider organizing a time for the group to attend, or asking them to attend on their own with their families.

Safe Schools Seek Forum members' guidance on which schools to approach for Safe Schools. Ask Forum members to either facilitate that connection or ask schools directly to participate.

Family Space Invite Forum members to experience the Family Space. Ask them to encourage families in their communities to attend and celebrate those that do. Try to get one or two influential leaders to become part of a cohort.





INTERACTIVE VIDEO

Credit: PKBI Bali, 2023

This video is adaptable and customizable to reach key audiences within existing offerings, including Safe Schools, the Exhibition, the Family Space, and the Multi-Stakeholder Forum.

WHAT IS THE INTERACTIVE VIDEO?

A “choose your own ending” style story, this intervention consists of two short videos, each with three to five decision points where viewers are encouraged to select between two options: one that reflects the current behaviors and norms (i.e., what happens in real life), and another that reflects the desired behaviors and more equal norms. A facilitated discussion accompanies the video to spark critical reflection and discussion about gender norms and the impact of gender inequity on VYA health and wellbeing.

The interactive video is a tool that can be used as part of other interventions within this package. With two versions available, the interactive video can be displayed with Safe Schools Training participants, along with a facilitated discussion, and with community leaders in the Multi-Stakeholder Forum.

The video can also be conducted as a live performance with actors. This is an opportunity to incorporate new topics and keep the content fresh and exciting and spark new dialogues.

HOW DID THIS SOLUTION COME TO EXIST?

Given the prevalence of short-video style content on the internet, this is an accessible, entertaining way to engage audiences about gender equity.

What makes this offering unique is that it:

- Quickly captures audience attention and, through facilitation, sparks critical reflection and discussion.
- Can be customized to different audiences and settings to increase reach.

WHY SHOULD YOU DO IT?

The videos spark critical reflection and discussion, particularly around long-term impacts related to how adults—specifically school faculty and staff and community leaders—respond to bullying in a gender-equitable way, or on the flipside, perpetuate harmful gender norms. The videos are relatable and illustrate the impact of the decisions made by adults, which helps the audience reflect on their actions and real life situations they may have with students or their children.

WHO IS INVOLVED?

Participants

- Participants of the Multi-Stakeholder Forum.
- Participants of the Safe Schools training.
- Participants in the Family Space (Community leader version of the video).

Project team

Two co-facilitators

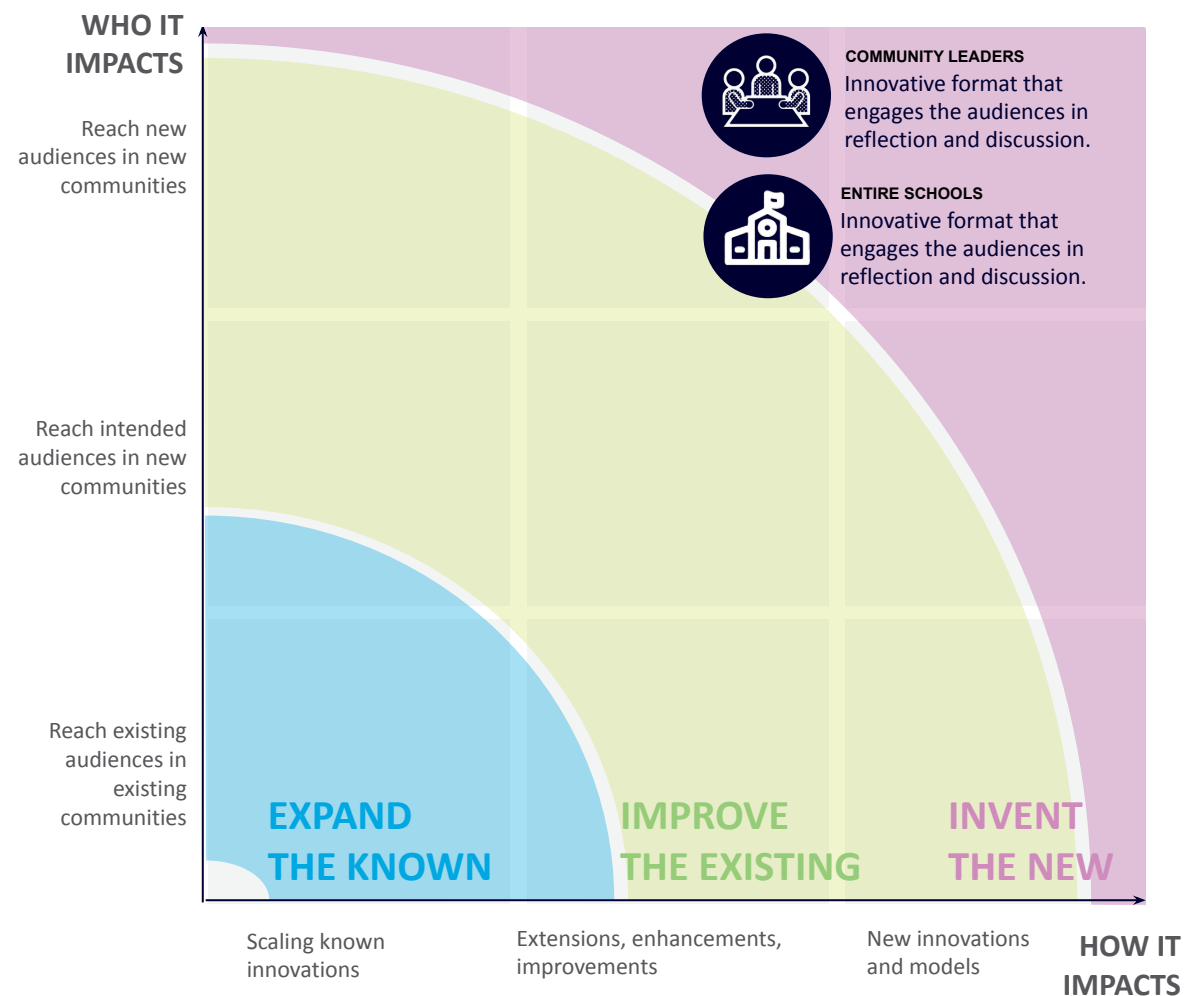
Video development or live performance team

Videographer/editor
Story/scriptwriter
Actors /performers

HOW IS THIS INNOVATIVE?

Audience: The Interactive Video reaches entire schools and community leaders as new audiences in gender transformative programming for VYAs.

Methods and Content: The choose-your-own-ending video format as a tool to spark critical reflection and discussion is a novel mechanism for exploring this topic.



Implementation fidelity requirements checklist



WHAT NEEDS TO BE DONE?

Use the Interactive Video as a tool to engage the viewers in reflection and conversation around gender norms and their impact on VYAs. The main purpose is not to evaluate whether viewers engage in the desired behaviors, but rather to spark a discussion about the presence and impact of current behaviors and norms in their communities



WHEN SHOULD THIS HAPPEN?

The Interactive Video is designed to be used during the other interventions. The first use is during the Multi-Stakeholder Forum, then, the trailer is played in loop during the Exhibition, followed by a full facilitated screening as a scheduled Exhibition event. The teachers' version should be screened during the Safe Schools Training.



WHAT MATERIALS ARE REQUIRED?

- Community Leader Video.
- Teacher Video.
- A/V equipment to play the video.
- Facilitator Guide.
- Post-its and pens for live audience voting.
- Board or flipchart paper to display the votes.



WHAT TRAINING IS REQUIRED?

The two co-facilitators should practice screening the video and holding facilitated discussions prior to facilitating the the actual screenings in the different settings: Multi-Stakeholder Forum, Exhibition, Safe Schools training, and the Family Space.



WHAT SHOULD NOT BE DONE?

Facilitating the Interactive Video should be an open space for dialogue. Encourage participants to share their perceptions, there is no wrong answer!



WHAT IS FLEXIBLE OR OPEN TO ADAPTATION?

- Customize the storyline to maintain relevance in your context. Choose gender-based bullying scenarios that are most relevant to your community.
- Create your own version of the Interactive Video and decide between live actors or animation, or a live actor performance.
- Decide between using a paper voting mechanism or an electronic voting mechanism.



WHAT COSTS ARE INVOLVED?

- Staff time.
- Screening location.
- Screening materials (laptop, projector, audio equipment).
- Video development (developing the storyline, creating a script, and creating the actual video).
- Actor time (if you do a live performance or use record a video).



IMPLEMENTATION GUIDANCE

RESOURCES PROVIDED		When is this needed?	How do I start?
Storyboard	Preliminary storylines that outline the plot and key decision points for the two videos	Step 1: Prepare	See examples on pages 20–21 of this document
Video clips	Video clips for each story in Bahasa Indonesia with decision points	Step 1: Prepare	Utilize as-is or use as inspiration to create your own: <ul style="list-style-type: none"> • Community Leaders • School faculty and staff
Script	Sample scripts for both videos	Step 1: Prepare	See these examples: <ul style="list-style-type: none"> • Community leaders • School faculty and staff
Introduction slide deck	This slide deck contains instructions to be given prior to screening the videos	Step 3: Facilitate	Customize this presentation
Facilitator guides	Step-by-step instructions and discussion questions for both versions of the video	Step 3: Facilitate	Utilize as-is or refine according to the videos you create. <ul style="list-style-type: none"> • Community leaders • School faculty and staff
Posters	Poster advertisements to invite audiences to the Interactive Video screening	Step 2: Mobilize	Customize this poster

PREPARE

What preparations need to be made before mobilizing?

1 Familiarize your team with the Interactive Video intervention

- Does the team understand the purpose of the Interactive Video? Do they understand how it works and what it entails?

2 Review materials, prepare and adapt for contextual relevance

When refining the materials for contextual relevance, consider the following:

- The provided Interactive Videos are in Bahasa Indonesia with English subtitles. Implementers are free to use them as-is, otherwise you will need to create your own version of the video that is tailored to your context. Use the following examples and guidance to create your own.

Content

Review the storyboard on pages 20–21 of this guide and consider what details may need to be adapted for your context, such as names or mention of specific activities. The following key messages should be the focus of each version of the video and in general should not be adapted:

School faculty and staff version:

- Teacher’s decisions and actions can have long-term impacts on students
- Increased knowledge of gender and gender norms among teachers, counselors, and principals.
- Perpetrators of bullying might be previous targets of bullying themselves.

Community and government leader version:

- Community leaders can play a role in sparking discussion with other parents and helping VYAs in their communities.
- Intergenerational differences (How you were parented doesn’t have to dictate how you parent your children).

The following gender norms were featured in the videos. Implementers can use these norms or choose others that are more relevant to their context:

- Gender norm to address: Boys should be tough and not cry or ask for help (therefore need to be strong, and provide for their family financially when they are older).
- Gender norm to address: Women are seen as more caring; men’s role is to discipline.
- Gendered expectations related to careers and household chores. Men are responsible for continuing the lineage and need to be breadwinners and decision makers.

Visuals

Consider what kind of visuals would resonate in your context and what is feasible for your organization to create: A video with live actors? An animated video? Live theater?


School faculty and staff storyline

OPENING SCENE

Doni was bullied by his friends because he was behaving “girly,” talking and acting as a girl. Doni cried because he was bullied and he tried to report the incident to his teacher, Mr. Bagus.

1. What do you think is most likely to happen in real life?


1A



Mr. Bagus blames Doni because boys shouldn't act like girls. By doing so, he is essentially making himself into a target to be bullied.

Blamed by his teacher, Doni gets frustrated and his academic results start to drop. The teacher notices and thinks about what he can do for Doni.

1B




The teacher mediates a conversation with Doni and the bully, without judging either of them.

After the session, Doni is ridiculed by his classmates who think he is a snitch for crying and talking to the teacher. He becomes frustrated, and his academic results start to drop. The teacher notices and thinks about what he can do for Doni.

2. What do you think is most likely to happen in real life?

2A




The teacher scolds Doni, linking his low grades to Doni behaving like a girl.

He advises Doni to “toughen up” and behave like a man, since it will be his responsibility to be the head of his family one day. How is he going to provide for his family?

Doni thinks to himself and takes this advice to mean he should be aggressive and act like a bully. Seeing this, Doni's teacher considers this problem to be getting bigger, so he...

2B




The teacher takes the conversation to a colleague, in an effort to better understand Doni's situation.

Mr. Bagus's colleague told him about how gender norms and expectations can cause a lot of pressure on adolescents, and neither students nor teachers understand it. After that, the teacher considers hosting lessons about gender as a counseling teacher.

Other teachers heard about this, and started to gossip about how the teacher is supporting weak male attitudes. Doni heard the other teacher's gossip and decided to toughen up, since that is what the teachers were expecting of him. He interpreted this as becoming aggressive and acting like a bully. Seeing this, Doni's teacher considered this problem to be getting bigger, so he...

3. What do you think is most likely to happen in real life?


3A



Mr. Bagus continues to ignore the case.

Mr. Bagus, the teacher, considered it a minor problem and just walked away, because he felt that he had too much work to do and made the decision that it was not his responsibility.

3B




The teacher asks the principal to do a training to prevent gender-based bullying.

Seeing that the other teachers are not able to help Doni because they don't understand gender-based bullying, Mr. Bagus considers approaching the principal to organize a training for the teachers. He wants to build knowledge and skills among teachers about the harms of gender norms so that they can better support the students.


Ending

4A



20 years later Doni is married and has a son. He sees his son crying because he finds his homework overwhelming and difficult. Doni reacted with a very aggressive attitude and scolded his son, throwing a glass at a wall, because boys shouldn't cry.

4B



20 years later Doni is married. He saw his own son was crying because he found his homework overwhelming and difficult. Doni tried to reassure his son by sharing the story about his own teacher, Mr. Bagus, who supported him when he had difficulties at school. He learned that it is okay for a boy to cry and to ask for help. Doni is glad that his son trusts in him and is able to express his emotions.

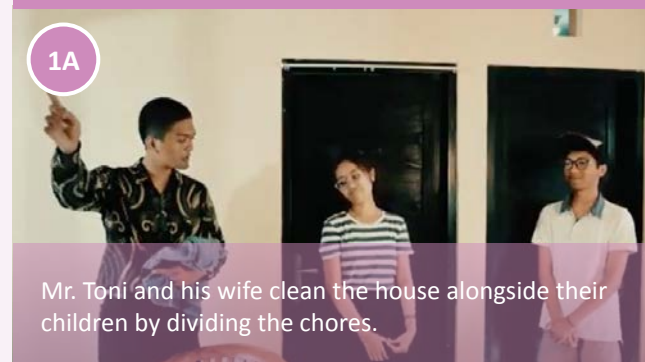
Community and government leaders storyline

OPENING SCENE

One day, both husband (Mr. Toni - Head of the Village) and wife came home after work. The two of them found the house was dirty because they didn't have time to clean it in the morning.

1. What do you think is most likely to happen in real life?

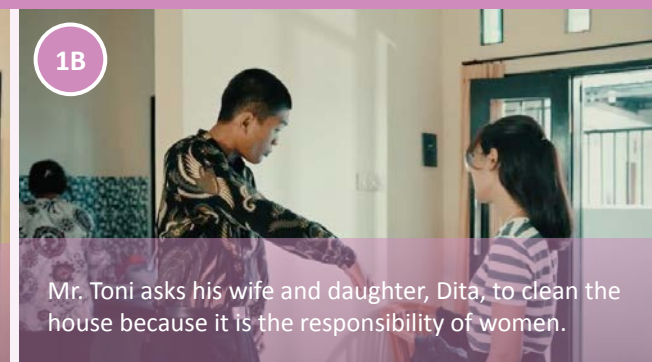
1A



Mr. Toni and his wife clean the house alongside their children by dividing the chores.

Mr. Toni explains that housework is the duty of anyone who lives in the house, regardless of their gender. His children are confused about the impact of this in terms of their career decisions. Dion asks his father, Mr. Toni, that if he wanted to become a makeup artist instead of an engineer, would his father support him?

