

December 2018

Growing Up GREAT Scale-up Planning Meeting Report

Discussions from the Scale-
up Planning Workshop on
August 7-9, 2018



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Passages

Transforming Social Norms for
Sexual & Reproductive Health

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LIST OF ACRONYMS AND KEY PHRASES

ASRH	Adolescent sexual and reproductive health
CBO	Community-based organization
DRC	Democratic Republic of Congo
EPSP	
EVC	Family Life Education (<i>Éducation a la vie familiale</i>)
FP	Family Planning
GBV	Gender-based Violence
GEAS	Global Early Adolescent Study
GREAT	Gender Roles, Equality, and Transformations project
IRH	Institute for Reproductive Health, Georgetown University
JHSPH	Johns Hopkins Bloomberg School of Public Health
KSPH	Kinshasa School of Public Health
M&E	Monitoring and evaluation
RAJECOPOD	<i>Réseau des adolescents et jeunes congolais en population et développement</i>
RECOPE	<i>Réseau Communautaire pour la Protection des Enfants</i>
PNSA	National Adolescent Health Program (<i>Programme Nationale pour la Santé des Adolescents</i>)
SRH	Sexual and reproductive health
TAG	Technical Advisory Group
USAID	United States Agency for International Development
VYA	Very young adolescent(s)

BACKGROUND

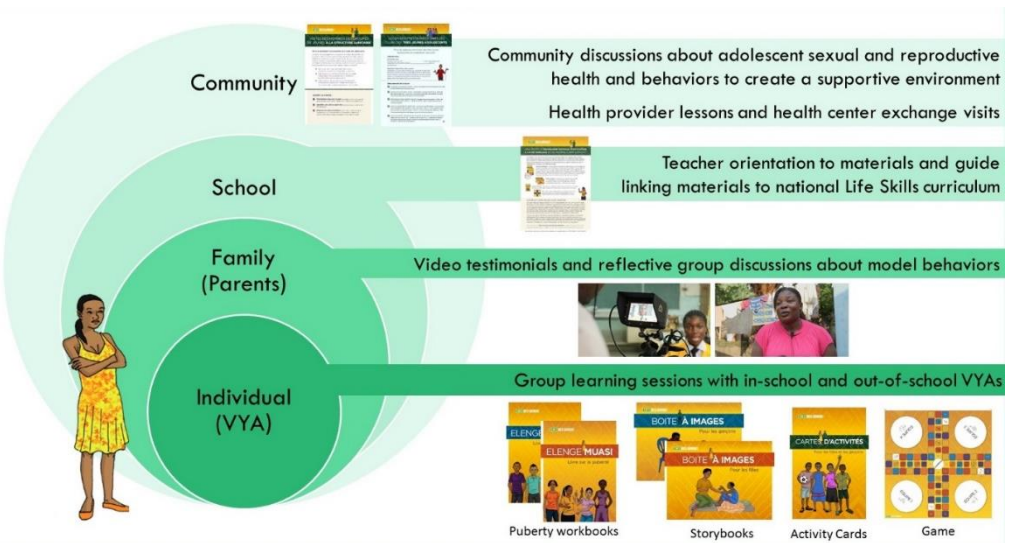
Funded by USAID and the Bill & Melinda Gates Foundation through the global Passages project led by the Institute for Reproductive Health (IRH) at Georgetown University, Growing Up GREAT/Bien Grandir is a social norms transformative intervention that targets very young adolescents (VYAs) at a critical transition point in their life course. The intervention aims to increase VYAs’ knowledge about and positive attitudes towards puberty and sexuality; self-efficacy related to sexual and reproductive health (SRH); safe sexual activity; use of adolescent SRH services; parent-child communication about sexuality and gender; and increase attitudes and behaviors relating to gender equality. Long-term, the intervention aims to instill and diffuse positive social norms leading to improved SRH outcomes, notably contraceptive use, in later adolescence and beyond. Further, Passages aims to generate practical evidence and guidance for scale-up of social norms transformative activities.

Growing Up GREAT consists of a multi-component toolkit of activities that was implemented with both in-school and out-of-school adolescents in two communes—Kimbansoke and Masina—in the Tshangu district of Kinshasa from October 2017 through May 2018 (two school semesters/one full school year). Save The Children led implementation and training, working closely with several community-based organizations (CBO). The Global Early Adolescent Study (GEAS), led by John Hopkins University School of Public Health in partnership with the Kinshasa School of Public Health (KSPH) will evaluate the intervention through a longitudinal study.

