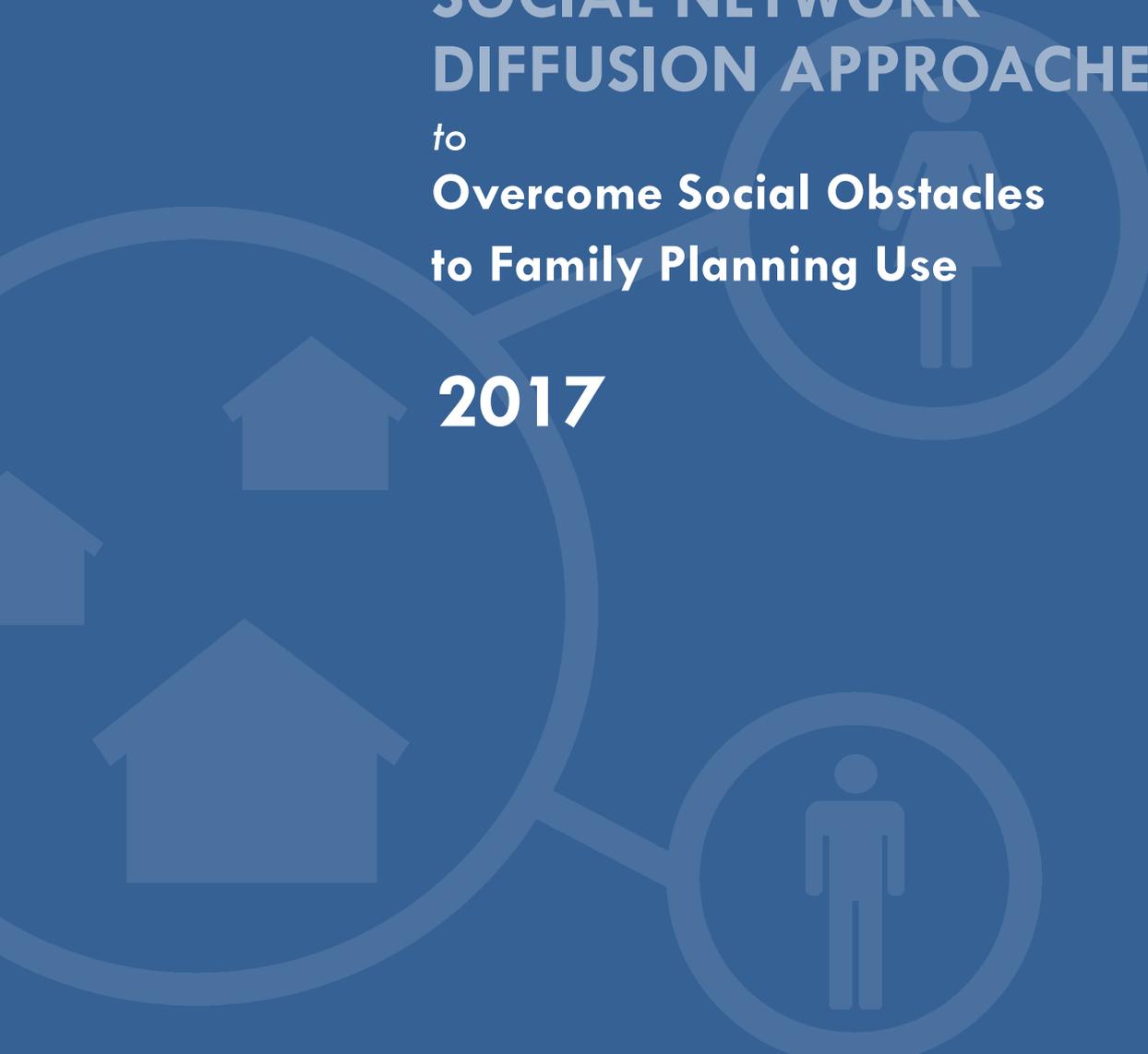


HOW-TO GUIDE

HOW-TO GUIDE FOR SOCIAL NETWORK DIFFUSION APPROACHES

to
**Overcome Social Obstacles
to Family Planning Use**

2017

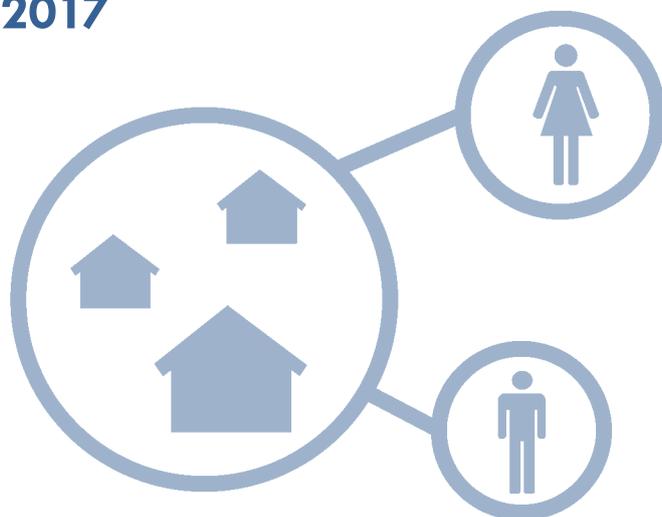


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TÉKPONON JIKUAGOU
INSTITUTE FOR REPRODUCTIVE HEALTH GEORGETOWN UNIVERSITY
CARE INTERNATIONAL
PLAN INTERNATIONAL

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INTRODUCTION

A persistent dilemma

After decades of family planning programming in West Africa, unmet need for contraception remains high among people of reproductive age, and the extent to which contraceptives are used remains unclear. Government and non-governmental organizations have allocated important resources for improving family planning services, policy reform, mass media campaigns and peer education, strengthening supply chains, and providing a wider choice of contraceptives. Although knowledge of family planning methods is high, this does not translate into widespread adoption or prolonged use of modern contraceptive methods.

Why are people still reluctant to seek and use modern contraception despite knowledge (and even approval) of family planning? Social norms relating to reproductive behaviors in any given society constitute important, though often unacknowledged, barriers to contraceptive uptake.