1B



Mr. Toni asks his wife and daughter, Dita, to clean the house because it is the responsibility of women.

When Mr. Toni asks his wife to clean the house, his daughter Dita then asks: Why can't my brother clean? Mr. Toni explains her brother has homework and exams, and must do well in school to get a good career. Dita then replies: "What about me? I want to be engineer so I need to study too..."

2. What do you think is most likely to happen in real life?

2A



Mr. Toni would support either of their children's career decisions, regardless of traditional gender norms.

Mr. Toni gave comfort to his two children, explaining their freedom to choose a career based on their interest. Jobs shouldn't be limited to a certain gender. All types of jobs can be done by anyone.

After this discussion with his children and wife, he reflects on his role as a community leader and decided to hold a community meeting about gender.

2B



Mr. Toni wouldn't support non-traditional career choices from either one of his children.

Mr. Toni says it would be embarrassing if Doni chooses any artistic career. Dita should learn how to clean the house and aim to become a company secretary or learn to cook, as this would be the only way her husband would respect her later. He would be ashamed if other people know that his daughter cannot be relied upon as a real woman. Neither his children nor wife agree, and tell Mr. Toni that he's got an outdated perspective on gender. Mr. Toni reflects about what his family mentioned and about how his opinions might also be affecting the decisions that he's making as a community leader.

3. What do you think is most likely to happen in real life?

3A



Mr. Toni calls a community meeting to explain the importance of keeping gendered traditions.

Mr. Toni explains that regarding leadership, it has always been men who make the decisions. He was educated by his parents with a high-discipline method and that is the reason why he became a village leader. Mr. Toni compares how he behaved when he was Dion's age, always obeying his parents' advice, and that is what enabled Mr. Toni to become a village leader. He explains that even though things are changing, sticking to traditions is important, so men should be leaders and breadwinners and women should stay at home.

3B



Mr. Toni calls a community meeting, since the community could benefit from his children's ideas.

After listening to his children, Mr. Toni agrees with his children and realized that to have a child who has different aspirations is not a bad thing. He recognizes that despite societal expectations, providing a gender equitable environment for his children and his community is very important and will bring more happiness to the children. Mr. Toni, who is the head of the village, decides to hold a training related to freedom of expression and gender equality in his office. He shared his experience and his thought about local programs and engaging fathers as caregivers.

Ending

4A



20 years later, Dion becomes a village head like his father but he's unhappy about this. The community has had few opportunities and not much has changed. Dita is a housewife and is trying to raise her children. She sees an engineer on TV and feels sad that she was not able to follow her dreams.

Ending

4B



20 years later, a community leader thanks Mr. Toni for his lessons and changes he made to make the community more equitable for youth and make a good change for community welfare. Dita is a very successful engineer. Doni is a successful makeup artist who has a family of his own.

→ MOBILIZE

How do we mobilize the necessary people for the Interactive Video Screenings?

3 Confirm the viewers

Most of the screenings will occur among viewers that have already been mobilized for the other interventions.

Multi-Stakeholder Forum

Screen the video and facilitate a discussion during one of the Multi-Stakeholder Forum meetings (see the Multi-Stakeholder Forum section of this document for more details).

Exhibition

Schedule at least one screening and facilitated discussion of the Interactive Video while the Exhibition is live (see the Exhibition section of this document for more details).

Also include an option for viewers to host their own screening and discussions in their communities.

Safe Schools

The video will be screened during the training component of the Safe Schools intervention.

Family Space

Screen the video and facilitated a discussion during the second class of the Family Space for each cohort.

🔄 FACILITATE

What needs to happen when screening the Interactive Video?

4 Review the general [Facilitator Guidance](#) and the Interactive Video Facilitator Guides to help you prepare for the screenings

The general facilitator guide has tips for planning, facilitating, and learning from meaningful, engaging conversations with both. The [community leader](#) and [school faculty and staff](#) versions have specific guidance and discussion questions.



One to 1.5 hours of facilitation and one or two hours' set up per session

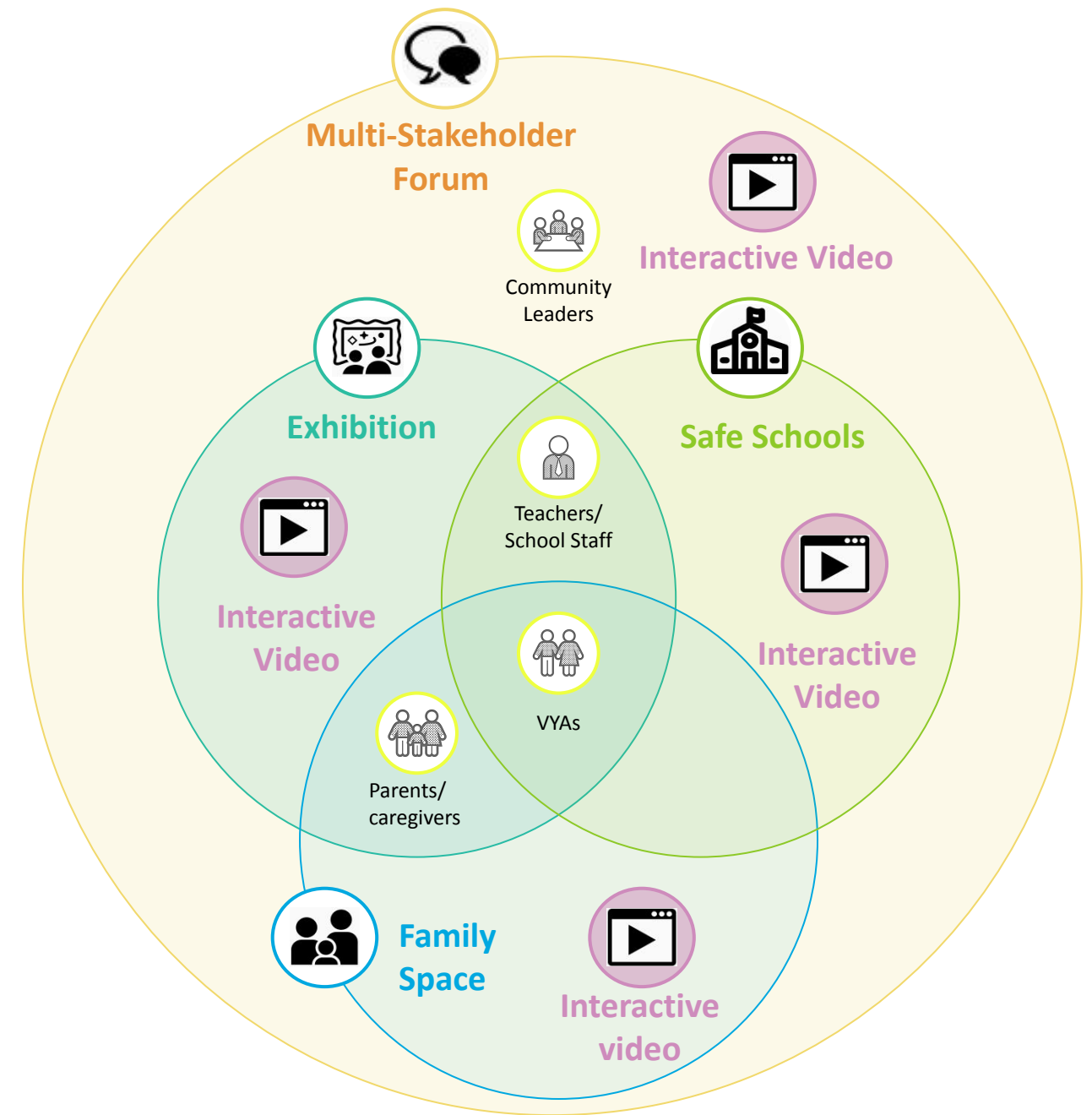


How do we leverage the Interactive Video to strengthen the other interventions and vice versa?

The Interactive Video is a tool that can be used as part of other interventions within this package, such as the Multi-Stakeholder Forum, Safe Schools Training, the Exhibition, and even the Family Space, because it helps spark reflection and discussion about the role of adults in changing gender norms that are harmful to VYAs. The interactive format helps audiences approach complex ideas about gender norms in an informal and accessible way, where each audience member can be heard and engaged in conversation.

Interactive Video connection with other interventions

Multi-Stakeholder Forum	Screen the Interactive Video and host a facilitated discussion during the first or second Forum meeting.
Exhibition	<p>Play the video trailer on loop as one of the Exhibition installations.</p> <p>Facilitate a full screening and discussion of the video during a scheduled event associated with the Exhibition.</p>
Safe Schools	The Interactive Video is part of the Safe Schools Training.
Family Space	Screen the Interactive Video and host a facilitated discussion during the second Family Space session.





"Entah remaja laki-laki maupun perempuan, keduanya masih menjadi target bullying dari sesama dan seumurannya. Bahkan yang laki-laki juga ditarget perempuan."

...berlawanan dengan jenis kelaminnya merupakan kebiasaan buruk ... laki-laki dan 1 dari 10 remaja perempuan masih mengalami ...

Exhibition during high-fidelity testing in Denpasar, Indonesia.

EXHIBITION

An interactive and immersive art experience for adults and VYAs to understand and empathize with gender-based bullying, express their emotions through participatory art, and engage in a community dialogue around gender norms.

WHAT IS THE EXHIBITION?

The Exhibition takes an empathy-first, experiential approach to help audiences learn about the harms of gender norms on VYAs and gender-based bullying. In addition to the curated installations that are open to the public, the Exhibition also includes scheduled events which are designed to engage community members in creating at least one of the installations, and engage community members in a dialogue around gender norms. The Exhibition is designed to be curated and created in collaboration with a local artist organization. In Indonesia, where this was developed, that partner organization was the Gurat Institute of Denpasar.

The Exhibition is curated to highlight the experience and voices of young people. Each installation is developed by an artist that has something to say about gender as it relates to the VYA experience. Even though there is no difference in the way that adults and VYAs go through the Exhibition, its purpose seeks to elevate the VYA experience and bridge the gap between young people and the adult influencers in their lives.

HOW DID THIS SOLUTION COME TO EXIST?

Ideas for festivals, events and museums emerged during the initial ideation workshops. Over the course of testing and co-design, this intervention evolved from being two separate prototypes (a Family Festival and the Museum of Colorful Trauma) into an interactive Exhibition. What makes this offering unique is that it:

- Is a novel way to interact with gender content.
- Can reach a large audience and appeals to families.
- Emphasizes local ownership, customization and creativity.
- Attracts organic participation.

WHY SHOULD YOU DO IT?

The Exhibition is a highly novel concept that, during testing, attracted nearly 400 visitors across different key audiences, including VYAs, school faculty and staff, parents and community members. It also has the potential to engage large audiences and can therefore serve as a kick-off or launch point for the other interventions.

WHO IS INVOLVED?

Participants

- Adult community members.
- VYAs.

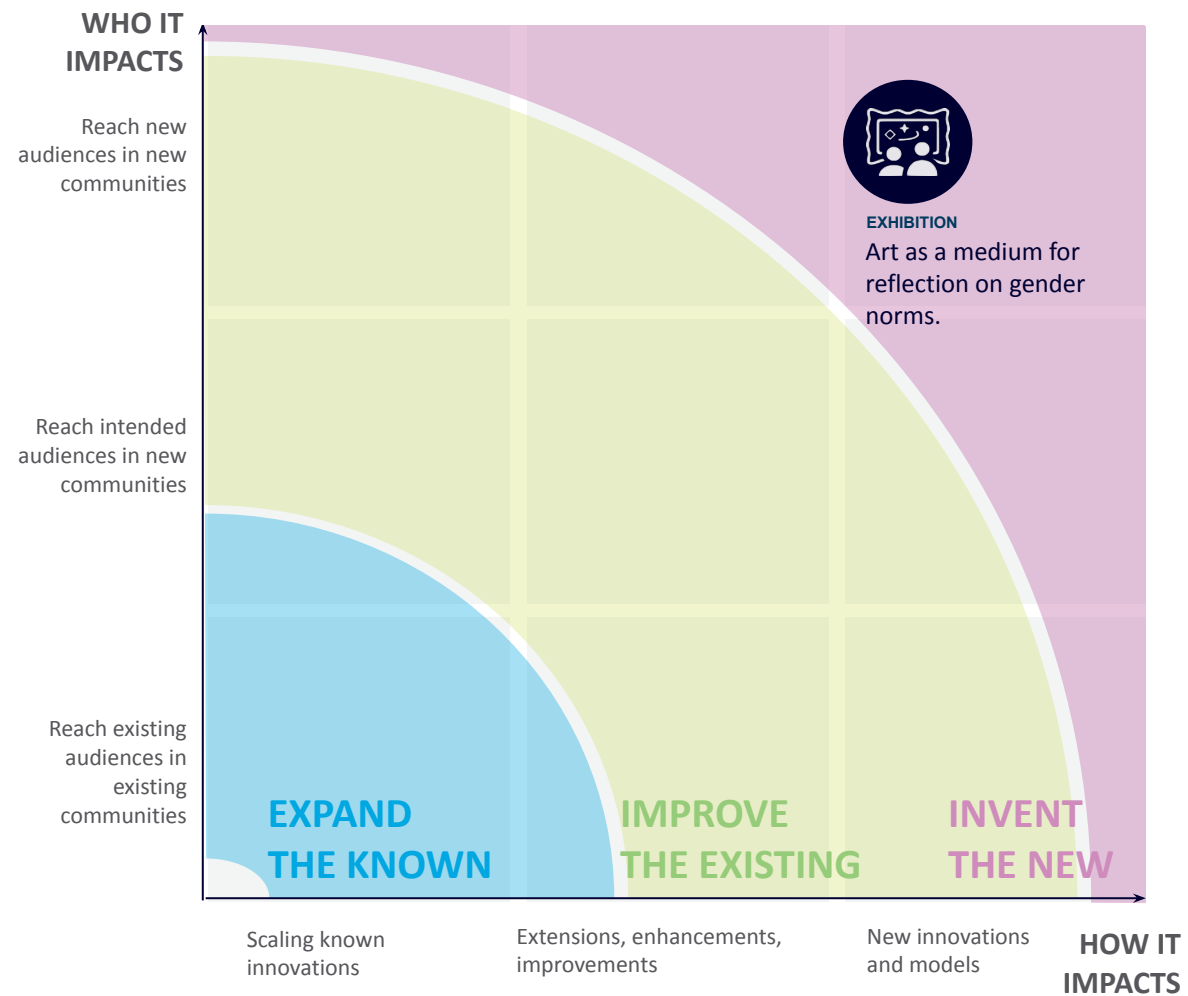
Project team

- Eight to 16 guides.
- Curator.
- Artists.
- Art handler (person who directly handles the installations).

HOW IS THIS INNOVATIVE?

Audience: During high-fidelity testing, the Exhibition attracted nearly 400 visitors across different key audiences, including VYAs, school faculty and staff, parents and community members. This is an attractive intervention for all different types of audiences, including intergenerational groups like parents/VYAs and teachers/VYAs.

Methods and Content: The use of art as a medium for learning about and reflecting upon the harms of gender norms and gender-based bullying on VYAs was repeatedly mentioned by viewers and curators as an entirely new concept.



Implementation fidelity requirements checklist



WHAT NEEDS TO BE DONE?

The Exhibition is an event that brings together different members of the community and has the potential to include different partnerships with artistic and cultural organizations. Therefore, successful execution of the Exhibition requires advanced planning and coordination given the many activities to be done before the opening.



WHEN SHOULD THIS HAPPEN?

Ideally, the Exhibition is launched after the Multi-Stakeholder Forum and before any of the other interventions.



WHAT MATERIALS ARE REQUIRED?