Growing Up GREAT adapted three other evidence-based programs—the Gender Roles, Equality and Transformation (GREAT) Project, GrowUp Smart and Voices—with adaptation to a new setting and a comprehensive evaluation. During a formative phase in 2015-2016, Save the Children pre-tested materials and messages with VYA, their parents, and community members to contextualize these programs, all of which were designed and implemented in rural areas, for urban Kinshasa slum communities. Save the Children also convened a Technical Advisory Group (Groupe de Référence) of expert stakeholders to guide the adaptation and validate final materials. The intervention toolkit – including separate materials for in-school and out-of-school adolescents – was finalized in January 2017. The package includes a suite of interactive materials for VYA

that provide information and prompt discussion about puberty, gender equality, healthy relationships, violence, and other related themes during weekly club sessions. For parents, group

Figure 1 | Growing Up GREAT Socioecological Program Design



sessions featuring six testimonial videos foster discussion around non-violent parenting, equal sharing of household tasks and girls' education. Other materials for teachers, health workers and community members complement these core toolkit materials.

Growing Up GREAT included a component for in-school VYAs (using materials in French in alignment with national standards for classroom instruction). VYA clubs were facilitated directly by VYAs themselves. Further, teachers were supported to use Growing Up GREAT materials in the classroom to complement the national family life curriculum (*Éducation a la Vie Courante*; EVC). Further, separate clubs with out-of-school VYAs were facilitated using materials in Lingala.

In Kinshasa, Growing Up GREAT was implemented by eight CBOs; two were responsible for implementing the in-school component, while six directly facilitated the sessions with out-of-school VYAs. The National Adolescent Health Program (*Programme Nationale pour la Santé des Adolescents*; PNSA) in the Ministry of Health and the Ministry of Primary, Secondary, and Professional Education (*Le ministre de l'Enseignement primaire, secondaire et professionnel*; EPSP) in the Ministry of Education are key counterparts.

Background: Implementation and Documentation of Growing Up GREAT

Learning Lab

In 2017, Passages conducted an initial Growing Up GREAT “Learning Lab” to test activities, tools, and approaches in 40 schools in Kimbanseke and Masina. During this period, rigorous implementation monitoring and a qualitative mini-evaluation provided rapid feedback to identify needed improvements.

Implementation

From October 2017 to June 2018, Passages led an initial scale-up from the 40 Learning Lab schools to 40 additional schools in different *quartiers* (neighborhoods) of Masina and Kimbanseke. These 40 schools will be sampled for the longitudinal GEAS.

Documentation

Documentation of Growing Up GREAT has included:

- Routine monitoring of implementation in schools and communities by CBOs
- A qualitative mini-evaluation during the 2017 Learning Lab
- A participatory, youth-led evaluation conducted in 2018 to explore preliminary shifts in attitudes and practices among program participants
- Longitudinal evaluation through the GEAS (baseline conducted in 2017 and next wave of data collected starting in October 2018)

Planning for scale-up

At project start-up, Passages developed a preliminary scale-up strategy for Growing Up GREAT. This living document outlined plans for laying the groundwork for future scale-up by focusing on developing simple, scalable tools and approaches and engaging the Technical Advisory

Group. The initial strategy did not include detailed plans for scale-up following the initial 2017/2018 pilot of Growing Up GREAT.

A form of spontaneous scale-up came to fruition during the 2017/18 implementation period when Global Affairs Canada (GAC) awarded the Bien Grandir Plus project to Save the Children Canada in March 2018. Bien Grandir Plus will scale the VYA component of Growing Up GREAT to different quarters within Kimbanseke and Masina as well as to a new commune, Ndjili. Bien Grandir Plus will further expand the scope of Growing Up GREAT to include a component for older adolescents aged 15-19. This will involve adapting the GREAT toolkit for older adolescents as well as increasing the supply of quality, adolescent-responsive contraceptive and sexual and gender-based violence response services in project areas.

Growing Up GREAT and Bien Grandir Plus are fully complementary and synergistic projects. While Bien Grandir Plus provides an opportunity for horizontal (geographic) expansion of Growing Up GREAT activities, materials, and approaches, future funding for Growing Up GREAT will support the vertical element of scale-up (institutionalization) by building capacity of government and community stakeholders.