A novel solution

Tékponon Jikuagou has overcome social barriers contributing to low rates of family planning use in southwest Benin. We applied social network theory and analysis, and developed a low-technology and low-resource package to address social barriers to meeting unmet need. We changed our approach for *Tékponon Jikuagou*: instead of targeting all communities with information and activities for behavior change, we viewed individuals as members of social networks that influence social norms, including norms relating to reproductive health. Working with reliable social networks already present in the communities, we encouraged influential individuals to reflect and act on social norms that contribute to unmet need for planning family.

Our *social networks diffusion* approach began with the recognition that every community is home to individuals who are natural leaders and advisors: they influence their surroundings and tend to belong to (and connect to) multiple social networks. The approach assumes that when these influential individuals adopt positive attitudes towards family planning, their social interactions

Overview of *Tékponon Jikuagou*



Implementation Consortium:

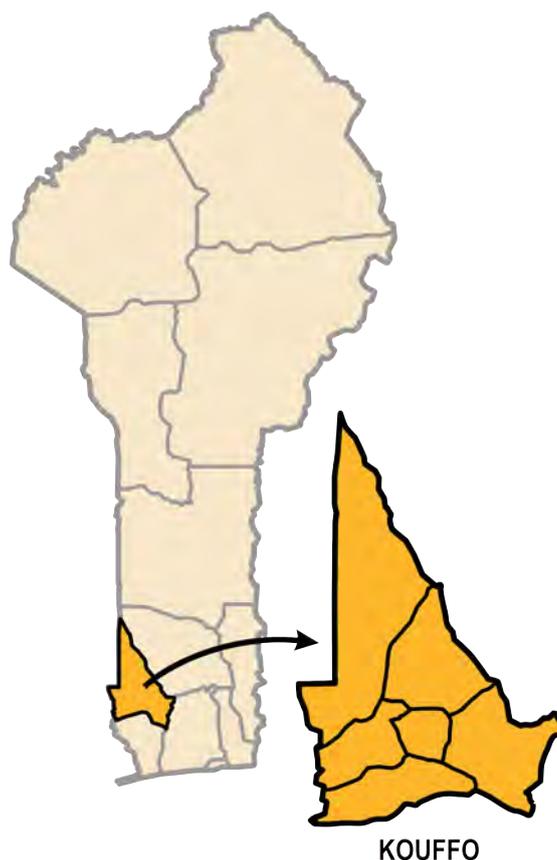
- Institute for Reproductive Health
- CARE International
- Plan International