- Promotional posters (printed and digital).
- Visitor pamphlet.
- Postcard for visitors to fill out at the end of the Exhibition.
- Required materials for the art work: projector, screens, lighting, as required (this will be customized for each Exhibition).
- Facilitator guide.
- Art materials (these will be specific to each setting).



WHAT TRAINING IS REQUIRED?

The Exhibition guides should familiarize themselves with the provided materials prior to the opening. Information should include basic knowledge about the venue (such as bathroom and exit location), the art piece's background (such as artist, materials, inspiration), key messages, and the connection between the various installations and gender inequality. Prepare in case the visitors have specific doubts or questions.



WHAT SHOULD NOT BE DONE?

Featuring gender-based bullying scenarios that have not been validated to your context. These should be highly relevant to help the audience can connect with the content.

This should not be curated without local artists or community members. Community involvement is a huge part of its value.

Do not host the Exhibition in an exclusive venue or open it only for specific members of the community. Hold the Exhibition in a well-known public space so that visitors know where it is and feel comfortable approaching the space.



WHAT IS FLEXIBLE OR OPEN TO ADAPTATION?

- The examples of different gender-based bullying scenarios should be adapted to your context. See page 6 of the [Activity Bank](#) for a list of potential gender norms to adapt. They can also include scenes like girls being bullied for menstruating or gender identity.
- Customizing the visual design of any of the materials.
- The focus on gender-based bullying was very specific to Indonesia. If this is not identified as a significant problem, explore what else related to gender might be a priority.
- The artistic expression and specific media for most of the installations is open to adaptation.



WHAT COSTS ARE INVOLVED?

- Staff time.
- Exhibition venue rental.
- Materials (e.g., laptop, projector, screens, lighting).
- Artwork creation materials.
- Artist time.



Exhibition during high-fidelity testing in Denpasar, Indonesia.

IMPLEMENTATION GUIDANCE

RESOURCES PROVIDED		When is this needed?	How do I start?
Video tour	A video tour of the original Exhibition curated in Denpasar, Bali, Indonesia.	Step 1: Prepare	Watch the video tour
Exhibition journey map	A map with objectives and guidance for artists to create the installations, and facilitator guidance. Customize this to prepare the artist prompts.	Step 1: Prepare	Visit pages 30-37 for guidance on customizing the Exhibition journey and installations
Facilitator guide	Facilitation guides that need customization after the art pieces have been created.	Step 2: Mobilize	Review and customize a facilitator guide
Promotional poster	A poster including all the relevant information about the exhibition (e.g., date, location, artists).	Step 2: Mobilize	Customize a promotional poster
Visitor pamphlet	This pamphlet will be shared with visitors at the exhibition, it should contain relevant information about the venue and pieces displayed.	Step 2: Mobilize	Customize a visitor pamphlet
Postcard	Visitors can pick this up at the end of the Exhibition to learn more information.	Step 3: Facilitate	Customize a postcard for visitors

PREPARE

What preparations need to be made before mobilizing?

1 Prepare materials and adapt them for contextual relevance



- When refining the materials for contextual relevance, consider the following:
- Do the visuals resonate?
 - Which gender norms are most relevant to address? (See guidance on page 9 of this document).

Exhibition journey map Use the Exhibition map as a guidance for the pieces needed in the exhibition. Follow the guidance for adaptation to decide on what pieces you will be keeping and/or adjusting to your context.

Artist prompts Use the Exhibition journey map and overall objectives of the intervention (positive gender norms and improved health outcomes) to create prompts to share with the artists who will participate in the Exhibition. This document will contain the guidance for them to create the pieces to be displayed. This must include:

- What is the objective of the intervention and of the specific piece?
- What are we hoping the audience does/thinks/feels?
- Suggestions and examples of the format and media to be used (open to artist interpretation).
- Guidance for what can or cannot be adapted.
- If needed, what statistics, data or pieces of information should be included in the piece?

2 Identify and partner with an artistic or cultural organization

Partner and collaborate with the local art community to organize the exhibition so that the key messages and data are delivered in artistic form. Ideally the art collaborator would be involved from the very beginning of adaptation and development. Communication and relationship building is critical to ensuring that artists interpret key messages clearly. Share the artist prompts developed above.

3 Prepare and hold scheduled event for audience contributions

If you decided to include the photostory installation as the participatory installation that showcases audience contributions on the exhibition, prepare and hold the Photostory workshop. It will require planning, mobilization, facilitation of the workshop, and preparation of the pieces which will be displayed in the exhibition.



4 Prepare logistics and additional materials

Before mobilizing, make sure to have the logistics for the exhibition prepared, as well as the adaptations to the remaining materials. Take into account:



Venue and opening dates

Plan and define the venue, opening dates and hours for the exhibition.

- Hold the Exhibition in a well-known public space so that visitors can find it. So as to not have the exhibition appear too exclusive, consider choosing a location that visitors have accessed before and would feel comfortable entering on their own.
- When scheduling, consider local holidays, school calendars, and other programs and events in your communities that could prevent attendance.
- We recommend that opening hours go until the evening (at least until 7:00pm or 19:00) to accommodate various work schedules.

Art pieces and space layout

Once the art pieces have been created and the venue has been selected, plan the layout of the Exhibition. This is the time to think about additional materials you will need, such as projectors and screens. Consider also logistics like transportation of the pieces to the venue.

Facilitator guide

Use the facilitator guide included in this package as a template for your Exhibition's facilitator guides.

Promotional poster

Customize a digital and/or printed poster for the Exhibition to invite guests. Include the basic need-to-know information such as what it is, when and where it will be held, or other logistical details.

Visitor pamphlet

Customize the visitor pamphlet with the relevant information to give out to guests at the Exhibition. This should include descriptions of the pieces, names of the artists, and, if appropriate, a map of the Exhibition.

Postcard

Customize a printed postcard for the Exhibition to give out to guests at the end. This can be used as the final space for reflection and conclusion of the Exhibition. Furthermore, we recommend you provide information about additional resources related to mental health and/or other relevant services.

MOBILIZE

How do we mobilize community members to attend?

5 Create and implement a mobilization plan

Develop and execute a mobilization plan that leverages the Multi-Stakeholder Forum, Safe Schools, printed media, and social media to invite community members.

Primary method: Direct invitation through schools and community leaders

Prioritize mobilizing families through schools that will be engaged in Safe Schools and through the Multi-Stakeholder Forum.

- Inviting Exhibition guests from schools participating in Safe Schools represents an opportunity to start creating interest and excitement, before they attend Safe Schools-related activities.
- Ask the Multi-Stakeholder Forum members if there are existing channels through which the Exhibition can be promoted or which can be activated for mobilization.
- Identify ways to mobilize adult men to attend the Exhibition, such as through community leaders. Seek advice from the Multi-Stakeholder Forum.

Secondary method: Generate organic participation

- Advertise on social media—either through your organization's page or through paid ads—to invite guests to the Exhibition.
- Display the posters at different locations such as schools and other highly-frequented places you can access.

6 Select and/or recruit at least one facilitator per installation

There should be at least one facilitator per installation. Consider training at least two facilitators per installation to prevent fatigue among the team. Facilitators either can come from the implementing organizations, or they can come from external entities, such as partner organizations, youth organizations, and the artistic/cultural community. See the [Facilitator Guidance](#) document for recommended qualifications.

FACILITATE

What needs to happen at the core of the Exhibition?

7 Review and apply the [Facilitator Guidance](#) to your sessions

The facilitator guidance has tips for planning, managing, and learning from meaningful, engaging sessions with a wide variety of participants.

8 Pulse-check with visitors and facilitators

Getting a sense of the level of engagement and participant perception of how the Exhibition is going is important. Consider checking in with a few visitors each day.

Exhibition Journey Map

This journey map is intended to guide the curation of an intentional journey for visitors that is contextually relevant. Each step is detailed on the following pages.

1	2	3	4	5	6
IMPLEMENTER GOALS					
Capture visitors' attention	Increase knowledge and empathy about gender-based bullying and its impact on VYAs	Provide a space to express and release emotions	Facilitate a community dialogue	Envision a positive future	Connect visitors to other interventions happening in their communities
VISITOR JOURNEY					
VISUALIZE "I see what this is about and want to experience more..."	EMPATHIZE "I hear and see how people of all ages are bullied for not meeting society's expectations for being a typical boy or girl... I feel the impact this has on their lives..."	EXPRESS AND RELEASE "I feel or have felt..."	DISCUSS "I am not alone. Let's talk about it..."	ENVISION "I can help make the future better..."	CONNECT "What else is happening in my community to help address this?"
SECTION GOALS					
<p>The opening includes the entrance to the Exhibition and the first art installation. The collective goal is to capture visitors' attention and signal:</p> <ul style="list-style-type: none"> • That the Exhibition is about the impact of gender-based bullying on VYAs. • The Exhibition's branding in terms of tone, quality, and imagery. <p>The goals of the first art installation are to:</p> <ul style="list-style-type: none"> • Visualize the scenarios or feelings VYAs experience when being bullied for not complying with gender norms. • Visualize the connection between the local context and gender values that prevent VYAs from expressing themselves as they truly are. • Capture visitors' attention by making a strong, surprising initial impression that drives them to want to explore the rest of the Exhibition. 	<ul style="list-style-type: none"> • Help visitors learn about what gender-based bullying among adolescents looks and feels like by visualizing powerful statistics and stories from the community in an artistic format. • Help visitors understand that gender-based bullying can have an intergenerational impact. Show that there is a connection between bullying experienced by adolescents today and what VYAs' parents experienced when they were young. • Show that seemingly benign words or objects could be triggering for people who have experienced past trauma. • Create an opportunity for visitors to take photos to share on social media by making the visualization unique and interesting. 	<ul style="list-style-type: none"> • Be an interactive space where visitors can express and release any emotions that the Exhibition may have surfaced. • Be a checkpoint for facilitators to see how the visitors are doing, physically and psychologically, after exploring the Exhibition. 	<ul style="list-style-type: none"> • Spark interest in participating in a scheduled, facilitated discussion about the impact of gender-based bullying on VYAs. • Spark realization among visitors that they can be one of the actors who breaks the chain of gender-based bullying in schools and communities. • Normalize conversations about gender norms by visualizing how they show up in everyday life. • Demonstrate that anyone can use any type of media to help raise awareness about gender inequality. • Engage audiences by showcasing the artistic contributions of community members who participated in the workshop. 	<ul style="list-style-type: none"> • Capture visitors' impressions and takeaways from the Exhibition. • Help visitors feel part of a bigger effort to create a more gender-equitable environment. • Help visitors recognize that the organizations that curated this Exhibition are valuable resources for young people and gender equity. 	<ul style="list-style-type: none"> • Connect visitors to the Family Space and encourage them to host a screening of the Interactive Video in their communities.

Exhibition Journey Map

*These are examples of how the focus of gender-based bullying was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

1

IMPLEMENTER GOAL

Capture visitors' attention

VISITOR JOURNEY

VISUALIZE
"I see what this is about and want to experience more..."

SECTION GOALS

The opening includes the entrance to the Exhibition and the first art installation. The collective goal is to capture visitors' attention and signal:

- That the Exhibition is about the impact of gender-based bullying on VYAs.
- The Exhibition's branding in terms of tone, quality, and imagery.

The goals of the first art installation are to:


- Visualize the scenarios or feelings VYAs experience when being bullied for not complying with gender norms.
- Visualize the connection between the local context and gender values that prevent VYAs from expressing themselves as they truly are.
- Capture visitors' attention by making a strong, surprising initial impression that drives them to want to explore the rest of the Exhibition.

2

EXAMPLES*

1a. Entrance gate

A gate marked the entrance to the Exhibition and signaled the title: "Manusia: Coming of Age." Although the subject of the Exhibition—gender-based bullying—is a serious topic, the entrance gate managed to give visitors a fun and festive impression.




3

EXAMPLES*

1b. Large piece of art

A large *Ogoh-Ogoh* installation (a traditional Balinese statue) is the artist's interpretation of the Exhibition name and theme. A traditional *Ogoh-Ogoh* figure was chosen because of its familiarity and resonance with visitors. The body language is inspired by the Balinese *Teruna Jaya* dance that symbolizes the emotional turmoil of adolescents who are fiery, energetic, and full of positive energy. In this installation, the dance is disrupted by the notion of being bullied by friends and parents, particularly through gendered insults.



4

ADAPTATION AND IMPLEMENTATION GUIDANCE

What can be adapted?

- Physical manifestation of the purpose (i.e., an *Ogoh-Ogoh* sculpture is specific to Bali).
- Visuals and branding.
- The name of the Exhibition.
- Audio clips of gendered insults.
- Physical manifestation of the first installation (the artist interpreted the purpose of the first installation in a way that was highly specific to Balinese culture).

What should not be adapted?

- The focus on gender-based bullying.
- The purpose of the opening (listed above).

In the end, this work means that bullying can disrupt the growth process (both physical and emotional) in adolescents. The restraining ropes and emotional rings around the statue symbolize the feelings, expressions, and circumstances that this adolescent experienced when bullied.

Audio clips of people shouting gendered insults were played loudly in the background to further immerse visitors in the experience. These gendered insults were specific to Bali.



5

GUIDANCE FOR THE EXHIBITION GUIDES

General guidance
Make sure that your guides can provide enough information about:

- Bathroom location.
- Parking location.
- Cafeteria availability.
- Other spaces the facility has available.

Specific guidance

- The focus on gender-based bullying.
- The purpose of the opening.

Guidance should answer the following

- Artist information.
- Materials.
- What inspired the piece?
- If needed: How were the narrative/audio clips created?
Example: The audio clips come from PKBI Bali's survey on bullying, violence, and unpleasant experiences that adolescents and parents of adolescents in Bali have lived through.

EDITABLE MATERIALS

- [Promotional poster](#)
- [Visitor pamphlet](#)
- [Postcard](#)

SAMPLE MATERIALS

- [Digital, branded assets created by the Gurat Institute of Bali](#)

Exhibition Journey Map

*These are examples of how this purpose was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

2

IMPLEMENTER GOALS

Increase knowledge and empathy about gender-based bullying and its impact on VYAs

VISITOR JOURNEY

EMPATHIZE
 "I hear and see how people of all ages are bullied for not meeting society's expectations for being a typical boy or girl... I feel the impact this has on their lives..."

SECTION GOALS

- Help visitors learn about what gender-based bullying among adolescents looks and feels like by visualizing powerful statistics and stories from the community in an artistic format.
- Help visitors understand that gender-based bullying can have an intergenerational impact. Show that there is a connection between bullying experienced by adolescents today and what VYAs' parents experienced when they were young.
- Show that seemingly benign words or objects could be triggering for people who have experienced past trauma.
- Create an opportunity for visitors to take photos to share on social media by making the visualization unique and interesting.

3

EXAMPLES*

Mural

A mural featured powerful statistics from the GEAS data in Denpasar. The artist used his own feelings and interpretation of the data to create the mural, which was made on canvas.



Intergenerational stories

Via a survey, PKBI Bali collected and curated stories about bullying, unpleasant experiences, and violence among Bali's VYAs and adults. The survey asked about what words, objects, and events remind respondents of the gender-based bullying they experienced. Stand-out quotes from the survey responses were enlarged and printed on stickers then adhered to the Exhibition walls. The objects identified in the survey were collected and displayed near the quotes. Respondents' identities were kept confidential, but their ages and genders accompanied their stories. Consent was obtained to use the quotes and stories.



4

5

6

ADAPTATION AND IMPLEMENTATION GUIDANCE

What can be adapted?

- Visuals of the mural.
- Art medium.
- The statistics used during testing were specific to Indonesia. Visit the [GEAS website](#) to access reports and site-specific information that is relevant to other locations and contexts. See additional sources:
 - [The Global Early Adolescent Study \(GEAS\): Site-specific reports, all reports](#)
 - [The Gender and Adolescence: Global Evidence \(GAGE\)](#)

What can be adapted?