In November 2018, the Bill & Melinda Gates Foundation awarded a follow-on project that will provide an opportunity to scale Growing Up GREAT through government and community channels. This report details the discussions from a workshop that focused on planning for scale-up of Growing Up GREAT, via USAID and BMGF funding, in a way that is complementary to the Bien Grandir Plus project.

OVERVIEW OF THE MEETING

To develop a common vision, lay groundwork and develop plans for the vertical scale-up/institutionalization of Growing Up GREAT, Passages convened a three-day workshop from August 7-9, 2018, in Kinshasa. The overall objectives of this meeting were to:

1. Develop understanding of scale-up theory and processes
2. Identify necessary changes in roles and collaborations during scale-up
3. Discuss challenges and decide how to modify the Growing Up GREAT model for scale-up
4. Develop a collective vision for scale-up

To streamline discussions and allow active participation, this three-day workshop comprised three separate one-day meetings.

1. **Day One (August 7)** convened Growing Up GREAT community partners, namely representation from each of the eight CBOs and the Réseaux Communautaires de Protection des Enfants (RECOPE) responsible for implementation of Growing Up GREAT activities at the school and community levels. Day One focused on discussing persistent challenges with implementation of Growing Up GREAT these organizations and identifying scalable solutions.
2. **Day Two (August 8)** convened Growing Up GREAT government partners, namely the PNSA and the EPSP as well as representation from the Ministries of Social Affairs and Gender. Day Two focused on discussing persistent challenges with implementation of Growing Up GREAT and coordination with government actors and identifying scalable solutions.

3. **Day Three (August 9)** brought together both the community and the government stakeholders from Days One and Two and focused on reviewing evidence and implementation learning and developing a scale-up vision to include horizontal and vertical scale-up elements.

The report that follows outlines the main discussion points and next steps from discussions over the three days.

SUMMARY OF MEETING DISCUSSIONS

Stakeholder Perceptions of Value of Growing Up GREAT

On Day One, CBO partners described how their own organizational skills and capacity had been strengthened and expanded through implementation of Growing Up GREAT. Partners noted in particular that the experienced had increased their organizational capacity for monitoring, reporting, collection and use of data; administrative and functional capacity; child protection; inter-partner collaboration; and collaboration with RECOPEs and other community stakeholders.

On Day Two, the PNSA and EPSP colleagues were asked to articulate how they perceived the contributions of Growing Up GREAT to their strategies and goals.

PNSA

Growing Up GREAT has helped strengthen the stated focus on 10-14 year olds. Although the national strategy includes 10-19 year olds, this age group had been a gap because most work focused on 15-19 year olds. The combination of the research under the GEAS and the program activities under Growing Up GREAT has helped increase understanding of the needs of VYAs, different sub-groups, and the relation between this age group and key health outcomes. PNSA sees Growing Up GREAT as contributing to fostering linkages between adolescents and health facilities; it is critical to have health providers that are able to welcome adolescents and understand their unique needs and concerns. By training teachers in schools, Growing Up GREAT has helped to foster much-needed collaboration between two ministries (Health and Education) who have complementary goals. Periodic visits to see the activities in schools and communities have increased PNSA staff's understanding of VYAs' needs, knowledge, and dynamics.

EPSP

Previously, the EVC program lacked many basic elements, like tools, visualization, and ways to facilitate comprehension among adolescents. Growing Up GREAT has helped to build teacher capacity and has provided the opportunity to see the possibilities for pairing EVC education with challenging social norms.

Growing Up GREAT Evidence of Effectiveness



Four VYA data collectors and Dr. Eric Mafuta of the Kinshasa School of Public Health presented preliminary analysis of findings of the 2018 participatory youth-led evaluation of Growing Up GREAT. Key findings from the youth-led evaluation suggest that Growing Up GREAT interventions have contributed to positive changes in social norms.





- VYAs and parents/caregivers of VYAs cited greater involvement of male and female adolescents in household chores, suggesting greater gender equality within families of VYAs.
- Parents/caregivers, health care providers and teachers all indicated more frequent and open communication with VYAs about puberty, bodily changes and gender norms, with VYA demonstrating greater understanding of these themes.
- All parents/caregivers affirmed that their manner of speaking with their VYA has changed: they have adopted a dialogue-based approach and less frequently resorted to shouting or violence to influence their discussions. The majority of parents/caregivers also explained that they have begun to discuss with other parents/caregivers their experiences with Growing Up GREAT.
- Health care providers indicated an improvement in the relationship between themselves and VYAs, following provider training in reproductive health for youth and adolescents.
- Teachers reported greater availability of relevant materials (e.g., books and flip charts) for VYAs. One teacher even noted that school management had begun to provide sanitary pads for girls surprised by their first menstruation.