Funding agency: USAID

Location: 90 communities in southwest Benin

Duration: 2013-2015 (including the pilot phase and research activities)

Designed for scaling-up of evidence-based innovations.



could promote discussion and reflection, and elicit behavior change. Moreover, judicious support could accelerate the rate of diffusion, and lead to normative change (and eventually behavioral change) within participating communities.

Tékponon Jikuagou provides exactly this judicious support in Benin. Our social networks diffusion package and materials were made available to meticulously selected individuals and influential groups who acted as agents of change within and across their social spheres. Our presence left only the lightest footprint in participating communities, and social network diffusion activities can be easily sustained by these resident agents of change.

The argument for scaling up

Importantly, *Tékponon Jikuagou* did promote change. Endline results indicated that the package was effective in increasing discussions about family planning, sharing of experiences between women and men, and seeking family planning information. There was indication of normative change as well, measured by the increased perception that people in one's social networks approve of family planning. The most significant change occurred in those directly exposed to the *Tékponon Jikuagou* intervention, but there was also an increase in discussions about family planning at the community level. The comparison between baseline and endline showed an increased use of modern contraceptive methods and a reduction in unmet need in areas where the package was implemented.

This Guide

The *Tékponon Jikuagou* consortium prepared this guide on **Social Networks Diffusion Approaches to Overcome Social Obstacles to Family Planning Use** to encourage others to adopt the package through social networks as a stand-alone initiative or as a supplement to their ongoing health and development programs in West Africa. The guide offers guidance for planning and implementing the *five components of our social network diffusion package* (right), and presents the tools, materials, guides and instructions that we developed, tested and used in *Tékponon Jikuagou*. Throughout, we explain to the user what we did and make suggestions based on lessons learned and outcomes.

The guide is comprehensive — it contains everything you will need to replicate the social networks diffusion package in the field — but it is not a rigorous set of instructions. Moreover, the guide focuses on the interface between field staff (whom we call Facilitators) and community members: it assumes that the implementing organization has adequate management and evaluation structures in place to support this interface. We anticipate that users will find the guide both sufficiently prescriptive and flexible to be used by most organizations in most social

INTERVENTION COMPONENTS

1 ENGAGE COMMUNITIES IN SOCIAL MAPPING



2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE



3 ENCOURAGE INFLUENTIAL INDIVIDUALS TO ACT



4 USE RADIO TO CREATE AN ENABLING ENVIRONMENT



5 LINK FP PROVIDERS WITH INFLUENTIAL GROUPS





environments.

Please plan to implement *all five components* of the package, in the sequence presented in this guide. Each has a unique and necessary role to play in the social networks diffusion approach. That said, certain materials can be modified to fit the implementing context if it differs from *Tékponon Jikuagou's* context in southwest Benin. Section v. offers advice for contextual adaptation. (Note that we suggest adaptations for *context*, but urge that content remain unchanged.)

The social networks diffusion package is different from what is usually done

We designed and implemented *Tékponon Jikuagou* around several points of emphasis that helped us — and may help you — shift from a community mobilization approach to a social networks diffusion approach. These points are introduced here. Then, throughout this guide, we provide hints and suggestions — based on our lessons learned — to adhere to these points as implementation progresses. Look for the *Unique Strategy* textboxes in the sections that follow.