- The purpose of this installation.
- The size should be relatively large so that people can easily see it.

What can be adapted?

- The artistic interpretation of the purpose of this section of the Exhibition.
- The survey method (electronic or in-person interviews).

What should not be adapted?

- The purpose of this installation.
- Anonymity. Keep the stories anonymous and confidential. At most, only indicate the age and sex of the person.

Guidance should answer the following

- Artist information.
- Materials.
- What inspired the piece?
- If needed: How were the narrative/audio clips created? Example: The audio clips come from PKBI Bali's survey on bullying, violence, and unpleasant experiences shared by adolescents and parents of adolescents in Bali.

Exhibition Journey Map

*These are examples of how this purpose was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

3

IMPLEMENTER GOALS

Provide a space to release and express emotions

VISITOR JOURNEY

EXPRESS AND RELEASE
"I feel or have felt..."

SECTION GOALS

- Be an interactive space where visitors can express and release any emotions that the Exhibition may have surfaced.
- Be a checkpoint for facilitators to see how the visitors are doing, physically and emotionally, after exploring the Exhibition.

4

EXAMPLES*

Color the mannequins

Four blank mannequin frames were provided for visitors to paint with a color that corresponded to the visitors' emotions at that time.



5

The mannequins were made of rattan/bamboo and plastered with white paper. The figures were posed either ducking, standing with their hands showing "stop," standing to display body anatomy, and running. Five different watercolor paints were provided; each color represented a different emotion:

1. **Red: Angry**
2. **Yellow: Happy**
3. **Blue: Sad**
4. **Green: Peaceful or calm**
5. **Purple: Uncomfortable or upset and like they may need psychological support**

This area was staffed with one facilitator to guide visitors.

6

ADAPTATION AND IMPLEMENTATION GUIDANCE

What can be adapted?

- The physical, artistic interpretation, and manifestation of this installation can be adapted. For example, visitors could help create a mural rather than paint a blank mannequin.

What should not be adapted?

- The purpose should not be changed. The Exhibition should include an interactive space where visitors can express their emotions and reactions to the Exhibition.
- There should be a facilitator in this area who can help explain the activity and be a resource for any visitor who may have a difficult time.

Guidance should answer the following

- Artist information.
- Materials.
- What inspired the piece?
- How should the visitors interact with the piece?

Exhibition Journey Map

*These are examples of how this purpose was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

4

IMPLEMENTER GOALS

Facilitate a community dialogue

VISITOR JOURNEY

DISCUSS
 "I am not alone. Let's talk about it..."

SECTION GOALS

- Spark interest in participating in a scheduled, facilitated discussion about the impact of gender-based bullying on VYAs.
- Spark realization among visitors that they can be one of the actors who breaks the chain of gender-based bullying in schools and communities.
- Normalize conversations about gender norms by visualizing how they show up in everyday life.
- Engage audiences by showcasing the artistic contributions of community members who participated in the workshop.

5

EXAMPLES*

Interactive Video trailer

A trailer of the Interactive Video was played on a loop during the Exhibition.



Interactive Video facilitated screening

Screening the Interactive Video must be a facilitated activity. Given the "choose your own ending" format, and the goal of reflecting and discussing gender norms and the impact of gender-based bullying on VYAs, the facilitator will be the one guiding the conversation and giving the audience the opportunity to make the choices that define the storyline.



Scheduled Event

Scheduled events take place at a particular time, determined by the implementer. You can schedule multiple screenings of the Interactive Video.

6

ADAPTATION AND IMPLEMENTATION GUIDANCE

- What can be adapted?**
- The display format can be adapted. For this test, PKBI Bali projected the video on a wall. Feel free to use the screen type that best matches your resources.
- What should not be adapted?**
- Have a guide at this station to help encourage visitors to come to the scheduled screening.
- Guidance should answer the following**
- Production team information.
 - When will the interactive video screening and discussion take place?

ADAPTATION AND IMPLEMENTATION GUIDANCE

- What can be adapted?**
- The number of facilitated screenings (ideally more than one).
 - Time of day of the screenings: Consider when your desired audience will be available.
 - See the Interactive Video section of this package for specific guidance on adapting the video.
- What should not be adapted?**
- The full screening should be facilitated so there is a community dialogue rather than silent, individual reflection.
- Guidance should answer the following**
- Production team information.
 - How can the audience host their own Interactive Video community screening?

Exhibition Journey Map

Continued from previous page.

*These are examples of how this purpose was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

4

IMPLEMENTER GOALS

Facilitate a community dialogue

VISITOR JOURNEY

DISCUSS
"I am not alone. Let's talk about it..."

SECTION GOALS

- Spark interest in participating in a scheduled, facilitated discussion about the impact of gender-based bullying on VYAs.
- Spark realization among visitors that they can be one of the actors that breaks the chain of gender-based bullying in schools and communities, and that there are many examples and variations gender-based bullying scenarios (be specific to your context).
- Normalize conversations about gender norms by visualizing how they show up in everyday life.
- Demonstrate that anyone can use any type of media to help raise awareness about gender inequality.
- Engage audiences by showcasing the artistic contributions of community members who participated in the workshop.

5

EXAMPLES*

Photostory Workshop

Prior to the Exhibition opening, VYAs and adults were invited to participate in a photostory workshop by taking pictures on their cell phones of ordinary things around them. The aim was to encourage the use of photography as a medium and photostory techniques in everyday life as a way to encourage discussions about gender inequality and gender-based bullying.

Scheduled Event



Photostory installation

The photostories produced during the Photostory Workshop were displayed in the Exhibition.



6

ADAPTATION AND IMPLEMENTATION GUIDANCE

What can be adapted?

- The display format can be adapted. For this test, the art medium and what the audience was asked to contribute (e.g., drawings instead of photos) can be adapted.
- The number of workshops and participants.

What should not be adapted?

- The Exhibition should still contain some kind of participatory installation that showcases community contributions, although it does not have to be a photostory installation.
- The main purpose of introducing and normalizing conversations about the harms of gender norms into daily life should remain at the heart of this activity.
- Participants should ideally be a mix of adults (including teachers, parents, and community leaders) and VYAs to encourage intergenerational storytelling and relationships.

Guidance should answer the following

- Who facilitated the workshop?
- Who participated in the creation of this piece?
- What stories/conversations are included in the pieces displayed?

Exhibition Journey Map

*These are examples of how this purpose was interpreted and executed by PKBI Bali and the Gurat Institute in Denpasar, Bali in Indonesia.

5

IMPLEMENTER GOALS

Envision a positive future

VISITOR JOURNEY

ENVISION
"I can help make the future better..."

SECTION GOALS

- Capture visitors' impressions and takeaways from the Exhibition.
- Help visitors feel part of a bigger effort to create a more gender-equitable environment.
- Help visitors recognize that there are valuable resources in their communities to help young people.


6

EXAMPLES*

Wishing Tree


Visitors created a Wishing Tree by filling out leaf-shaped paper, with the color of the paper corresponding to the visitor's profile. The colors included: pink for adult men, blue for adult women, yellow for boys, green for girls, and white for those who identify as non-binary.

In this area, visitors could write their impressions, messages, and hopes for this Exhibition.



Postcard

Visitors filled out a postcard with words of kindness and encouragement to themselves and to others, and took the postcard home. The postcard contained information related to services from PKBI Bali that can be accessed if visitors need to seek mental health or sexual and reproductive health services. This was part of PKBI Bali's mitigation strategy in case there was any visitor who felt uncomfortable after visiting the Exhibition.



Family Space

At the exit of the Exhibition, guests were invited to participate in the Family Space. A QR code linked visitors to a survey where they could express interest and request more information about the Family Space.



ADAPTATION AND IMPLEMENTATION GUIDANCE

What can be adapted?

- The art medium (e.g., it does not have to be a tree).
- Information about additional resources can be printed or made available digitally or in the format that best matches your resources.

What should not be adapted?

- Although it does not have to take the shape of a Wishing Tree, the Exhibition should still culminate with a type of written reflection exercise to help visitors process what they learned and leave them feeling hopeful about the future and the part they play in it.
- Provide information about additional resources related to mental health and/or other relevant services.

Guidance should answer the following

- What are the motivations behind this piece?
- How should the visitors interact with this piece?
- How to complete the postcard.

Exhibition Journey Map

6

IMPLEMENTER GOALS

Connect visitors to other interventions happening in their communities

VISITOR JOURNEY

CONNECT
 “What else is happening in my community to help address this?”

SECTION GOALS

- Connect visitors to the Family Space and encourage them to host a screening of the Interactive Video in their communities.



CONNECT

How do we leverage the Exhibition to strengthen the other interventions, and vice versa?

The success of the Exhibition—its ability to draw large numbers of people in and spark reflection, discussion, and interest—can be leveraged to increase uptake of other interventions. It can be valuable as an opening (after the Multi-Stakeholder Forum) to promote other programs given the excitement and curiosity generated by the Exhibition.

Exhibition connection with other interventions

Multi-Stakeholder Forum	Invite Forum members to experience the Exhibition for themselves or encourage them to bring their families. Consider scheduling a group visit where all Forum members attend together.
Interactive Video	After the scheduled screening of the Interactive Video, open the possibility for participants to host an Interactive Video screening in their communities.
Safe Schools	Schools participating in Safe Schools should be invited to attend the Exhibition. It can be especially valuable if teachers and students attend together as a way to strengthen intergenerational relationships.
Family Space	Learn more about the Family Space through the provided promotional material.



SAFE SCHOOLS

Safe Schools training during high-fidelity testing, Denpasar, Indonesia.

Whole-school program for middle schools that complements existing bullying prevention programs by equipping schools to respond to bullying in a gender-equitable way.

WHAT IS SAFE SCHOOLS?

Safe Schools is a whole-school program for schools of VYAs that complements existing bullying prevention programs by equipping schools to respond to bullying in a gender equitable way through three main components:

- Training for faculty and staff.
- A reporting system for VYAs.
- External referral system for complex cases.

HOW DID THIS SOLUTION COME TO EXIST?

Gender-based bullying (bullying based on not conforming with stereotypical gender norms for boys and girls) is a common problem among VYAs. While bullying identification and prevention programs are prevalent among VYAs and teachers, they do not address the specific harms of gender-based bullying, and do not leave adults feeling equipped to handle it or address it in a way that does not perpetuate harmful gender norms.

For example, we learned that teachers respond differently to boys and girls who report bullying. Teachers assume that boys want to/should handle these issues on their own, while girls need more support and protection. The training component aims to help school faculty and staff dismantle this standard and equitably respond to bullying.

WHY SHOULD YOU DO IT?

Safe Schools:

- Reaches a comprehensive audience within the school environment—not just teachers and VYAs, but all school faculty and staff.
- Complements existing interventions focused on bullying prevention by focusing on how to respond to bullying in a way that does not perpetuate gender norms.
- Offers a dynamic and engaging approach with new, relevant content that interests participants.
- Provides a mechanism for VYAs to safely report incidents of bullying in an environment where adults have been properly equipped to handle such incidents.
- Makes new connections between schools and existing community resources through the referral system, where previously there was no connection.

WHO IS INVOLVED?

Participants

- **Training:** School faculty and staff (e.g., teachers, principal, counseling teachers).
- **Reporting system:** VYAs.
- **Referral system:** School faculty and staff to use on behalf of VYAs.

Project team

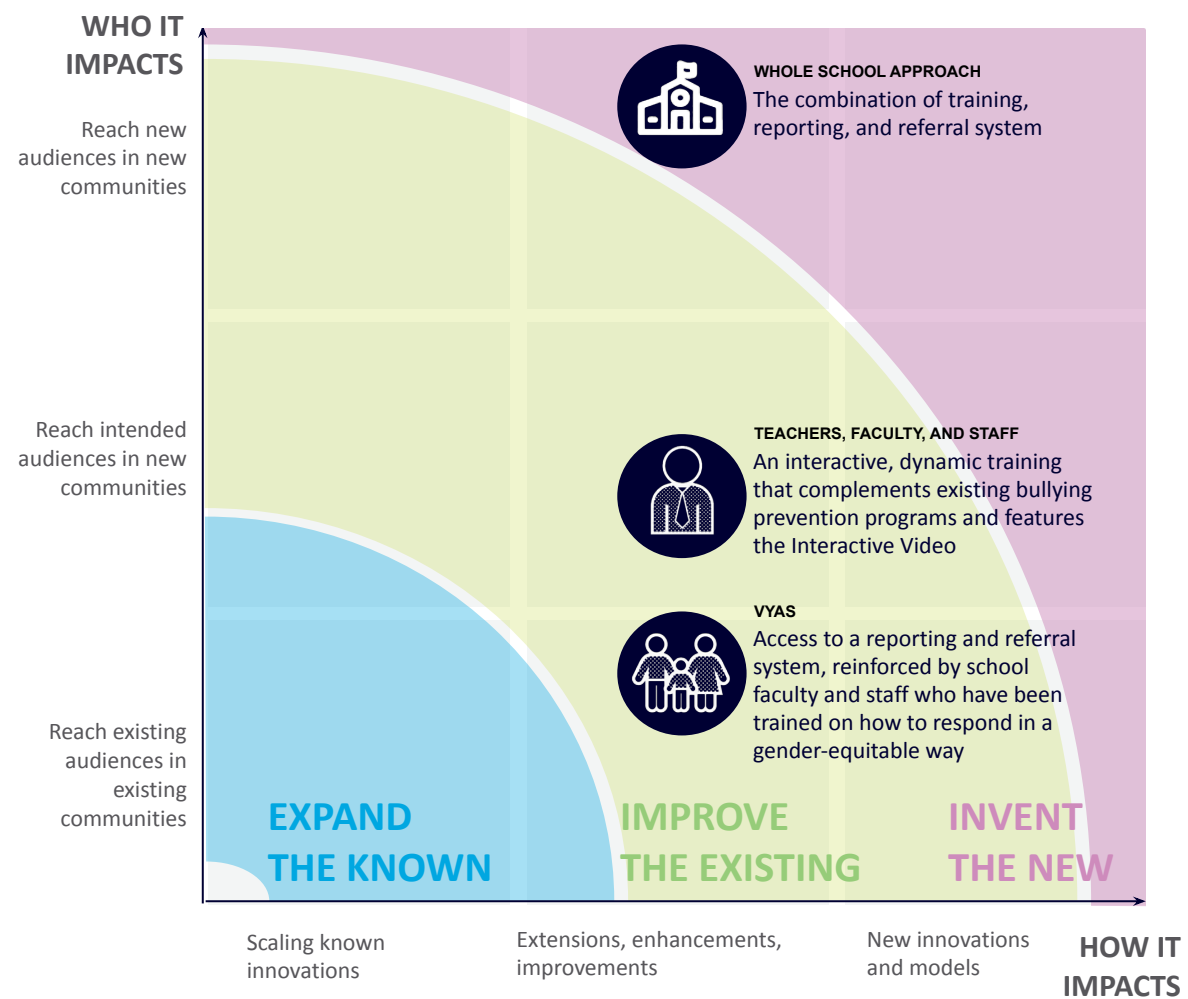
- Two co-facilitators.
- Psychologist (suggested).
- Gender specialist (suggested).

HOW IS THIS INNOVATIVE?

Audience: Safe Schools is a whole-school approach, meaning it reaches adults who work at the school—not just teachers, but is intended for anyone at the school who interacts with VYAs—and VYAs themselves.

Methods and content: Bringing together three key components of this intervention—the Training, Reporting System, and Referral System—is novel for this setting.

This program is designed to complement existing bullying prevention programs by equipping school faculty and staff to equitably respond to bullying and address the specific harms of gender-based bullying.



Implementation fidelity requirements checklist



WHAT NEEDS TO BE DONE?

Validate if bullying is a key issue in schools in your jurisdiction. Sometimes schools do not want to admit this is an issue, so approach and probe tactfully.