Stakeholders agreed that these positive preliminary findings support the recommendation for scale-up of the intervention.

Persistent challenges and solutions identified by community and government stakeholders: Discussion summary

During Days One and Two, both community and government stakeholders identified and discussed persistent challenges (sticking points) in implementation of Growing Up GREAT, and brainstormed resolutions for exploration.

Level	Challenges	Possible solutions to explore for scale-up
	Quality of facilitation varies across and within sessions led by CBO facilitators, VYAs, and teachers	<p>Increase the amount of time for training and supervision. Add time for simulations and/or modify the training structure to allow for practice</p> <p>Apply selection criteria to identify club leaders</p> <p>Explore engaging religious leaders as facilitators</p>
	Participation of male caregivers remains low. The baseline GEAS findings showed that many VYAs live in female-headed households and that may explain much of the gap. However, recognizing the importance of male caregivers in shaping VYAs' norms and	<p>Send written invitations home with VYAs</p> <p>Engage <i>relais communautaires</i> to encourage men to participate</p>

Level	Challenges	Possible solutions to explore for scale-up
	practices, we want to facilitate their participation to the extent possible.	
	Engaging community leaders has been challenging as Growing Up GREAT has not had a consistent strategy	<p>Engage religious leaders</p> <p>Engage parent committees and identify “model parents” that can invite others</p>
	<p>Health facilities lack space to accommodate groups of VYAs</p> <p>Health providers are overburdened and do not have time to conduct lessons or facility tours. Some providers are unmotivated and others use language that is too technical for VYAs.</p> <p>Some health facilities are not convenient for VYA groups to visit.</p>	<p>Explore the possibility of training <i>relais</i> to lead lessons with VYA clubs</p> <p>Develop a schedule for lessons and exchange visits</p> <p>Identify non-financial incentives (certificates, public recognition) to motivate providers and/or <i>relais</i></p>
	Untrained and under-supported teachers can give inaccurate information and/or reinforce harmful norms	With Ministry of Education, train teachers in National Family Life curriculum and provide supportive supervision on a regular basis following training
	The MOE and MOH do not have a mechanism to support regular coordination	The Growing Up GREAT Technical Advisory Group is a strategic opportunity to foster ongoing discussions and coordination between key Ministry stakeholders.

Growing Up GREAT Project Elements and Role in Scale-up

On Day Three, stakeholders identified each of the critical steps and activities for support of the various Growing Up GREAT components. Stakeholders then identified who had been responsible for each activity during the direct implementation (pilot) phase, who should be responsible during the scale-up phase, and what actions are needed to transition ownership.

Activities	Important element?	Responsible during pilot phase	Responsible during scale-up	Notes and actions needed
Creation of school clubs	Essential	CBO partners with support from Save the Children	Teachers, with support from EPSP	Train national EPSP and PNSA supervisors with trainers from EPSP and PNSA With EPSP, identify schools for scale-up With EPSP, consider training teachers to train group facilitators and/or working with existing school groups (primarily focused on school governance)
Orientations of school club leaders	Essential	CBO partners	Teachers, with support from CBOs	School club leaders must be oriented and supervised. Clubs could be established with leaders representing various grades/ages so that more senior leaders orient and mentor more junior leaders to take leadership in future years. Older adolescents who are “graduates” of Growing Up GREAT could also support VYAs.
Facilitation of sessions with in-school VYAs	Essential	Club leaders, with support from CBO partners	VYA leaders, with teacher support	Teachers and/or school leaders could establish in-school clubs, which would continue to be facilitated by VYAs. Two questions: 1. How to keep existing clubs going? 2. How to establish and support new clubs?
Facilitation of sessions with out-of-school VYAs	Important, but feasibility uncertain	CBO partners		Existing platforms for reaching out-of-school VYAs are limited to church networks. In planning for scale-up of Growing Up GREAT, discussions with the ECC will be important.
Teacher lessons as		Teachers supported by CBO partners	Teachers supported by	Train EPSP supervisors to train and support teachers (note: the local sous-division of the EPSP is responsible for formal supervision of teachers). Before supervisors go to the field, it is the role of the sous-division to make linkages

