



TOOLS:

- GUIDE TO KEY INFORMANT INTERVIEWS
- PARTICIPATORY EXERCISES





PARTICIPATORY EXERCISES

Objective: Involve locals in the analysis of social dynamics in their community, including networks of influence, family structure, community attitudes towards individuals who act on their fertility desires and use of family planning, notable stigma, and communication within households and with intimate partners on unmet need for family planning.

Steps:

- 1) Identify several married women and married men of reproductive age to meet with community leaders and your facilitators. Ideally, these individuals will already be members of groups, with each group being composed of 6 to 8 participants, who will meet for about two hours at a convenient time.
- 2) Once the group meets, you should introduce yourself and explain the reasons that prompted you to form this group. You can announce, for example:

A package of activities is going to start in this area [village, town...] in which communities will participate to discuss their hopes and fears as well as the realities surrounding reproduction and birth spacing; the types of friendly discussions that take place at home, during social gatherings, and with friends. We want group participants to analyze the situation of your community with us, so that we may learn more and ensure that our approach conforms to local circumstances.

Exercise 1: Create a community map: Places where women and men talk about marital and family issues

Possible Materials: flipcharts and markers, ground surfaces, colored powder, post-its, pebbles, colored scraps of fabric, stickers, etc.

Step 1: Ask the group to divide into two subgroups (by gender) to develop a map with all available materials that may include the following elements:

- The whole village
- Roads
- Neighborhoods
- Important businesses
- Health centers
- Religious centers
- Community meeting locations
- Group meetings locations
- Important houses
- Landmarks
- Other divisions
- Other important buildings

Step 2: After completing the maps, ask each group to look at the each other's map. Then ask a few questions about each map.

Encourage participants to discuss and show on the map the following:

1. Could you indicate places where women talk with one another about issues relating to marriage and child education? Where do they generally talk about birth spacing and family planning? In which places of social gathering? What do they talk about?
2. And when men gather? Where do they talk about these issues? What do they talk about? And when women and men are together, are these issues discussed? If so, where?
3. Who are the people (men, women, elders, religious leaders, formal and informal leaders, etc.) who, through their words and actions, can influence other people's discussions on ideas circulating in the community? In what places do you hear them?
4. Are there any community health workers in the village? Do they provide family planning information or services? In what places do they work?



Exercise 2: Matrix Analysis - What types of people influence couples' childbearing?

Step 1: Draw a matrix on a large sheet of paper or on the ground with 11 columns and 10 rows.

Step 2: Explain that, often, many people are involved in decisions relating to the birth of a child — not just the parents — and that this exercise consists in writing on paper what many people already know so we can deepen our understanding of the topic together.

Step 3: In columns 6 and 7, in the top row, enter fictional names of a woman and a man, and explain that they are married. Then ask participants to add names of other types of people who are involved in discussions about the couple's decision to have a child. (By "types" we mean the relationship of these persons with the woman or man; for example, mother, brother, or religious leader.) What kinds of discussions do these people have with the wife, husband, or couple?

Continue adding types of people until no new person is added. Do not exceed 10 columns. The first column should not contain text; it will be used in the next step

Col 1	2	3	4	5	6	7	8	9	10	11
Types →				Leila's mother	Leila (wife)	Oumar (husband)	Oumar's best friend			
Topic of discussion ↓										
When to have first child				X						
When to have more children							X			
Wants to have a boy				X						
Wants to have a girl										
Wants to have enough money to meet the child's needs				X						
Etc.										



Step 4: Explain that column 1 should be completed in turn with discussion topics and decisions about having children. To help participants begin, write down examples mentioned during the previous step in column 1. Continue to ask participants about the important topics to fill in the first column.

Important: If the answers are not spontaneous, add a theme related to family planning, for example, “When should I use family planning methods?”

Step 5: Ask the group to mark with “X” or place a pebble in boxes where the type of person and the topic of discussion intersect. Start with the types of women, talking of a “typical” individual, then ask if this type of person is involved in types of discussion X. For example, the wife’s mother speaks with her daughter about the time to have her first child or about having a boy. Then proceed to the right of the table to discuss the types of discussions/decisions that spouses influence.

Step 6: Now that the table is completed, explain that you want to know who speaks most to women and who speaks most to men. Questions to explore with the group are:

- Do men and women talk about similar topics?
- Do people talk about these issues in public? Are there times where discussions occur outside the home?
- Do people talk in public about the use of family planning and contraceptive methods? Are certain people afraid of talking about them in public? Who are these types of people and why are they afraid?
- Are there times when husband and wife talk about these issues? Do these discussions happen frequently or rarely within the community?