Implement the three components of the Safe Schools program with middle schools (schools with students who are 10–14 years of age) that are willing and interested. The program consists of three components:

1. Training.
2. Reporting System.
3. Referral System.



WHEN SHOULD THIS HAPPEN?

Socialization and buy-in should happen prior to implementing the actual program. Ideally, the program is implemented after the Multi-Stakeholder Forum and the Exhibition, which can both function as a launching point for this intervention.



WHAT MATERIALS ARE REQUIRED?

- Electronic Reporting System.
- Posters to promote the Reporting System in school.
- Presentation to introduce the Reporting and Referral Systems to school faculty, staff, and administrators.
- Facilitator guide for the Training.
- Activity Bank for the Training.



WHAT TRAINING IS REQUIRED?

Practice the presentations prior to facilitating meetings.

Provide guidance to the case manager about their role (detailed on page 43 of this document).



WHAT SHOULD NOT BE DONE?

Implement only one of the three components of this program. All three components—the Training, Reporting System, and Referral System should be implemented together.



WHAT IS FLEXIBLE OR OPEN TO ADAPTATION?

- If bullying is genuinely not an issue, consider only conducting the Training portion of this intervention with school faculty and staff since it focuses on gender equity, and eliminate the sections on violence.
- The specific gender norms referenced throughout the training.
- Customizing the visual design of any of the materials.
- The list of referral organizations—these will be specific to your location.
- The criteria for referral.
- Electronic or analog reporting system—this will depend on the intended audience’s ability to access mobile devices or internet and their general preferences for digital versus analog.



WHAT COSTS ARE INVOLVED?

- Staff time
- Meeting location(s)
- Meeting materials (laptop, projector, markers, post-its, flip chart paper)
- Refreshments for meetings



IMPLEMENTATION GUIDANCE

Safe Schools Training during high-fidelity testing in Denpasar, Indonesia

RESOURCES PROVIDED		When is this needed?	How do I start?
Training Overview	A high-level overview of the training with session objectives and activities	Step 1: Prepare	See Training Overview
Facilitator Guide for Training	A detailed facilitator guide for the 3–5 day training	Step 3: Facilitate (for the training)	Facilitator guide
Reporting Form	A Google form or other easily accessible mechanism for students to use to report bullying	Step 3: Facilitate	Use these questions in your preferred format
Posters	Poster at schools to encourage students to use the reporting system. Remove the QR code if smart phone usage is limited or provide paper forms.	Step 3: Mobilize (raise awareness at schools)	Customize this poster
Referral Flowchart	A flowchart diagram that explains the process of the Referral System	Steps 2 and 3: Mobilize and Facilitate	Customize this flowchart

PREPARE

What preparations need to be made before mobilizing?

1 Share this detailed guidance with your team members

- Does the team understand the purpose of Safe Schools? Do they understand how it works and what it entails?

2 Review materials, prepare, and adapt for contextual relevance

When refining the materials for contextual relevance, consider the following:

- Do the visuals resonate?
- Are the specific examples of bullying based on deviating from gender norms relevant, or are there other behavioral examples that are a larger priority?



Facilitator guide for training

The facilitator guide is intended to be used by school faculty and staff, including teachers, principals, vice principals, guidance counselors, and others. The training content itself should not require much contextual adaptation apart from the specific gender norms.

Note that while there is not a full module or session that addresses teachers bullying students, which does happen, in the interest of time, this topic is integrated throughout the training. For example, Module 5 Session 1 explains that VYAs can experience psychological violence from peers and teachers. Module 6 Session 1 also has a bystander role play scenario where a teacher is belittling a student. If this issue is more prevalent in your context, consider spending more time on these sessions.

Reporting form

While electronic forms may work in some settings, non-digital formats may be appropriate in other settings. Choose what is most relevant for your setting.

Referral System flowchart

The Referral System flowchart should be reviewed and agreed upon by users, including the case manager and referral providers and organizations. The specific referral criteria should be agreed upon by local professionals and/or based on established criteria.

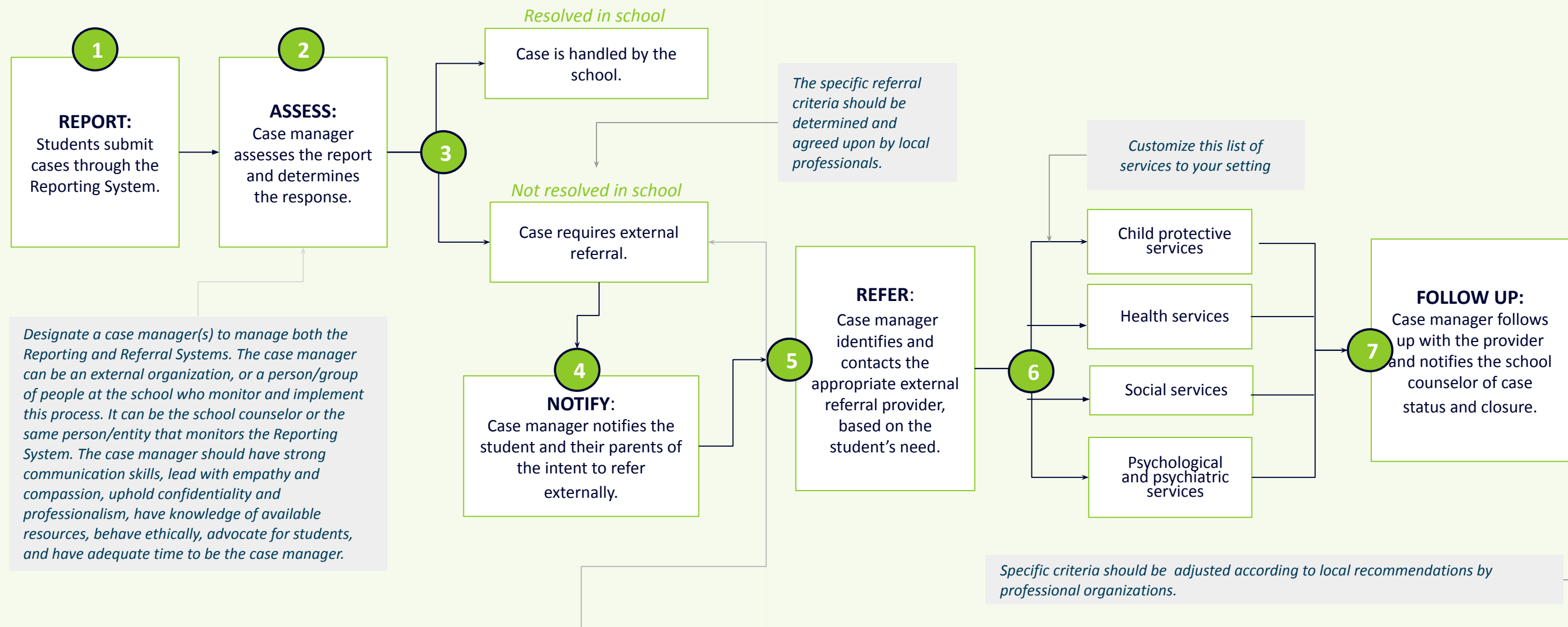
Posters

Include a QR code on the poster so that students can easily access the electronic reporting system

Table 1. Overview of the Safe Schools Training Curriculum

	SESSION LEARNING OBJECTIVES	SESSION ACTIVITIES
<p>Module 1: Introduction</p> <p>Goal: Familiarize participants with the overall training objectives.</p>	<p>Session 1: Introduction and icebreaker</p> <ul style="list-style-type: none"> Learn the names and backgrounds of the other participants. <p>Session 2: Expectations and Ground Rules</p> <ul style="list-style-type: none"> Understand the training objectives. 	<p>Session 1: Introduction and icebreaker</p> <ol style="list-style-type: none"> Opening. Participant introductions. <p>Session 2: Expectations and Ground Rules</p> <ol style="list-style-type: none"> Rules of engagement. Expectations.
<p>Module 2: Attitudes and Empathy Towards Adolescents</p> <p>Goal: Increase empathy and understanding towards VYAs. Reflect on teacher influence on VYAs and teacher-student relationships.</p>	<p>Session 1: Building empathy towards young adolescents</p> <ol style="list-style-type: none"> Identify and empathize with common challenges that VYAs experience. <p>Session 2: Reflection</p> <ol style="list-style-type: none"> Reflect on their attitudes regarding the rights, abilities, and capacities of students. 	<p>Session 1: Building empathy towards young adolescents</p> <ol style="list-style-type: none"> Problem ocean. <p>Session 2: Reflection</p> <ol style="list-style-type: none"> Self-awareness exercise/Qualities of an ideal teacher.
<p>Module 3: Understanding Gender</p> <p>Goal: Increase knowledge about gender and gender norms</p>	<p>Session 1: Introduction to gender</p> <ol style="list-style-type: none"> Define and understand gender norms and roles, why they are important, and why they are critical to address at this age. Describe the differences between sex and gender. Examine and discuss their attitudes, feelings, and experiences with gender inequities. 	<p>Session 1: Introduction to gender</p> <ol style="list-style-type: none"> Gender Box . AMAZE Gender Stereotypes video. 1-2-4 All. Genderbread person and lecture.
<p>Module 4: Qualities of Gender-Equitable Teachers and School Staff</p> <p>Goal: Understand how gender norms manifest and impact VYAs at school</p>	<p>Session 1: Gender, education, and the classroom</p> <ol style="list-style-type: none"> Identify how gender norms show up in school and the classroom. Increase understanding and empathy about norms and behaviors that lead to differences in learning outcomes between boys and girls. 	<p>Session 1: Gender, education, and the Classroom</p> <ol style="list-style-type: none"> Students' daily schedules. Why do male and female students have different learning outcomes?
<p>Module 5: Violence and Gender-Based Violence</p> <p>Goals: Increase knowledge about bullying with a focus on gender-based bullying. Improve teacher-student interactions.</p>	<p>Session 1: Identifying and defining violence</p> <ol style="list-style-type: none"> Recognize three types of violence: psychological, sexual, and physical. Recognize bullying and gender-based bullying. <ol style="list-style-type: none"> Teacher to student. Student to student. Identify harmful classroom practices and their impact on students. 	<p>Session 1: Defining and identifying violence</p> <ol style="list-style-type: none"> Three types of violence and gender-based bullying.
<p>Module 6: Response—Support, Reporting, and Referral</p> <p>Goal: Increase skills to respond to bullying in a gender-equitable way. Increase self-efficacy to respond to bullying in a gender-equitable way. Establish a bullying reporting system that enables boys and girls to feel comfortable asking for help.</p>	<p>Session 1: Handling bullying in a gender-equitable way</p> <ol style="list-style-type: none"> Discuss how to handle a school-related GBV incident as a bystander. Practice intervening during an incident of school-related GBV. <p>Session 2: Reporting and Referral System</p> <ol style="list-style-type: none"> Outline the Reporting System and Referral System and how they work. Understand the role of school staff in utilizing and supporting the Reporting System and Referral System. 	<p>Session 1: Handling bullying in a gender-equitable way</p> <ol style="list-style-type: none"> Interactive video. Bystander role play. <p>Session 2: Reporting and Referral System</p> <ol style="list-style-type: none"> Roleplay reporting and referral. <p>-----</p> <p>Other potential activities:</p> <p>Session 2: What Is meant by response? Participants learn what is meant by response, including reporting and referring students to the appropriate people and establishing response and support networks.</p> <p>Session 3: Direct support to students. Participants identify ways to respond to and assist students who come to them with a problem related to school-related GBV. Participants will be introduced to basic listening skills.</p>
<p>Module 7: Action Plan and Pledge</p> <p>Goal: Commit to applying the knowledge and skills learned in this training in their schools</p>	<p>Session 1: Action Plan and Pledge</p> <ol style="list-style-type: none"> Describe what they will do differently moving forward. 	<p>Session 1: Action Plan and Pledge</p> <ul style="list-style-type: none"> A: Create an Action Plan. B: My pledge to my students OR Activity B: Postcard—Gender resolution. <p>Session 2: Training wrap-up and evaluation</p>

Safe Schools Referral System Flowchart



Example risk assessment criteria for determining referrals

This example is adapted from [A Handbook for Case Management in Child Protection: A Resource Guide for Multi-sectoral Management Agencies in Uganda](#).

Violence Type	Level 1—Child indicates abuse: Needs immediate response and frequent follow-up (recommended response within 24 hours and follow-up every two weeks)	Level 2—Child is experiencing abuse: Response and follow-up required (recommended response within 3 days and weekly follow-up)	Level 3—Child at risk of abuse: Monitoring required (recommended response within 7 days and follow up every two weeks to monthly)	Level 4—Child no longer at risk: No further monitoring required, case closure (consideration of external monitoring with new referral to child protection agency if required)
Physical Violence	Serious injury to the child. The adolescent makes a suicide attempt.	Excessive physical punishment. Threats to harm. Reckless and dangerous behavior. Child self-harms.	Threats to harm. Harmless, occasionally subjected to corporal punishment.	Present without physical violence (factors causing violence have been addressed or removed): The person who committed the violence/caused the harm no longer has contact with the child.
Sexual and Emotional Abuse	Any sexual contact between the child and an adult (where the abusive person has access to the child). The child continues to be belittled, alienated, or humiliated by the abuser.	The child was promised marriage. Child has been sexually abused in the past and does not receive any support. Demonstrated harmful parenting towards the child (occasionally belittled, alienated, or subjected to humiliation).	The child is treated differently from other siblings and the parents are negative towards the child.	Child and family have received support and there is no sexual violence. Factors leading to emotional abuse have been addressed (parents receive support). Abusive person no longer has contact with the child.

→ MOBILIZE

How do we mobilize schools and referral organizations to participate?



3 Work with the Multi-Stakeholder Forum to identify partner schools.

Ideally, the Education Department is represented in the Multi-Stakeholder Forum. Seek guidance from the Forum about setting the implementation jurisdiction and which schools to prioritize.

Aim to include a mix of schools that VYAs attend (e.g., public and private).

4 Confirm school participation

While it may not be feasible to implement in all schools simultaneously, consider creating a roll-out plan so that you can reach all schools within the established jurisdiction over time. If taking a phased approach, aim to have a mix of schools in the first phase.

Once the list of schools is created, set up in-person visits with the school leadership to present the concept. Ideally, the Education Department representative accompanies you on these visits or helps set up the meeting—their endorsement is important. Do this individually for each school whose participation you are trying to secure.

5 Identify training participants

Confirm training participants

Once the schools are confirmed, ask the principal or other leadership point of contact for a list of training participants. Ideally, all faculty and staff at the schools will complete the training at some point, but teachers, counselors, principals, and vice principals should be prioritized for the initial training waves.

Consider prioritizing attendees that are early to mid-career rather than late-career, as they may be more motivated to make the desired changes, and because the impact of training will, in theory, last longer.

Consider creating multiple training cohorts across different dates depending on how many schools are mobilized. A cohort size of about 10–12 participants is ideal. Consider creating digital sign-up options where participants can choose the best training dates for their schedule.

Attempt to have a balanced participant mix with relatively equal numbers of men and women from different positions within the school.

Recruit and train facilitators

In addition to the qualities listed in the [Facilitator Guidance](#), Safe Schools Training facilitators that lead the gender-focused sessions should ideally have experience with gender issues, including matters related to sexual orientation, gender identity and expression, and sex characteristics (SOGIESC). Participants tend to have many questions, and given the importance and potential sensitivity of discussing this in an appropriate manner, try to involve experts when possible.

Arrange training logistics

Consider framing the training as a retreat to help participants overcome the initial impression that this will be a “boring” lecture-based training. This does not have to be an overnight retreat, which would likely be cost-prohibitive, but could be framed as a daily retreat.