Activities	Important element?	Responsible during pilot phase	Responsible during scale-up	Notes and actions needed
part of EVC curriculum			EPSP supervisors	and establish expectations. We need to work with <i>chefs de cellule</i> in each sous-division: they supervise the <i>inspecteurs</i> of primary and secondary schools and may accompany them on some occasions. Engagement of the EPSP needs to happen at the local, provincial, and national levels.
Trainings of teachers	Essential	CBO partners	EPSP supervisors	
Health facility exchange visits	Essential	Health providers with CBO support	<i>Relais</i> with support/buy-in from PNSA, direct supervision from facility-based providers	<p>Explore the possibility of training the <i>relais communautaires</i> to conduct the lessons. The <i>relais</i> are linked to specific health facilities and report to facility-based providers, but those providers may not be those that have already been oriented to lead the lessons.</p> <p>Engage le MCZ (medecin chef de zone, who is responsible for supervising providers) to be the lead for the visits</p> <p>With the PNSA, strengthen the capacity of providers to provide high-quality and adolescent-responsive health services</p> <p>Integrate facility exchange visits into the supervision checklists</p>
Provider lessons	Important, but challenging	Health providers with CBO support	<i>Relais</i> with supervision from PNSA	<p>Train and support <i>relais</i></p> <p>Explore non-financial incentives to motivate <i>relais</i> and providers</p>
Video sessions with parents and caregivers	Important, but feasibility uncertain	CBO partners	To be explored	<p>Various options, including the ECC and/or CBO partners, need to be explored in scale-up.</p> <p>Facilitator capacity needs to be increased to ensure consistent quality of discussions</p>
Community activities	Essential	RECOPEs and CBO facilitators	To be explored	Growing Up GREAT has not had a consistent community strategy and instead relied on RECOPEs and CBO facilitators to implement activities at the community level on an ad-hoc basis. In the future, the Growing Up GREAT

Activities	Important element?	Responsible during pilot phase	Responsible during scale-up	Notes and actions needed
(game, video sessions)				team should consider leveraging lessons from previous learning and studies to target the most influential reference groups, and make a determination as to which platform may most effectively reach and influence those reference groups.

Scale-up Criteria

The seven scale-up criteria were derived from the ExpandNet CORRECT criteria and developed during a January 2018 scale-up visioning workshop. In small groups, participants discussed whether Growing Up GREAT met each of the criteria, or could meet the criteria, and therefore would be a strong fit for scale-up.

Criteria	Status	Notes and Comments
Approved by stakeholders	✓	
Feasible with existing structures, capacity, and resources	Partial ✓	With modifications, the individual, school, and health systems components can be integrated into existing structures. Further exploration is needed around the parent/caregiver and community components.
Easy to use	✓	Tools have been adapted to the Kinshasa context and have been used by VYAs and CBO facilitators, but small adaptations are needed to the tools for out-of-school VYAs (corrections to Lingala). The toolkit itself could also be revised to include only the most essential, easy-to-use materials. However, while stakeholders noted that the puberty workbooks, which require a level of literacy, and the game, which has proven to be complicated, were challenging to use, they were reluctant to suggest removing any items from the toolkit.
Acceptable to communities, partners, and government	✓	Growing Up GREAT has been acceptable to communities, partners, and various government stakeholders Community: Participants in each category have implemented changes as a result of the intervention. The acceptability of Growing Up GREAT is further evidenced by the requests for expansion and extension of the project by community members and participants. Partners: CBO partners have been able to directly and indirectly implement Growing Up GREAT with in- and out-of-school VYAs Ministry of Health: The linkages between Growing Up GREAT and the objectives of PNSA are clear and recognized.

Criteria	Status	Notes and Comments
		Ministry of Education: The Ministry of Education has been engaged from the beginning, recognizes the contribution of Growing Up GREAT to the national family life curriculum, and wishes to see the project's reach expanded. A planned expansion of comprehensive sexuality education in Kinshasa schools is a timely opportunity and the Ministry of Education is supportive of integrating Growing Up GREAT into that rollout.
Effective	✓	Findings from the participatory evaluation show preliminary changes in attitudes, practices, and behaviors that suggest normative change among each target population (VYAs, adult caregivers, teachers, health providers)
Pertinent	✓	Growing Up GREAT aligns with and contributes directly to PNSA and EPSP priorities
Relative advantage (over other interventions, if any)	✓	No other interventions target social norms transformation among VYAs in the DRC.