A. Actors and Action. Rather than work with formal leaders and health care providers, as one would in a community mobilization approach, the social networks diffusion package identifies a limited number of influential actors, within influential social networks, who are effective diffusers of ideas. Rather than provide factual information about contraceptives, it promotes reflective dialogue about social norms and personal values relating to family planning and reproduction.

B. Demand. The social networks diffusion approach strives to alter social norms and accepted behaviors. In this regard, it works to create demand for family planning. This approach does not diminish the importance of having quality family planning information and services — it ensures the availability of essential services and creates links to providers — but emphasizes the demand side of the demand/supply dyad.

C. Unmet need. Rather than strive to increase contraceptive prevalence, the social networks diffusion package strives to reduce unmet need. *Tékponon Jikuagou* also helped people expand their understanding of unmet need so that those who may think they are protected from unwanted pregnancy (but are not) and those who feel unable to use family planning (although they wish to) are specifically addressed.

D. Gender. The social norms surrounding reproductive behaviors and choices are deeply embedded in gender norms. Our social networks diffusion package engages men and women with equal intensity to uncover and discuss issues including stigma surrounding contraceptive use (and how it differs for men and women). The package also encourages conversation about what is appropriate to discuss and with whom, and couple/household communication around reproductive health and child spacing. Just as we guided participants to examine gender norms in their lives, we also checked our own gender assumptions as implementation progressed.

E. A light touch. The social networks diffusion approach promotes new ideas and behaviors, but does not attempt to control their movement as they are diffused across social networks. In *Tékponon Jikuagou*, we often likened this to dropping a pebble in the water, letting the ripples go where they may. (That said, we can trace the ripples, and measure their effect, as they move



through and beyond participating communities. See Section vi.)

Some terminology used in this guide

Here, we provide brief definitions of a handful of terms that appear throughout this handbook to increase your ability to use the material easily and successfully. We also define the actors whose roles are discussed in this guide.

Gender refers to the social, cultural and economic attributes and opportunities that human societies attach to being a man or a woman. By contrast, sex refers to the physical attributes and processes mandated by XX or XY chromosomes. Gender differences perpetuated over time and space are normalized: they come to seem as natural as sex differences.

Social barriers to family planning are the collection of social consequences (approval, inclusion, stigma, exclusion) of adhering to or straying from a given social value. Barriers occur when social norms (often, gender norms) prevent people from discussing, seeking and using family planning methods – or indeed, from understanding their need for family planning. Social barriers, by their nature, require different solutions from structural barriers (access, policy).

Unmet need for family planning: Sexually active women of reproductive age are said to have an unmet need when they do not want to become pregnant (now or ever) but are not using any method of contraception. To this standard definition, we add two groups whose unmet need is real but often goes undetected: women who believe they are protected from pregnancy but are using ineffective methods (such as withdrawal or charms), and women who incorrectly believe they are not at risk of pregnancy (because they are breastfeeding, post-partum, have infrequent sex or believe themselves infertile).

Social networks diffusion: Broadly speaking, this refers to the movement of ideas through social channels. Humans are enormously influenced by the thoughts, behaviors, and judgments of those in their social networks. It is possible to harness social networks to spread or diffuse information, ideas, and behavioral change in favor of family planning use and improved couples communication, for example, against unjust gender norms. In this guide, we speak of a social networks diffusion **approach** when referring to the general set of theories underlying the activities described here. The social networks diffusion **package** is the combined set of activities to be implemented, while the social networks diffusion **materials** are the written and illustrated pieces that you and community members will use to implement the package.

The following table defines the major actors discussed in this guide.