Exercise 3: Analysis of causal links and hierarchy of influence

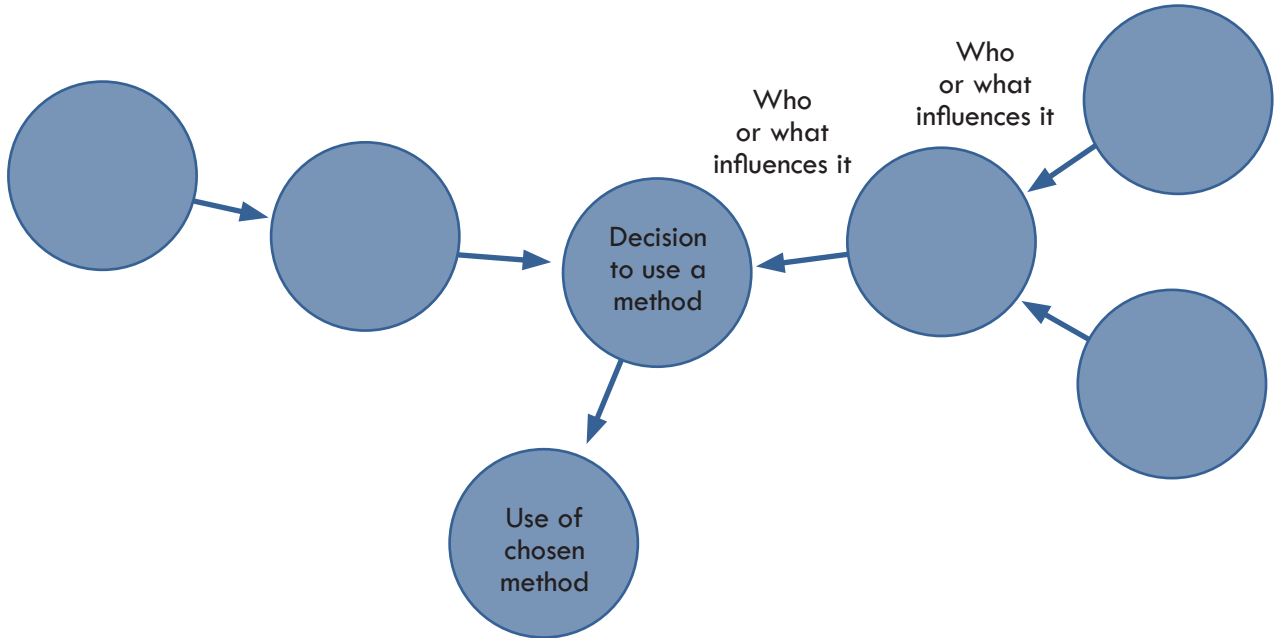
Step 1: Explain to participants that you want them to take a moment to represent the way couples make decisions about use of family planning methods for birth spacing. Ask women and men to work separately on the diagram in order to have different points of view on the issue.

Step 2: In the middle of a large sheet of paper on the ground, draw a circle and write or draw an image inside the circle that says “decision to use a method.” Draw an arrow towards another circle next to the first, and write “use of chosen method.” Explain that in drawing new circles and new areas, you will be able to create a diagram that shows more clearly the manner in which decisions are made. Ask each group to draw new circles and arrows that show how women or men reach decisions on use of family planning methods. Who influences the decision? What influences the decision? There may be numerous paths! Encourage participants to make at least two choices, knowing that that will lead to a more robust reflection on social dynamics.



Step 3: Ask each group to explain their process.

Step 4: Then ask the group to place pebbles in the circles that have the most influence on a woman or a man to make such a decision. Once the activity is complete, ask participants why these circles are the most influential.





TOOLS TO RECORD INFORMATION LEARNED FROM PARTICIPATORY EXERCISES

Exercise 1: Community Mapping - Places where women and men talk of marital and family issues.

Village name / date: _____ / _____

Matrix completed by: Men's Group / Women's Group (circle)

1 The places where women talk with other women about marriage and child education: Where does one generally speak about birth spacing and family planning? In which social gathering places? What do they talk about?

Places of discussion — WOMEN	Discussion topics — WOMEN



2 Who are the Influentials (men, women, elders, religious leaders, formal and informal leaders, etc.) that can influence discussions of ideas circulating within the community? Where do you hear them? Do they talk about conjugal relations or birth spacing/family planning?

Names of cited Influentials	Their activities	Places they are heard	Discussions on conjugal relations, birth spacing, family planning?
ANALYSIS: Most frequented places		ANALYSIS: Least frequented places	



Exercise 2: Matrix Analysis - What types of people influence a couple's decision to have a child?

Village name / date: _____ / _____

Matrix completed by: **Men's Group** / **Women's Group** (circle)

While the groups fill out and discuss the above question, note the types of discussions/topics, the individuals who speak, and what they say (quotes).

Type of person	Types of discussion/topic



Exercise 2: Matrix Analysis - What types of people influence a couple's decision to have a child?

Village name / date: _____ / _____

Matrix completed by: Men's Group / Women's Group (circle)

Once the matrix is completed and the group has discussed the results, note the key ideas that were discussed and relevant quotes.

<p>Do people speak publicly about the decision to have a child?</p> <ul style="list-style-type: none"> • Where? • What types of people? (men, women, the elderly, etc.) 	<p>Do people talk publicly about the use and methods of family planning?</p> <ul style="list-style-type: none"> • Where? • What types of people? • If people are afraid of speaking publicly – who and why? 	<p>Do husbands and wives talk about these topics?</p> <ul style="list-style-type: none"> • When? • How frequently? 	<p>Do people fear talking about the decision to have a child or family planning?</p> <ul style="list-style-type: none"> • Who is afraid? Who is unafraid? • Why?



Exercise 2: Matrix Analysis - What types of people influence a couple's decision to have a child?

Village name / date: _____ / _____

Matrix completed by: **Men's Group** / **Women's Group** (circle)

Make sure to copy the completed matrix here before leaving the village!

Coloumn 1	Types of people who influence women						Types of people who influence men				
	2	3	4	5	6	7	8	9	10	11	
Discussion topics					Wife	Husband					



Exercise 3: Analysis of causal links and hierarchy of influence

Village name / date: _____ / _____

Matrix completed by: Men's Group / Women's Group (circle)

Title of circle (what is written)	Who or what influences Commentary on why it is important	✓ If influential	If checked: The reason for which this person or idea is influential



Exercise 3: Analysis of causal links and hierarchy of influence

Village name / date: _____ / _____

Matrix completed by: **Men's Group** / **Women's Group** (circle)

Copy the causal stream here, including “*” on the most influential circles.