Recommendations and Next Steps

Individual

Collaboration with the EPSP is the most feasible option for scaling up the individual component of Growing Up GREAT with in-school VYAs. The Growing Up GREAT team will need to build capacity of the EPSP at the sous-division, provincial, and national levels to ensure that teachers are adequately trained and supported to use the toolkit materials in the classroom. This will require training national-level trainers, facilitating trainings of supervisors at the provincial (Kinshasa) and sous-division levels, and facilitating training of and support to teachers and school leadership. Detailed work plans with the MOE at the national, provincial, and sous-division levels are needed.

An area for further exploration is how in-school clubs can be formed and sustained without, or with very limited, support from CBOs. Possibilities for exploration include clubs formed by teachers and/or school leadership and/or support from older VYAs or older adolescents who are “graduates” of Growing Up GREAT.

Out-of-school VYAs

Questions about the scalability of activities with out-of-school VYAs remain. While all stakeholders recognize and acknowledge the importance of addressing social norms among this vulnerable group of VYAs, no existing platform for scale-up and institutionalization was identified. Because both in- and out-of-school VYAs (and their caregivers) often do attend church, the ECC may be a platform to reach both VYAs and their caregivers. However, it is possible that a feasible platform for scaling activities with out-of-school VYAs that does not rely on CBOs will not be identified.

Further, the usefulness of the puberty workbooks for out-of-school VYAs may be limited. These workbooks are text-heavy and may be challenging for VYAs with lower literacy to use. A more visually-driven format such as a graphic novel may be insufficient to convey the needed information. Further, these workbooks are among the more expensive items to print. Instead, the set of activity cards for out-of-school VYAs could be reviewed to ensure that all key content covered in the puberty workbooks is reflected, with additional activity cards developed as needed.

Parent/caregiver and Community Engagement

While the in-school VYA sessions and the health system component can be feasibly institutionalized within and scaled-up through the EPSP and the PNSA, respectively, a similar platform for reaching parents/caregivers and community members that does not rely on CBOs has not been identified. Religious leaders are influential and have easy access to VYAs and their caregivers. Stakeholders in both the meetings of community and government stakeholders suggested engaging religious leaders as a source of information for VYAs and their caregivers and to support positive social norms. Importantly, representatives of the Église de Crist au Congo (ECC) were present at the scale-up planning meeting. Since church attendance in Kinshasa is high, the ECC is a platform to explore for reaching VYAs, families, and the broader community. Representatives of the ECC were present and engaged during the meeting but no specific next steps were identified at that time; as scale-up plans progress, a follow-up meeting with the ECC would be strategic.

In addition to exploring options for reaching parents and adult caregivers via the ECC, the PNSA has developed modules for trainings of “model peer educator parents”. This model, which has not yet been launched, has the goal of building capacity of parents to encourage other parents to discuss SRH issues with their adolescent children. The model includes technical briefs that are designed to increase SRH knowledge among parents and other adult caregivers. The Growing Up GREAT team should learn more about this model and the plans for roll-out to identify any potential synergies and scale-up platforms.

Health System

Because health providers have limited availability to facilitate VYA sessions outside the health facility, Growing Up GREAT will pursue more feasible and scalable options for building linkages to the health system. Community health workers (*relais communautaires*) are a key component of the health workforce, and facilitating sessions with VYAs is an appropriate and natural extension of their mandate of building linkages between the community and the health system. With the Ministry of Health, the Growing Up GREAT team should explore options for supporting the *relais* to facilitate the sessions in the VYA groups.

Facility-based health providers will still be tasked with leading the health facility visits, an important component of encouraging adolescents’ use of health services. With the MOH, the Growing Up GREAT team will explore non-financial incentives for encouraging providers to dedicate time to these site visits; non-financial incentives may include certificates or public recognition of facility-based health providers.

Future Technical Advisory Group Coordination

The Technical Advisory Group currently comprises representation of more than 15 organizations. While this broad participation is indicative of the relevance of Growing Up GREAT and its acceptability to a diverse group of stakeholders, the large size of the group limited the depth of discussions during this Scale-up Planning Workshop. It is important to maintain a broad group of stakeholders in planning for and implementing scale-up of Growing Up GREAT, but future meetings of the Technical Advisory Group should seek to limit participation to one individual per organization and to those organizations and institutions most directly engaged in Growing Up GREAT (CBO and government partners in particular). Other organizations can (and should) be engaged as “dissemination stakeholders” through which to share lessons and results from scale-up of Growing Up GREAT and the longitudinal GEAS waves.