KEY ACTORS IN THE SOCIAL NETWORKS DIFFUSION PACKAGE

| | |
|--------------------------|---|
| Staff | Facilitator: Field staff or agent who interacts with community members. |
| | Supervisor: Staff member who supervises Facilitators. |
| Community Members | Influential Groups: Existing groups (formal or informal) in communities, identified as having particular social influence. After Section 1, we usually refer to these simply as “groups.” |
| | Catalyzers: Members of influential groups who are selected (by other members) for their natural leadership qualities. Catalyzers learn to use social networks diffusion materials, lead reflective dialogue, etc. |
| | Influential Individuals: Individuals identified for their social influence and connectedness, who are oriented to spread ideas about family planning (and social/gender norms surrounding reproduction in general) in the course of their normal activities. Influential individuals may be, but are not necessarily, members of the influential groups described above. |
| | Family Planning Providers: Any health services providers (nurses, doctors, caregivers, community health workers) trained to counsel and dispense family planning methods. |



ii

OVERVIEW OF TÉKPONON JIKUAGOU

Here we offer a broad overview of the *Tékponon Jikuagou* package as we implemented it in southwest Benin. This section presents a simple, linear narrative of the package’s five components, indicates how they are sequenced and build upon one another, and illustrates the light touch of the social networks diffusion approach. We set this overview in an imaginary (but typical) community that we call **Coufouette**.



1. Engage Communities in Social Mapping.

After holding introductory meetings in each participating community, our *Tékponon Jikuagou* staff guided volunteer residents of **Coufouette** to conduct **community social networks mapping** exercises. They inventoried social groups, and ranked them according to their degree of influence on local health and well-being. They created a physical map that represented the social organization of their village: its most important social institutions, forward-thinking members, and more. These exercises captured the varying perspectives of

women, men, youth, health workers, and socially marginalized groups.

Our staff then visited the three most influential groups identified by the social mapping exercises in **Coufouette**, and invited them to work with us. The most influential women’s group was a savings and loan group. This group agreed to participate, as did the most influential men’s group (which met weekly to play dominoes), and a mixed-sex group (young women and men who promoted youth activities). Each group selected one of its members to serve as a **Catalyzer**¹ of social networks diffusion activities.

Our staff also visited influential individuals, identified by community social mapping, and sought their participation. In **Coufouette**, these **Influential Individuals** were: a female charcoal seller, a voodoo priest, a male primary school teacher, a female traditional birth attendant, and a male elder. It was not necessarily their formal positions or jobs that made them **Influential Individuals**. Rather, it was the (often informal) advisory roles they played. They were recognized as natural leaders whose opinions and actions influenced the opinions and actions of many others.

2. Support Influential Groups in Reflective Dialogue.

We next gathered all **Catalyzers** for a three-day **Orientation**, where they learned to use the *Tékponon Jikuagou* materials (including Story and Activity Cards, Annex A), and to facilitate participatory and reflective dialogue in their groups.

Thereafter, each time their groups met, the Catalyzers used a Story or Activity Card to foster reflection and discussion among members. The Catalyzers also encouraged members to share

the discussion topics with others outside the group. Our Facilitators, meanwhile, regularly coached Catalyzers to build their communication skills and effectiveness.



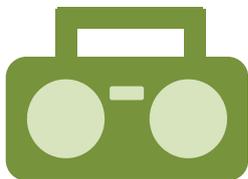
¹ Catalyzers had to be able to read the basic French used in *Tékponon Jikuagou* materials.



3. Encourage Influential Individuals to Act.

With **Catalyzer** activities underway, *Tékponon Jikuagou* gathered **Influential Individuals** for an **Orientation**. Over several hours, they learned about and discussed aspects of unmet need for family planning, and especially the social barriers that prevent women and men from acting on unmet need. Each **Influential Individual** identified several actions

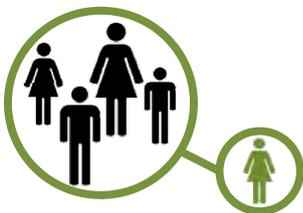
that she or he could take to help others talk about and address these barriers. In **Coufouette**, the voodoo priest took a few moments before ceremonies to encourage couples to discuss family planning, while the charcoal vendor engaged her customers in discussions of why men and women did not talk publicly about child spacing. About once a month over several months, our Facilitators visited each **Influential Individual** to encourage further action and build communication skills.