Set the location of the training. Ideally, it is a space that is comfortable, spacious, and where audio/visual equipment can be used. There should be space where participants can eat and drink and use the restroom.

Arrange for refreshments and lunch for participants



→ MOBILIZE

How do we mobilize schools and referral organizations to participate?



6 Create the Reporting and Referral Systems

Work with the Multi-Stakeholder Forum to generate a list of referral providers and organizations. The list of specific organizations will be customized to each setting, but in general should include external services such as:

Identify referral providers and organizations

- Health services.
- Social services.
- Child protective services.
- Psychological and psychiatric services.

Ideally, referral providers and organizations are:

- Youth-friendly.
- Public and private, but at the very least should be public given that private services may be cost-prohibitive for some families. (Note that in Indonesia, where this intervention was designed and tested, service providers are compensated by the government, something the schools were not aware of. This could be a critical gap that an implementing organization can help close.)

Arrange an introductory/kickoff meeting

Arrange a kickoff meeting between schools and referral providers before launching the Reporting and Referral Systems. It is important for partners participating in the system to learn who they are working with and to get buy-in early.

Establish referral criteria

Work with referral providers and organizations to establish criteria for referrals. This should be based on local guidelines, if they exist. See the example in the Safe Schools Referral System Flowchart that was inspired by: [A Handbook for Case Management in Child Protection: A Resource Guide for Multi-sectoral Management Agencies in Uganda](#). Example criteria are available in the Referral System flowchart.

Designate a case manager

Designate a case manager(s) to manage both the Reporting and Referral Systems. The case manager can be an external organization, or a person/group of people at the school who monitor and implement this process. It can be the school counselor or the same person/entity that monitors the Reporting System.

The case manager should have strong communication skills, lead with empathy and compassion, uphold confidentiality and professionalism, have knowledge of available resources, behave ethically, advocate for students, and have adequate time to be the case manager.

↻ FACILITATE

What needs to happen at the core of Safe Schools?



7 Conduct the trainings

Use the Facilitator Guide that you customized earlier to complete the trainings across as many cohorts as needed. Refer to the [Facilitator Guidance](#) for more detailed information.

8 Conduct a kickoff meeting between referral partners and participating schools

Hold a meeting between schools and referral providers before the Reporting and Referral Systems are implemented. It is important for partners participating in the system to learn who they are working with and to get buy-in early.

9 Introduce the Reporting System to students

Arrange an assembly where you or the school introduce the Reporting System to students.

Emphasize the following key points when introducing the system to students:

- The system is meant to help students get the help they need without fear of repercussion.
- Witnesses and targets of bullying can report.
- Witnesses of bullying can report anonymously.

Place the posters around schools and/or distribute them digitally. If you are using an electronic reporting form, make sure to include a QR code that links to the reporting form.

Work with teachers to periodically remind students that this system is available.

10 Monitor the Reporting and Referral Systems

Both systems should be live for the duration of the pilot period; the timeframe for the pilot will be determined by you as the implementing organization.

Periodically check in with the case manager to see if the system is being utilized or if they need additional support, or if suggestions for improvement can be implemented.

The case manager should check in monthly with the teachers during the pilot period (this frequency could be reduced during full-scale implementation).

How do we leverage the Safe Schools program to strengthen the other interventions, and vice versa?

Safe Schools connection with other interventions

Interactive Video

Screen the Interactive Video during the session indicated in the Facilitator Guide for the training.

Exhibition

Invite schools to experience the Exhibition.

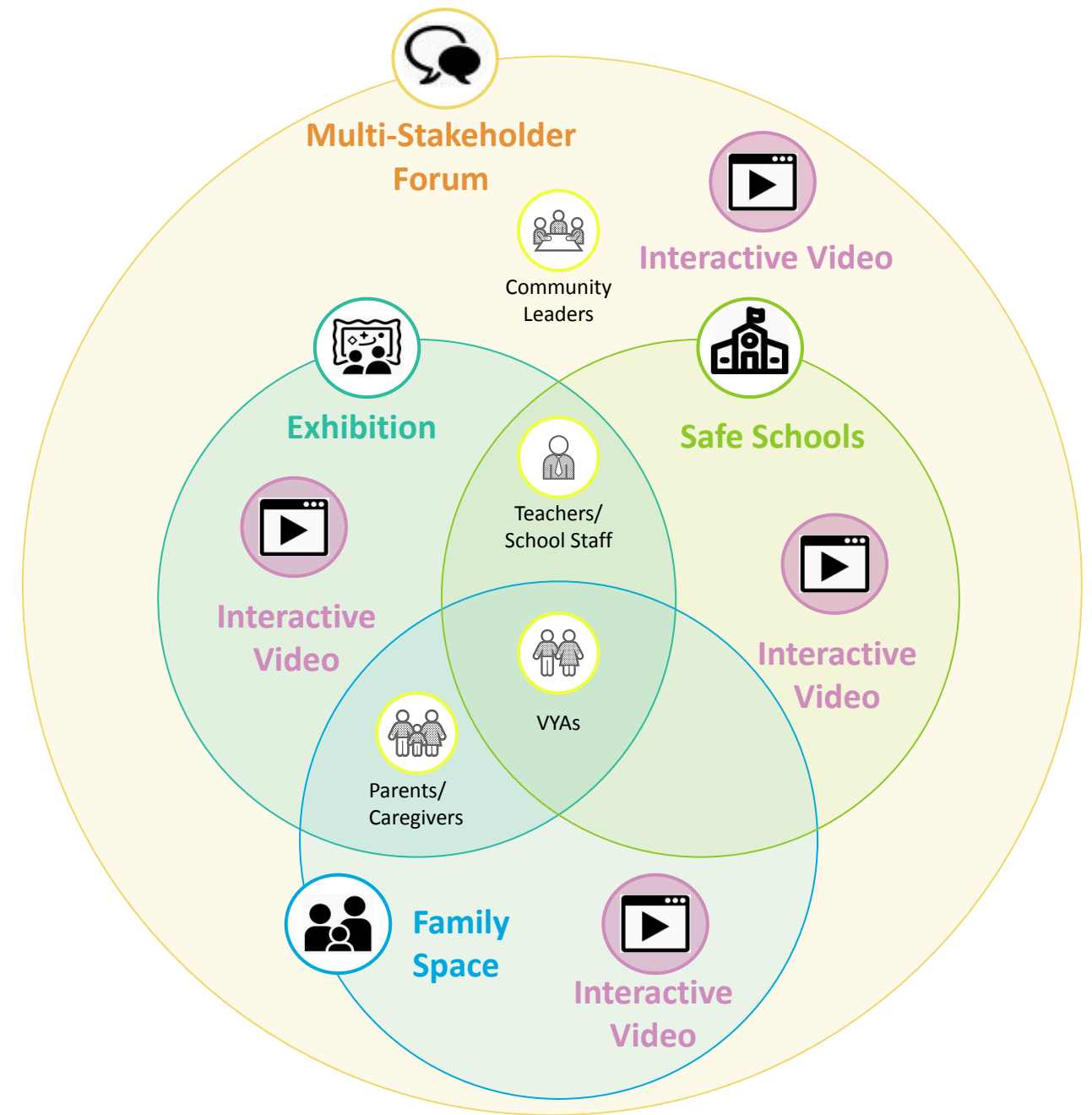
Mobilize the schools you are targeting to participate in Safe Schools, including faculty, staff, students, and their families, to attend the Exhibition as a way to spark their interest in the topic and provide a preview of what is to come. At this stage, you may only have a working list of targets schools (i.e., schools are not fully implementing Safe Schools yet).

Family Space

Ask schools to help mobilize families for the Family Space.

Schools are very effective at mobilizing families to attend activities. While the goal is not to force families to participate, testing revealed that families are more likely to participate if the school extends an invitation.

Reaching caregivers and parents whose children attend schools that are participating in Safe Schools is a critical linkage for improving the VYA environment.





FAMILY SPACE

Credit: Family Space during high-fidelity testing, Denpasar, Indonesia.

A series of fun, interactive classes, the Family Space focuses on strengthening caregiver-adolescent relationships, surfacing gender norms, and creating space for critical reflection and discussion.

WHAT IS THE FAMILY SPACE?

The Family Space is a series of dynamic, activity-based classes for caregivers and VYAs that focuses on strengthening caregiver-VYA relationships using known change mechanisms: building empathy, envisioning alternative futures, and participating in collective reflection and discussion about gender norms. The main objectives of the Family Space are to:

- Improve communication and relationships between caregivers and VYA.
- Create opportunities for caregivers and VYAs to connect without distractions from the outside world.
- Help caregivers create a supportive environment for VYAs to explore their interests unencumbered by gender norms.
- Build caregivers' knowledge and skills to communicate with their children openly, effectively, and without judgment.



HOW DID THIS SOLUTION COME TO EXIST?

The Family Space is designed to complement existing curricula about sexual and reproductive health, bullying, and other key issues that affect VYAs. The co-design workshops and GEAS research revealed a disconnect between what VYAs are taught in school (e.g., in comprehensive sexuality education programs) and what caregivers indicate that VYAs should do. The Family Space aims to address that gap by strengthening communication and relationships between caregivers and VYAs so they can more easily talk about important topics during a critical time in VYAs' lives. Throughout co-design, additional imperatives emerged about what these classes need to provide:

- They should be fun and engaging, feel more like a camp than a class.
- They should be a time for families to connect.
- Caregivers want access to a professional psychologist to help them with day-to-day parenting challenges.
- Caregivers also appreciate the time to talk to their peers in a "support group" style without feeling judged.
- Subtly yet clearly share how gender norms can negatively impact VYAs.
- They should be a series of engagements, not just one or two.



WHY SHOULD YOU DO IT?

What makes this offering unique is that it:

- Is for caregivers *and* children. This class creates room for the whole family.
- Is highly interactive. The Family Space is designed to be an engaging environment where families can have fun, build skills, and strengthen bonds. Existing offerings consisted of one-way, lecture-style communication that left parents feeling bored and inadequate.
- Complements existing curricula. The Family Space is designed to complement existing curricula being taught to VYAs in schools and aims to fill the caregiver-child communication gap.
- Reflects participant interests. The Family Space topics were refined during co-design sessions and reflect what is important to both VYAs and caregivers.
- Allows time for parents to talk to professionals.

WHO IS INVOLVED?



Participants

- Parents and caregivers
- VYAs



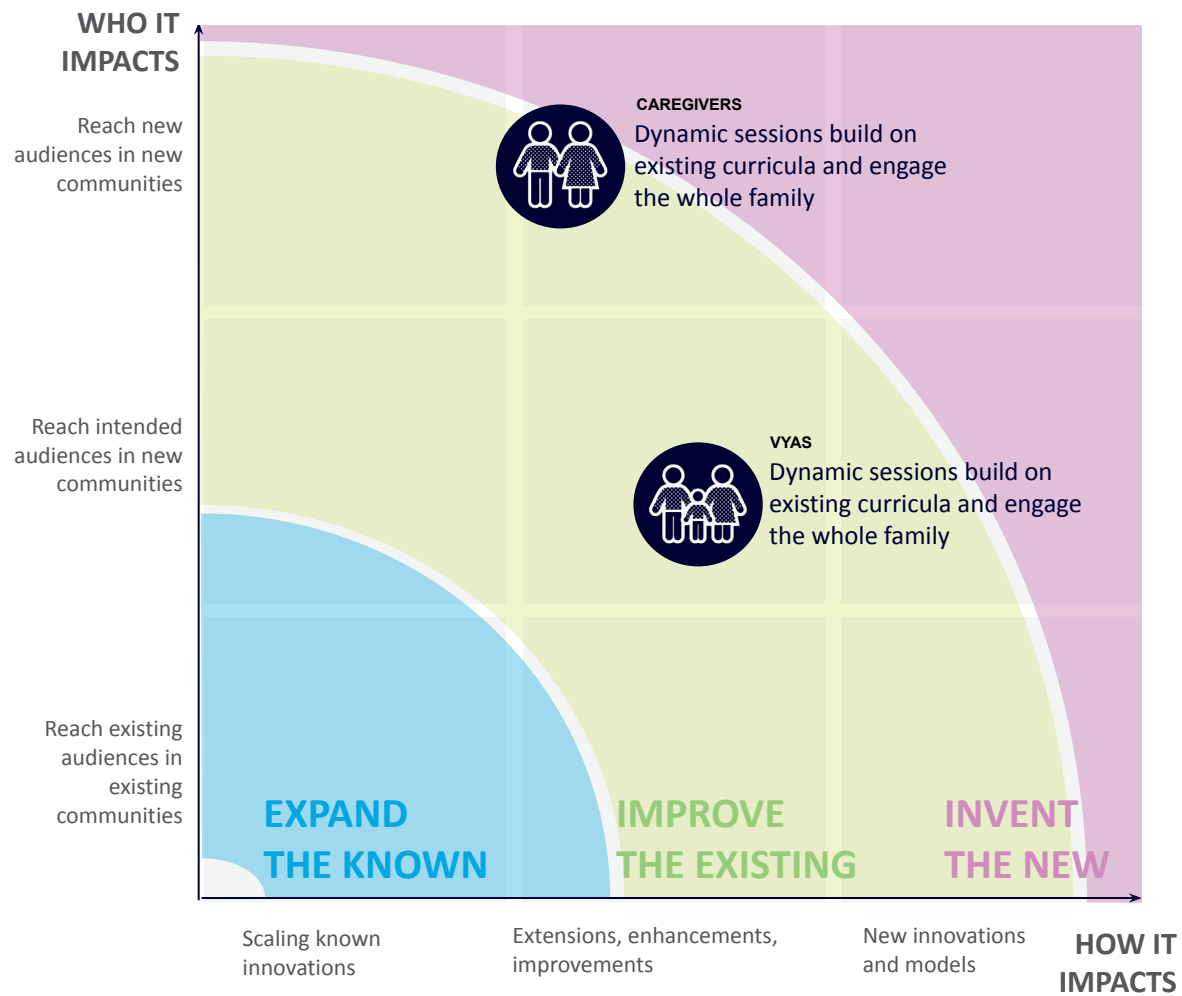
Project team

- Two co-facilitators
- One or two psychologists
- One project manager or logistics coordinator

HOW IS THIS INNOVATIVE?

Audience: It reaches caregivers as a key audience in the VYA environment, not just VYAs individually.

Methods and content: The content is highly interactive, complements existing curricula, and allows time for parents to engage in a “support group” style discussion facilitated by a psychologist or similar professional.



Implementation fidelity requirements checklist



WHAT NEEDS TO BE DONE?

Facilitate the series of classes to strengthen communication and relationships between caregivers and VYAs. Ideally, families participate in a minimum of five–six sessions.



WHEN SHOULD THIS HAPPEN?

In relation to other interventions

Launch the Family Space once the schools that will participate in Safe Schools have been identified so they can help mobilize families to attend. Try to time it so that families can also attend the Exhibition as an activity together. This is ideal, but not essential.

Schedule

Classes should be weekly or biweekly, but not monthly - having too much time between classes risks participants losing the ability to build on what came before. Scheduling will be highly context-specific. Families in Indonesia preferred to attend on weekends or during school breaks when they had more time.



WHAT MATERIALS ARE REQUIRED?

- Family Space curriculum (customize your curriculum by using the Family Space Blueprint and Activity Bank).
- Activity materials (see the Activity Bank for details).
- Empathways and Activity Challenge.
- Promotional poster.
- Meeting supplies: Markers, Post-its, laptop, projector, projector adapter, projector screen (or blank wall), flipchart paper.



WHAT TRAINING IS REQUIRED?

The co-facilitators and the psychologist should practice facilitating. Assign roles and responsibilities to each facilitator.



WHAT SHOULD NOT BE DONE?

These should not be didactic, lecture-based sessions. These should be dynamic, engaging, and fun—more like a camp than a class—since the goal is to improve communication and relationships.