Scale-up Planning

To allow for in-depth discussions, the Passages team should plan for separate scale-up work planning meetings with CBO and government stakeholders in early 2019. Each stakeholder entity should develop a work plan to facilitate Growing Up GREAT scale-up efforts.

APPENDIX I:
AGENDA
Workshop: Growing Up GREAT Scale-up Visioning
August 7-9, 2018

Overall objectives of three-day workshop

- 1.** Develop understanding of scale-up theory and processes
- 2.** Identify needs for changes in roles and collaborations during scale-up
- 3.** Discuss challenges and decide how to modify the Growing Up GREAT model for scale-up
- 4.** Develop a collective vision for scale-up

Day I: Scale-up through community actors

Participants: RAJECOPOD (2), ELDORADO(2), UJCA(2), ABEF (2), APDF (2), ACCHREDDEF (2), ADDHDC (2), UFEM (2), RECOPE Masina (2) et RECOPE Kimbanseke (2), CONEPT (2), CODE (2), ECC (2) and youth council (2)

Objectives:

1. Orient the community stakeholders to scale-up theory
2. Discuss persistent implementation challenges and strategies to mitigate those challenges during the scale-up period
3. Discuss changes in roles and responsibilities during the scale-up period

Time	Activity
8h30 – 9h00	Participants arrive
9h00 – 9h30	Welcome and objectives
9 h30 – 9h45	Growing Up GREAT : model and lessons learned
9 h45 – 10h15	What is scale-up? How has Growing Up GREAT planned for scale-up from the beginning?
10h15 – 10h30	Coffee break
10h30 – 11h30	Small group work to discuss persistent Growing Up GREAT implementation challenges : <ol style="list-style-type: none"> 1. Facilitation : balancing feasibility with quality for different facilitators (VYAs, CBO staff, teachers) 2. Parent sessions: Whether and how to integrate SRH information and capacity-strengthening activities into video discussion sessions. 3. Service linkages: Feasibility of scale-up model vis-a-vis provider time, and alternative possibilities for health exchange visits. 4. Community: Engagement of community leaders, other platforms for community engagement.
11h30 – 12h00	Discussion
12h00 – 13h00	CBO roles and responsibilities during scale-up
13h00– 14h00	Lunch break
14h00 – 14h30	Plenary session : changes to CBO roles and responsibilities during scale-up
14h30 – 15h45	Discussion in small groups
15h45 – 16h00	Final discussions and close

Day 2: Scale-up by government stakeholders

Participants : Min Santé (3), Min EPSP (3) Min Genre (1), MinAS (1)

Objectives:

1. Orient government stakeholders to scale-up theory
2. Discuss changes to roles and responsibilities during scale-up
3. Identify specific issues and recommendations for consideration in scale-up

Time	Activity
8h30 – 9h00	Arrival and registration
9h00 – 9h30	Welcome and objectives
9h30 – 9 h45	Growing Up GREAT: Model and lessons learned
9h45 – 10h00	Presentations from PNSA and EPSP: alignment of Growing Up GREAT to strategies and goals
10h00 – 10h15	What is scale-up? How has Growing Up GREAT been planned with scale-up in mind from the beginning?
10h15 – 10h30	Coffee break
10h30 – 12h00	Group work <ul style="list-style-type: none">• Support and supervision : Existing supervision systems and mechanisms, changes necessary to support supervision mechanisms• Collaboration: Collaboration between inter-ministry stakeholders• Linkages with health services: Exchange visits, other options for provider lessons
12h00 – 13h00	Discussion in plenary
13h00– 14h00	Lunch break
14h00 – 14h45	Continuation of discussions Group discussions: Next steps for institutionalization and scale-up <ul style="list-style-type: none">• Essential Growing Up GREAT activities• Work plans• Trainings• Supervision
14h45 – 15h45	Final discussions
15h45 – 16h00	Close