4. Use Radio to Create an Enabling Environment.

Once the Catalyzers were active, radio stations began **weekly broadcasts** to support the social acceptability of discussing and using family planning. We created several types of broadcasts, with both pre-recorded group discussions and live talk and call-in shows in which listeners could express their views. Radio show

hosts advertised a local hotline that offered information about family planning methods and services.



5. Link Family Planning Providers with Influential Groups.

Our *Tékponon Jikuagou* staff forged linkages between family planning providers and communities at four distinct levels, thereby building a bridge from demand (the focus of the social networks diffusion package) to supply. First, providers participated in the community social networks mapping exercise. Second, Catalyzers met and exchanged contact information with providers during their orientation. Third, community members

encouraged peers and relatives to visit a health facility for information and methods in an activity called the 'Each One Invites Three' (EOI3) Campaign. Finally, family planning providers participated alongside Catalyzers and Influential Individuals during community celebrations that closed the active phase of *Tékponon Jikuagou*.

Timeline: The calendar below illustrates how the five components of the social networks diffusion package build upon and complement one another in a typical community such as **Coufouette** over a period of nine months. Note that this is illustrative only and assumes that the package is implemented alone, and not integrated into an existing project. If the latter is the case, package implementation might take longer, as it will depend in part on other project activities.



TIMELINE :
SOCIAL NETWORK DIFFISION PACKAGE: IMPLEMENTATION TIMELINE

| Component | Months | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-----------|--|---|---|---|---|---|------|------|------|---|
| | Preparation | X | X | | | | | | | |
| 1 | Engage Communities in Social Mapping | | X | | | | | | | |
| 2 | Support Influential Groups in Reflective Dialogue | | | X | X | X | X | X | X | X |
| 3 | Encourage Influential Individuals to Act | | | | X | X | X | X | X | X |
| 4 | Use Radio to Create an Enabling Environment | | | X | X | X | X | X | X | X |
| 5 | Link Family Planning Providers to Influential Groups | | X | X | | | EO13 | EO13 | EO13 | X |
| | Close with Ceremonies | | | | | | | | | X |

Among the activities in the ‘Preparation’ component, several are discussed in this Guide (such as Initial Staff Orientation and Adapting Materials to Context). Several others are standard development practice (such as holding introductory discussions with community leaders), and are not described here. One important activity to include as you begin outreach and sensitization efforts to inform villages and communal health authorities of the new project is to inquire about family planning services and method supply in the public and private sector. If health authorities indicate significant issues with family planning access, availability or services, you may need to work with and advocate to the Ministry of Health or private sector projects to reinforce services.



INITIAL STAFF ORIENTATION

WHY: An initial orientation for your staff will prepare them to understand and implement the social networks diffusion package. The three-day orientation includes an overview of the social networks diffusion approach, an opportunity to master the materials of the social networks diffusion package, and an exploration of how gender and social norms influence unmet need for family planning.

WHO: This initial orientation is for staff members who will implement the social networks diffusion package at the community level: Facilitators and their Supervisors. Other, more senior staff (management, coordination, M&E) should participate too. Their presence will help establish a firm sense of collaboration and support at all levels.

WHEN: The three-day initial staff orientation should occur in the first month of the nine-month implementation period.

In this section:

- Initial Staff Orientation Guide
- Orientation - Day 1 (Powerpoint Presentation)
- Orientation - Day 2 (Powerpoint Presentation)
- Orientation - Day 3 (Powerpoint Presentation)
- Intervention Components Graphic
- Social Networks Diffusion Vision Card

| Component | Month | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------|-------|---|---|---|---|---|---|---|---|---|
| Preparation | | X | X | | | | | | | |

WHAT: The initial staff orientation will help Facilitators and Supervisors become comfortable with the concepts, skills, and materials they will use when they work with Catalyzers and Influential Individuals in the field. The orientation will introduce and emphasize three major topics, each of which is addressed several times in the course of the three-day session:

1. The *social networks diffusion approach* and related concepts including *reflective dialogue for social change*, and *unmet need for family planning*.
2. *Gender*, and reflection on application of gender concepts. How does gender influence family planning behavior, for example, and how do staff's own gender attitudes influence their work?
3. The *five components of the social networks diffusion package*, with preliminary emphasis on the first two: social network mapping and catalyzing reflective dialogue in influential groups.