WHAT IS FLEXIBLE OR OPEN TO ADAPTATION?

- Ways to encourage recurrent participation or prevent barriers to participation, such as a raffle for those who attend all sessions or offering child care.
- Customizing the visual design of any of the materials.
- Which activities are done on which days, except where indicated.
- The specific scheduling of each class (provided it does not exceed more than two–three weeks between each class).
- Offering transportation vouchers.
- Optional mobilization through the Exhibition and through social media since these were less effective than direct invitations from schools and community leaders.



WHAT COSTS ARE INVOLVED?

- Staff time.
- Facilitator time.
- Psychologist time.
- Meeting location.
- Meeting supplies.
- Refreshments for meetings.
- Printed materials.
- Transportation vouchers or child care (optional).



IMPLEMENTATION GUIDANCE

RESOURCES PROVIDED		When is this needed?	How do I start?
Family Space Blueprint	A framework to guide a customized Family Space curriculum	Step 1: Prepare	Read page 48
Activity Bank	Select exercises to customize the Family Space curriculum	Step 1: Prepare	Choose the desired activities
Promotional poster	A poster to advertise the Family Space	Step 2: Mobilize	Customize this document
Family Activity Challenge Cards	A deck of cards that can be distributed to each family to encourage them to do an activity together outside of the Family Space	Step 3: Facilitate	Customize the activities
Empathways: Challenge Edition	A set of cards to stimulate conversation between families	Step 3: Facilitate	Download this card deck
Communication Types	A handout for caregiver participants, to be used during Session 3	Step 3: Facilitate	Download this document



PREPARE

What preparations need to be made before mobilizing?

Familiarize your team with the Family Space

- 1 Share this detailed guidance with your team members. Does the team understand the purpose of the Family Space? Do they understand how it works and what it entails?

Determine your strategic partners for mobilization and implementation

- 2 Consider positioning the Family Space as a joint offering between the implementing organization and schools or community leaders. This can help generate interest and credibility for the Family Space. Schools are a particularly effective mobilization partner.

Prepare materials and adapt for contextual relevance

When refining the materials for contextual relevance, consider the following:



- 3
 - Do the visuals resonate?
 - Can I include updated logistical information, such as time, date, and location?
 - Are there other contextual modifications that can be made to customize this?
 - Are there existing programs in my community, like comprehensive sexual and reproductive health programs, that this could be added onto (as per its design)?

Family Space curriculum

The Family Space curriculum is designed to be modular and customizable, with the exception of a few activities as indicated.

Work with the psychologist to customize the discussion.

Promotional poster

Customize the digital and/or printed poster for the Family Space to recruit participants. Include the basic information such as what it is, who it is for, the time commitment, and other logistical details. Consider including a QR code or a contact email or phone number so that interested people can sign up or request more information.

If recruiting through the same schools that are participating in the Safe Schools program, ask them to review and approve the promotional poster.

Intake form

Create a Google Form or similar intake form where families can ask for more information or register for a class.

Empathways cards

Given that caregivers and VYAs will have about 30 minutes to play this game, review the cards and if needed, prioritize which questions are most salient to your audience.

Activity Challenge Cards

Customize these activities to your setting. For example, if this will be used in a highly religious setting, one of the activities could be “attend a religious service together.”

Family Space Blueprint

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	
Icebreaker	Emoji charades	Storytelling relay	Photo scavenger hunt	Spaghetti challenge	Human lineup	Freeze dance	30 minutes
Activity Challenge Shareback	n/a	What did you do last week with your family? Show a photo, ticket stub, or other piece of evidence as proof.	Repeat the activity	Repeat the activity	Repeat the activity	Repeat the activity. Reward families that have conducted the most challenges with a small prize.	15 minutes
CAREGIVER AND VYA COMMUNICATION PRACTICE							
Communication Games	*Chemistry games	*Interactive Video screening	*Empathways: Challenge edition	Word association game	Compliment circle	Question jar	30 minutes
BREAKOUT SESSIONS							
Parent/Caregiver Breakout Session	*Exercise: Building empathy for VYAs Psychologist-facilitated discussion	Parent/caregiver discussion: Interactive Video	*Exercise: Communication skills building Psychologist-facilitated discussion	Exercise: Values clarification Psychologist-facilitated discussion	Exercise: Gender box Psychologist-facilitated discussion	*Exercise: Fill-in-the-blank letter writing	60 minutes
VYA Breakout Session	Dream board	VYA discussion: Interactive Video	Timeline	Video: AMAZE Gender Stereotypes Mini Art Gallery	Bucket list		
Shareback	Share dream boards amongst families	n/a	Share timelines among families	Present the mini art gallery to the larger group	Share bucket lists among families and discuss the reasons behind these goals	Families read letters to each other	15 minutes
WRAP UP							
Journaling Exercise	Provide each participant with a journal	Repeat the journaling exercise	Repeat the journaling exercise	Repeat the journaling exercise	Repeat the journaling exercise	Repeat the journaling exercise	10 minutes
Activity Challenge	Take a family picture at the end of the first session	Select an activity from the Activity Challenge card deck to complete before the next class	Select an activity from the Activity Challenge card deck to complete before the next class	Select an activity from the Activity Challenge card deck to complete before the next class	Select an activity from the Activity Challenge card deck to complete before the next class	Encourage families to keep doing activities together even through the Family Space has ended	10 minutes

* the order of these marked sessions should not be changed.

Details for these activities are available in the [Activity Bank](#).

MOBILIZE

How do we mobilize families to attend?

1 Decide on the target number of cohorts with five to 10 families per cohort

Considering the resources required for each session (two–three hours long, two co-facilitators, one psychologist, materials, and space) how many cohorts is it feasible for your organization to run simultaneously?

2 Create and implement a mobilization plan that includes a specific focus on fathers and male caregivers

Develop and execute a mobilization plan that leverages Safe Schools, the Multi-Stakeholder Forum, the Exhibition, and social media to recruit families. It is important for both mothers and fathers (or female and male caregivers) to attend. The implementing organization may need to identify the most effective way to mobilize men in their context. In Indonesia, for example, fathers and male caregivers were effectively mobilized by male community leaders.

Primary method: Direct invitation through schools and community leaders

Prioritize mobilizing families through Safe Schools and through the Multi-Stakeholder Forum.

- Schools participating in Safe Schools should be prioritized for recruiting families to the Family Space because (1) schools are very effective at mobilizing families and (2) the parents of VYAs attending Safe Schools are a key audience that this package aims to reach.
- Ask the Multi-Stakeholder Forum members if there are existing channels or programs through which the Family Space can be implemented or which can be activated for mobilization. For example, in Indonesia, a local community leader successfully mobilized parents within his jurisdiction to attend the Family Space. Male community leaders are especially effective at recruiting fathers to attend.

Secondary method: Generate organic participation

- At the Exhibition, provide a pamphlet or a scannable QR code with information about the Family Space.
- Advertise on social media, either through your organization’s page or through paid ads, to recruit for the Family Space.
- Create an intake form.

Participants

Aim to recruit five to 10 families per cohort. A cohort is a group of families that will complete all the classes together.

Depending on the demand, you can hold multiple cohorts.

Be prepared for families to bring younger and older children outside of the intended age range of 10–14 years old.

3 Select facilitators

In addition to the qualities listed in the Facilitator Guidance, facilitators for the Family Space should also:

- Be comfortable working with families and VYAs
- Be energetic and enjoy leading groups
- Have a baseline understanding of how gender norms can negatively impact VYAs
- Come from the implementing organization or be external such as teachers, guidance counselors, nurses, social workers, or similar professions

There should be at least two facilitators per session, in addition to the psychologist facilitator. Consider training at least four–six facilitators to prevent fatigue among any two facilitators.

4 Recruit 1–2 psychologists to lead the caregiver breakout sessions

Look for a psychologist that meets the need of your audience. This person may or may not be a sexual and reproductive health expert, depending on your needs.

Suggested qualifications:

- Has experience working with families and VYAs.
- Has a baseline understanding of how gender norms can negatively impact VYAs.
- Is willing and available to facilitate the sessions.
- Can be a psychologist, counselor, social worker, or other similar profession that has experience working with family dynamics.

Considerations

- Confidentiality: The psychologist should be committed to upholding confidentiality and should consider VYA willingness and safety to open up with other siblings or parents/caregivers in the room.
- Psychologists may be rare in your area and may be expensive. However, participants greatly valued having access to a psychologist during the Family Space. Consider finding a psychologist who works in the public sector and whose time can potentially be compensated through their existing line of work.

5 Confirm and schedule the classes

Create a proposed calendar to share with families. Consider local holidays, school calendars, and other programs and events in your communities that could prevent their attendance. If recruiting participants through schools, coordinate the schedule with schools and consider offering the Family Space as an activity to do during school breaks. This may make it easier for families to attend and to avoid other scheduling conflicts.

Depending on how many cohorts you recruit, consider offering two of the same classes per week and allowing families to choose which date and time works best for them.

6 Reserve a location to host the Family Space

Choose locations that are desirable for participants. In Indonesia, for example, families wanted sessions to be held outdoors or in a semi-outdoor location because it helped create a relaxed environment more conducive to conversation and bonding. In the Democratic Republic of the Congo, families wanted to hold events at church because that was a central gathering place.

Consider offering two time slots of the same class for participants to choose from.



ESTIMATED TIME AND COST Five to 10 days of staff time over the course of one or two months

FACILITATE

What needs to happen at the core of the Family Space?

- 1 Review and apply the [Facilitator Guidance](#) to your sessions**
The Facilitator Guidance has tips for planning, managing, and learning from meaningful, engaging sessions with a wide variety of participants.
- 2 Follow-up with Family Space participants**
It is important to keep a pulse on the level of engagement and participant perception of how the sessions are advancing. Consider checking in with a few participants after each session. This will serve as another opportunity to tailor the materials to your audience.



Two–three hours facilitation and one–two hours set up per session times six sessions times number of cohorts

CONNECT

How do we leverage the Family Space to strengthen the other interventions, and vice versa?

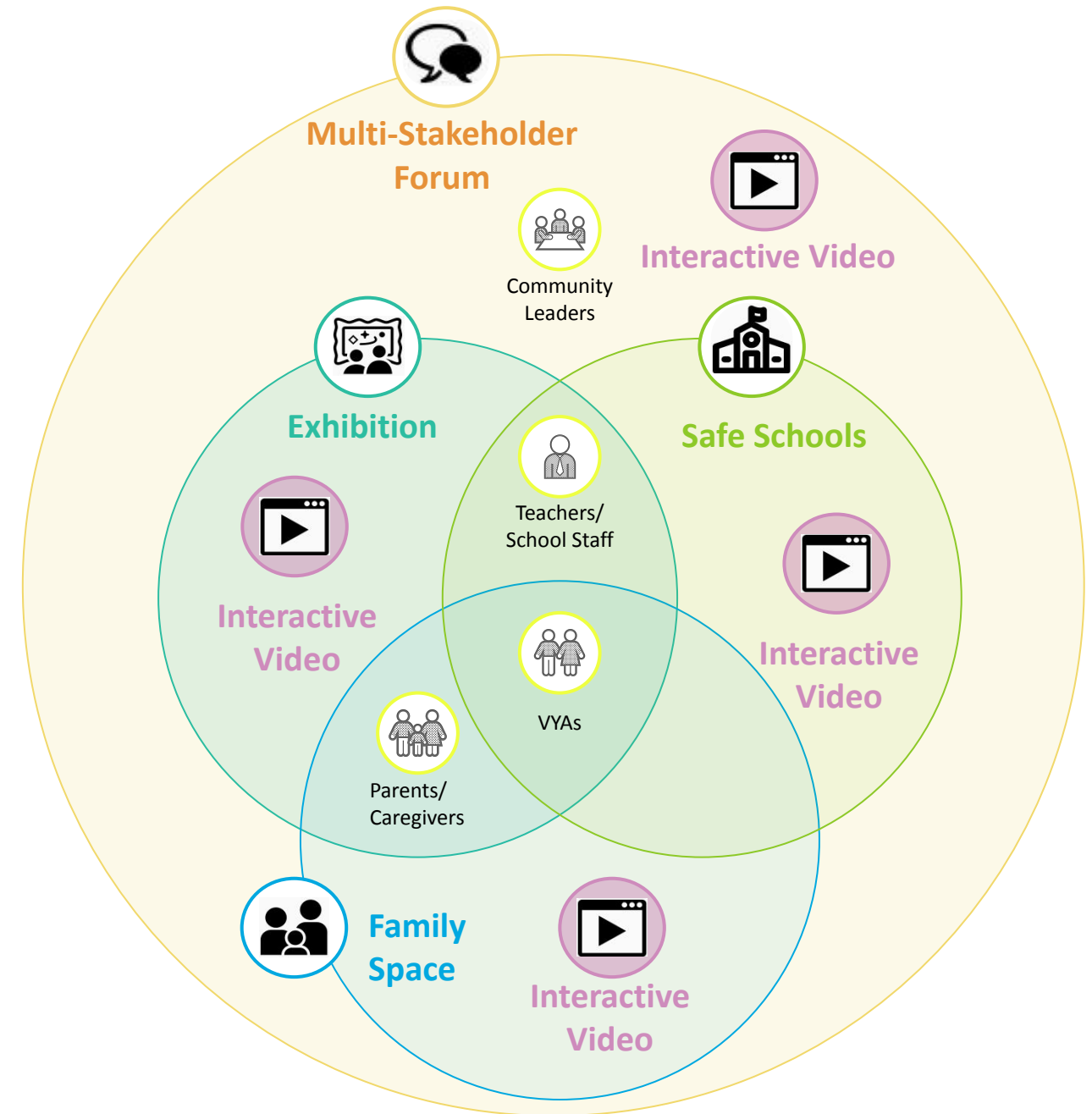
Family Space connection with other interventions

Multi-Stakeholder Forum Families can be mobilized through participating community leaders. Aim to get a few influential Forum members to participate with their families and share about their experience in a Forum meeting.

Interactive Video Use Session 2 for a full facilitated screening and discussion of the Interactive Video.

Exhibition Once the Exhibition is launched, encourage participants to attend with their families as part of the Activity Challenge. Consider organizing a time for the cohort to attend together or ask families to do so individually.

Safe Schools Families can be mobilized through schools participating in the Safe Schools program.



EVALUATION PLAN



Courtesy of Gurat Institute. Photo of the high-fidelity testing of the Exhibition.

INTRODUCTION

Key learnings from the first two phases of the Global Early Adolescent Study (GEAS) demonstrate the importance of gender socialization in shaping a spectrum of health behaviors and outcomes in early adolescence. Interventions that seek to change harmful gender norms (called gender transformative interventions) require a multi-layered approach that includes components that challenge gender bias within communities and institutions, recognize the impact of the family on how boys and girls are socialized into gender roles, and foster positive interactions between boys and girls as they grow into adulthood. Importantly, interventions that only focus on adolescents are unlikely to have significant impact in the absence of multidimensional approaches that engage the primary agents of gender socialization, especially parents and teachers.

While your organization might choose to implement individual interventions within this package, they should do so as a complementary component to an otherwise comprehensive intervention to better target additional change agents. As such, this evaluation plan includes measures and illustrative indicators for the individual interventions, as well as the package as a whole.

APPROACH

This evaluation plan uses the [Reach, Effectiveness, Adoption, Implementation, Maintenance \(RE-AIM\) framework](#) for the proposed study, which has been used extensively to guide the evaluation of public health interventions. Developed to reduce lags and failures in moving interventions from research to practice, RE-AIM provides a structured set of domains relevant to external validity to maximize impact and facilitate dissemination. Developers of the RE-AIM framework have recommended applying it in an iterative fashion across implementation as part of a participatory process to shape potential adaptations.