Day 3: Collective Vision for Growing Up GREAT Scale-Up

Participants: Min Santé(3), Min EPSP (3) Min Genre(1), MinAS(1), Min Genre(1), RAJECOPOD(2), ELDORADO(2), UJCA(2), ABEF(2), APDF(2), ACCHREDDEF(2), ADDHDC(2), UFEM 2 , RECOPE Masina (2) et RECOPE Kimbanseke (2), CONEPT(2), CODE(2), ECC(2), Représentant des parents (2), Conseil des jeunes(4) Autres OBC BG+

Objectives:

1. Discuss the Growing Up GREAT evidence and implementation experience
2. Develop a plan for scale-up of Growing Up GREAT that includes horizontal and vertical scale-up

Time	Activity
8h30 – 9h00	Arrival and registration
9h00 – 9h30	Welcome and objectives
9h30 – 10h15	Presentation : the evidence on Growing Up GREAT
10h15 – 10h30	Coffee break
10h30 – 12h00	Discussion: Scale-up criteria
12h00 – 13h00	Visions for the future of Growing Up GREAT
13h00 – 14h00	Lunch break
13h00 – 15h30	Small discussion groups : Growing Up GREAT components and scale-up vision Plenary discussions
15h30 – 16h00	Closing and next steps

APPENDIX 2: Scale-up workshop participants

#	NAMES	SEX	ORGANIZATION	TELEPHONE
1	Gilbert Ngonga	M	SCI	0821478301
2	Dr Charles Kalambayi	M	IRH	0820315151
3	Symphorien Kizekele	M	ELDORADO	0816116947
4	Fumu Zingu	M	UJCA	0998204242
5	Aloma Therese	F	ACHREDDEF	0811804909
6	Itansumu Alain	M	ACHREDDEF	0817570377
7	Oscar Blaise Sikara	M	Coord .nat /ECP	0998228027
8	Nyok Ornette	F	CONCEPT/RDC	0819751930
9	Dieu Merci Wumba	F	RECOPE/MASINA	0900821209
10	Josephine Mboyo Mbangi	F	MINAS	0810515846
11	Kumba Lubuilu Sandra	F	RECOPE /KBSK	0896030128
12	Pierrot Kanyiki Kayembe	M	APDF	0810141765
13	Mbumba Jacques	M	RECOPE/MASINA	0810957673
14	Gerard Kimwanga	M	RECOPE /KBSK	0902936491
15	Donatien Tshimanga	M	RECOPE /KBSK	0998403579
16	Jolie Kaga Lwen	F	ADDH-DC	0811724382
17	Jonathan Mpoyo	M	RAJECOPO	0811716091
18	Betty Etenda	F	S/PROVED- KBSK	0812705101
19	Glodie Kapeta	M	ABEF-ND	0812775530
20	Thamba Ngoma	F	UFEM	0895674417
21	Thiyenga Mfuamba	M	RAJECOPOD	
22	Matundu Bondia Ketshia	F	RAJECOPOD	0813886196
23	Mbadu Puati Gradi	M	RAJECOPOD	
24	Lukini Makaza Nella	F	EL DORADO	0895148970
25	Flory Ntwadi	M	ABEF-ND	0814473967
26	Mbolokele Konga Julva	M	UJCA	0899953391
27	Matemo Odile	F	UFEM	0825105089
28	Mafuta Eric	M	ESP/UNIKIN	0810318918
29	Laeticia Okana	F	IRH-RDC	0823471515
30	Raissa Ndogole	F	SCI	0810763720
31	Coco Mukoka	M	RAJECOPOD	0812388767
32	Jeremie Landu	M	PNSR	0814938004
33	Jean Kabuka	M	EVC	0919266011
34	Kasongo Ernest	M	EVC	0815485282
35	Mira Nkumpanyi	F	SCI	0970021852
36	Maval Mavambu	M	MIN GEFA	0897858782
37	Mambweni Buziku	F	PNSA/PROV	0998114293
38	Mahungu Clement	M	MINI JEUNESSE	0823709354
39	Diantisa Grace	F	SCI	082449854

#	NAMES	SEX	ORGANIZATION	TELEPHONE
40	Dr Kalala Jean Marie	M	PNSA	0816251631
41	Alpha Masasu	M	ADDHDC	0813117784
42	Kabanga Mimi	F	PNSA	0851212849
43	Passy Palama	F	SCI	0817151945
44	Pierrot Mbela	M	SCI	0972604790
45	Melanie Yahner	F	SCI	
46	Grace Salima	F	SCI	0972616607
47	Girbaud Mbungu	M	EL DORADO	0823095526