Additionally, given that this evaluation requires data collection to assess implementation among each of the five interventions, we suggest an **embedded multiple case study design**, which involves collecting mixed-methods data on more than one “case,” or intervention.¹

This method is appropriate as understanding the success of this intervention package will require evaluating individual interventions (cases) and the package as a whole, using both quantitative and qualitative data. For each RE-AIM domain, compare qualitative themes with quantitative findings to determine whether they confirm, disconfirm, or expand each other after being analyzed separately by time point.

Then, present a summary of quantitative findings, qualitative categories and exemplar quotes, and a comparison of the two types of information. Finally, interpret and resolve differences, guided by the question: To what extent do the quantitative and qualitative results converge or diverge? Triangulating consistencies and inconsistencies will provide a nuanced understanding of each solution, as well as the overall findings across the package.

¹ Yin, R. K. (2009). *Case study research: Design and methods (4th Ed.)*. Thousand Oaks, CA: Sage.



Courtesy of Gurat Institute. Photo of the high-fidelity testing of the Exhibition.

METHODS

Monitoring and evaluation efforts should be based on the goals and structures of the local context. The success of a given intervention will depend on how the intervention is being used and how community members perceive the intended benefits. Additionally, evaluation tools can and should be integrated into monitoring and data collection procedures that already exist, which will ensure not just sustainability but also community acceptance. To ensure the evaluation meets these goals, a steering committee should first be established that will consist of adolescents, study team members, caregivers, community members, and government representatives, to co-develop the data collection tools and strategies for the implementation research study.

Both quantitative and qualitative tools can and should be used to evaluate this intervention package. Though specific questions being asked will depend on the goals and context of implementation, the research methods used to answer those questions will be grouped into quantitative and qualitative.

Quantitative methods answer the “what” or “how” in a study by compiling numerical information, using tools like surveys, questionnaires, or database records with fixed response options that will generate quantifiable data. The main benefit of quantitative data is that it is usually objective since it does not require interpretation by a data collector, though it still relies on skilled data collectors and the honesty of informants. It can also be statistically analyzed to find any trends or connections, and sometimes even causal relationships. In this evaluation, quantitative data sources will include attendance records, observations of implementation, and follow-up surveys of participants, all of which can be analyzed to understand what aspects of the intervention were implemented, to whom, and how they might have led to specific outcomes.

Qualitative methods answer the “why” in a study by compiling detailed descriptive information from informants using tools like focus group discussions (FGDs) or individual interviews. They can be used to elaborate or explain quantitative data, while also providing rich information that delves deeper into the issue being explored. Qualitative methods are more subjective because they rely on the expertise and perspective of the researcher, which opens up the potential for personal bias in the interpretation of results. In this evaluation, qualitative methods will mostly include key informant interviews (KIIs) with facilitators and FGDs with participants, which can be analyzed using a deductive thematic approach² to understand why any variations in implementation exist and why participants did or did not achieve specific outcomes.

SPECIFIC AIMS

To determine the extent to which these five different interventions will be effective in improving gender equality and subsequent health outcomes among VYAs, the following aims are:

1 Assess intervention adoption, implementation, and maintenance. For each intervention, assess **adoption** (readiness to implement, representativeness, and inclusion of key stakeholders involved in planning and implementing), **implementation** (adherence, cost, unintended and/or negative impacts), and **maintenance** (ability to sustain gender transformative intervention programming given staffing and other resources) using mixed methods.

2 Evaluate intervention reach and effectiveness. **Effectiveness** (effects on parent, community, and adolescent outcomes) should be assessed using surveys and interviews and **reach** (number, proportion, and representativeness of participating adolescents, parents, and community members) should also be assessed using program attendance data.

The tables that follow highlight the main domains, measures, and data sources that should be used to assess each RE-AIM domain. While some examples of questions are provided for each domain, this list is not exhaustive and should be expanded depending on implementation design and adaptation to local context.

AIM 1 Involves the assessment of intervention adoption, implementation, and maintenance

ADOPTION

This is intended to assess who is necessary for successful implementation, to what extent they are being successfully engaged, and whether these groups and staff are representative of diverse viewpoints. To evaluate this, calculate the representativeness of stakeholders (including adolescents) engaged in implementing and assessing each intervention, both at the organizational and staff levels. At the organizational level, this includes groups whose buy-in is necessary to approve, conduct, and maintain the intervention. At the staff level, consider whether those engaged are representative of the larger group with respect to organization type, size, and funding. For example, if schools are involved in the adoption of the intervention (as with the Safe Schools, Family Space, and Interactive Video interventions), are all types of school staff being engaged in the process? If not, why not? If government

² Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

departments are being implicated, how many different departments are engaged? How many department representatives engaged are men or women? This can be evaluated using key informant interviews with the local implementing organization as well as data on how many groups were involved.

IMPLEMENTATION

At each site, assess intervention fidelity (whether programs were implemented as planned) by reviewing relevant plans and procedures for the different intervention strategies, and determining the extent to which the procedures or curricula were followed. This can be done using quantitative measures of “dosage,” asking facilitators and participants the percentage of planned modules/classes that were actually implemented. Another measure is “adherence,” which refers to the quality of implementation, or whether facilitators delivered the modules according to the curriculum or plans. Adherence can be measured with quantitative observational data and qualitative methods that determine how or why certain plans were followed or deviated from in implementation. Unintended consequences of any aspect of the interventions should also be assessed through KIIs. Specifically, assess key informants’ perceptions about the interventions, including whether they feel the interventions are leading to positive changes, and the potential unintended and/or negative consequences of the interventions on individuals, families, institutions, or the community. Costs of the interventions could be assessed by obtaining amounts spent by implementers on each intervention. Return on investment analyses may be conducted to promote broad support and buy-in for sustained implementation.

MAINTENANCE

This can be the most challenging indicator to measure, as the continuation of programs is often dependent on the initial adoption mechanisms as described above. Sustainability should be included at the start of the planning process for any intervention to ensure implementation is done in a feasible and cost-effective way that allows for continuation. In this intervention package, the Multi-Stakeholder Forum is intended to facilitate maintenance by providing institutional and multi-sectoral support for sustainability. However, successful maintenance will depend on whether it is included in the MOU adopted by the Forum. Evaluating maintenance can be done by monitoring how many interventions can continue and be sustained after their initial period of implementation. This can be done by reviewing program documents (such as attendance at events or sessions, depending on the intervention) and monitoring the continued use of program materials through observations and KIIs. Information from the implementation measures described above, especially the costs of implementing each intervention, can be used by organizations to advocate for maintenance at a community or institutional level.

Table 1. Aim 1 measures intervention adoption, implementation, and maintenance

ADOPTION				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL INDICATORS AND QUESTIONS	TIMING
Representativeness and inclusion of key stakeholders	The number of organizations that participated out of all those approached	Process review	Percent of organizations/implementers approached that participate	1 month before implementation
	Why the intervention was or was not adopted	KIIs with stakeholders	<ol style="list-style-type: none"> 1. What influenced your decision to participate or not participate? 2. What expectations would you have from participation? 	

ADOPTION				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL INDICATORS AND QUESTIONS	TIMING
Representativeness and inclusion of key stakeholders	Characteristics of staff participating	Document/process review	Within implementing organizations who agreed to implement this intervention: <ol style="list-style-type: none"> 1. How many representatives were men? Women? 2. What were the roles of participating staff members? 	1 month before implementation

IMPLEMENTATION				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL INDICATORS AND QUESTIONS	TIMING
Dosage	Number of materials sessions/classes delivered out of the total number of intended sessions	Observation	Number of days and hours the Exhibition was open Number of modules delivered at Safe Schools training	During implementation
Adherence and/or quality	The extent to which sessions/classes were delivered as intended	KIIs with participants	1. What topics did you cover in this Exhibition/class/training?	
		KIIs with facilitators	<ol style="list-style-type: none"> 1. Which sessions/classes were not addressed? 2. Why were they not addressed? 	
		Observation	<ol style="list-style-type: none"> 1. How well did the facilitators cover the intended material? 2. How engaged were participants? 	
Unintended consequences	Participants’ experiences with the interventions as implemented	KIIs with participants	<ol style="list-style-type: none"> 1. What were some barriers or challenges to participating in this program? 2. What emotions did you feel while participating in this program? 3. What did you tell other people about this program? 	After implementation
Cost	Price of implementing each intervention per participant	Budget documents, expense reports, monitoring reports	Cost of space and materials Cost of compensation for facilitators Cost of participant incentives	
Ability to continue and sustain intervention after implementation	Content of MOUs from Multi-Stakeholder Forum	MOU review	1. Does the MOU contain provisions for maintaining the implementation of interventions?	After implementation

MAINTENANCE				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL INDICATORS AND QUESTIONS	TIMING
Ability to continue and sustain intervention after implementation	Integration of intervention into school/community/government infrastructure	KIIs with schools community leaders	<ol style="list-style-type: none"> How do you plan to integrate the interventions into your institution? (If applicable) How did you integrate the interventions into your institution? 	After implementation

AIM 2 Includes evaluating reach and effectiveness.

REACH

Reach should be assessed by tracking how many adolescents, parents, and community members participate in different intervention components as a percentage of the total number of adolescents, parents, and community members at the site (or school). The total number of eligible participants for a given intervention will depend on the recruitment and enrollment procedures implemented. Additionally, reach should be evaluated not just for initial participation but also for attendance (consistency of participation). For example, implementers should assess reach in the Family Space by evaluating how many eligible participants attended the class, and of those attendees, how many of the five classes they attended. Measures of reach are largely quantitative in nature, though qualitative methods such as interviews with the target population should be used to understand the barriers and facilitators to participation.

EFFECTIVENESS

Effectiveness should be assessed by evaluating changes in community members', parents', and adolescents' knowledge, attitudes, communication, and behaviors related to gender equality and other relevant outcomes. Depending on the evaluation capacity (including research and funding) implementers should evaluate both immediate and long-term outcomes. Immediate outcomes center around the extent to which participants understood the material according to the goals of the intervention. For example, evaluators could assess levels of participants' knowledge of gender norms and how they operate in their parent/child relationships, schools, and/or communities through a pre/post-knowledge test. However, long-term effects like community-level or institutional-level changes in behavior or sustained attitudinal shifts would ideally be assessed by conducting longitudinal (the same group at multiple time points over time) surveys among those who received some level of exposure to the intervention (according to the assessment of reach described above) and those who did not (sometimes called a control group). If there is financial and research capacity, surveys would be administered at least three points in time: immediately before the intervention, immediately after the intervention, and then six months to one year after the intervention. A comparison of results from these two groups will then reveal whether the intervention had a significant effect that cannot be explained by other contextual or cultural shifts. In-depth interviews may also be conducted to gather more data on each group's perceptions of the impact of each intervention on their daily lives and relationships.

Table 2. Aim 2 assessment of reach, effectiveness, and maintenance

REACH				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL QUESTIONS	TIMING
Participation	Percent of eligible participants who attended any intervention, disaggregated by sex <ul style="list-style-type: none"> VYAs Caregivers Teachers/school staff Community members Attitudes towards participation	Attendance records at each intervention FGDs with participants and non-participants	<ol style="list-style-type: none"> Why did you want to attend (for participants)? Why did you not attend (for non-participants)? 	At and after the event/session
Attendance	Number of sessions each participant attended (out of total) <ul style="list-style-type: none"> Family Space Safe Schools training 	Attendance records at Family Space and Safe Schools training	<ol style="list-style-type: none"> How many participants at each session had participated in a prior session? 	Beginning of each session
Usage	Number of adolescents who sought out services <ul style="list-style-type: none"> Reported bullying Asked teacher/caregiver for help Went to the Referral Service 	Reporting/Referral System tracker	<ol style="list-style-type: none"> How many bullying cases were reported? How many cases were referred to services? How many referred cases accessed services? 	After implementation

EFFECTIVENESS				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL QUESTIONS	TIMING
Increased knowledge of gender, gender norms, and how they impact VYAs	Target population (VYAs, caregivers, teachers, community members) can recognize gender norms and how they are harmful	Pre/post-test FGDs, KIIs	<ol style="list-style-type: none"> How is gender different from sex? Do you think there are gender norms in your community? If so, what are they? Can you name some ways gender inequality might impact physical or mental health? 	Before and after implementation
Positive norms supportive of gender equality	Percent of VYAs, caregivers, teachers, and community members with reduced agreement of gender normative perceptions	Survey	GEAS Gender Stereotypical Traits or Gender Stereotypical Roles scales	

EFFECTIVENESS				
CONSTRUCT	MEASURES	DATA SOURCE	POTENTIAL QUESTIONS	TIMING
Increased and more equal agency of boys and girls to ask adults for help	Percent of VYAs who communicated with a caregiver about a certain topic (violence, puberty, sexuality, mental health) Percent of VYAs who reported bullying Percent of VYAs who sought mental health services	Survey	<u>GEAS communication scales - VIID4 series</u>	Before and after implementation
Improve empathetic relationships between VYAs and adults	Caregiver attitudes toward adolescent concerns VYA attitudes toward caregiver concerns	FGDs, KIIs	<ol style="list-style-type: none"> 1. What do you think are the biggest problems facing your (child/caregiver)? 2. What makes it difficult for caregivers to understand young people's needs? 3. How will your experiences in this program impact your future interactions? 	Before and after implementation

ADDITIONAL CONSIDERATIONS

Sequencing: Evaluation for different aspects of each intervention will be done at different times throughout implementation. Adoption, which relates to the infrastructure and stakeholders needed to implement the intervention, must be assessed prior to implementation. Reach and implementation should be assessed during and immediately after implementation of each intervention as they rely on participant and facilitator perspectives and data. Effectiveness and maintenance, however, should be assessed over a longer period of time through longitudinal data collection. This will allow assessment of whether the intervention achieves the intended attitudinal and behavioral shifts and whether it can be sustained or scaled.

Population disaggregation: For each of the above domains, measures and interviews should be disaggregated to the extent possible by age, sex, and institution. For example, reach of the Family Space should be disaggregated by how many adolescents and caregivers attended the sessions. Additionally, participant characteristics should be noted for all qualitative interviews, such as age, sex, and role of key informants. If any focus groups are used, participants should be grouped by age and gender if it is possible to do so and maintain 6–8 participants per group. If this is not possible, combined groups can be used.

Evaluation tools: This evaluation framework does not include specific tools, as these will largely depend on how interventions are adapted to a given context. Some example measures and questions have been provided in the accompanying tables, which can provide a starting point for tool development. Table 2 also highlights previously validated evaluation tools focused specifically on gender norms among adolescents, adults, and communities. However, evaluators are encouraged to include additional measures according to their target outcomes. These can be adapted from the Theory of Change included within this intervention package or developed by the local implementing organization. Regardless of origin, all evaluation measures should align with the program structure and desired outcomes and impact.

Project team: Ideally, the evaluation team would consist of a monitoring and evaluation (M&E) officer to lead the work, and possibly one or two M&E assistants to help with data collection/monitoring during the project. This would depend on the actual evaluation planned.

The GET 4 Youth Pilot Package

Find all of the assets needed to pilot this package.

General assets

Activity bank

Facilitator guidance

Messaging framework

Multi-Stakeholder Forum

Templates

Overview presentation

Memorandum of understanding (MOU) guidance

Multi-Stakeholder Forum blueprint

Interactive Video

Templates

Video clips - Community leader

Video clips - Schools

Script - Community leader

Script - Schools

Storyboard - Community leader

Storyboard - Schools

Facilitator guide - Community leader

Facilitator guide - Schools

Posters

Introduction slide deck

Exhibition

Templates

Exhibition journey map (page 29 of this document)

Promotional poster

Visitor pamphlet

Postcard

Examples

Video tour

Safe Schools

Guidance

Training overview

Facilitator guide

Templates

Reporting form

Promotional poster

Referral flowchart

Family Space

Guidance

Family Space blueprint

Activity bank

Empathways: Challenge edition

Communication types

Templates

Promotional poster

Family activity challenge cards