We suggest that you provide ongoing opportunities for staff to master the skills and knowledge they gain in the initial staff orientation via (a) supportive supervision of Facilitators, and (b) regularly scheduled review sessions (see *Unique Strategy* textbox).



HOW: The two resources you will use for this orientation are:

1. The instructions and guidance in this section of the guide
2. The social networks diffusion materials (and their location in this guide), including:
 - **Story and Activity Cards:** Illustrated cards with narrative, instructions, and discussion questions for encouraging reflective discussion of the social and gender norms that influence family planning use (Annex A).
 - **Infographics:** Illustrated, select data on family planning that will help Influential Individuals and health care providers better understand unmet need and the social factors that contribute to it (Section 3).
 - **Social Networks Diffusion 5 Components Card:** An illustrated presentation of the five components of the social networks diffusion package (this section).
 - **Social Networks Diffusion Vision Card:** A drawing we created in our *Tékponon Jikuagou* project that can help spark discussion of the social networks diffusion approach and its aims (this section).
 - **Each One Invites Three Cards:** Illustrated invitation cards that will be used during the Each One Invites Three campaign to link people with their family planning service providers (Section 5).

When planning the **logistics** of the initial staff orientation, please consider these points:

1. The guidance here calls for a single, three-day orientation.
2. The guidance assumes a minimum of 6 hours of activity for each orientation day.
3. Procure flip charts, index cards, markers, tape, an overhead projector, and notebooks / pens for participants.
4. Prepare a full set of social networks diffusion materials (the items bulleted above) for each participant, carefully organized in a folder.

Demand for family planning. Although the social networks diffusion approach focuses on social change to overcome barriers to use of family planning – and not on providing methods and services – you may want your staff to gain basic knowledge of family planning methods. **Annex B** offers a review of most modern and some traditional methods. You might also contact Ministry of Health sources for information that reflects methods/protocols used in your project area. Alternatively, refer to: *A guide to family planning for community health workers and their clients* by the World Health Organization at <http://bit.ly/2kk3Jv4>

Gender. The initial Staff Orientation introduces your staff to concepts such as gender, social norms and social change, but they will benefit from continuous reinforcement of what these concepts mean and how to act on them. Plan to hold informal refresher sessions as you progress (stand-alone meetings, or perhaps as part of routine staff meetings) to give staff ongoing opportunities to question, reflect, discuss, and practice actions related to gender, social norms, and values. In **Annex C** you will find an array of gender-related icebreakers and energizers that you can use for this purpose.



TOOLS:

- **INITIAL STAFF ORIENTATION GUIDE**
- *TÉKPONON JIKUAGOU ORIENTATION – DAY 1*
(Powerpoint Presentation)
- *TÉKPONON JIKUAGOU ORIENTATION – DAY 2*
(Powerpoint Presentation)
- *TÉKPONON JIKUAGOU ORIENTAION – DAY 3*
(Powerpoint Presentation)
- **INTERVENTION COMPONENTS GRAPHIC**
- **SOCIAL NETWORKS DIFFUSION VISION CARD**





INITIAL STAFF ORIENTATION GUIDE

TABLE OF CONTENTS

- i** Introduction
- ii** Overview of *Tékponon Jikuagou*

Initial Staff Orientation

- 1** Orientation: Day 1
 - 2** Orientation: Day 2
 - 3** Orientation: Day 3
-
- iv** Annexes

This training module was adapted from materials created by the Interagency Gender Working Group (IGWG) and funded by USAID. These materials may have been edited; to see the original training materials you may download this training module in its PDF format.



INTRODUCTION

FACILITATION GUIDE FOR A 3-DAY INITIAL ORIENTATION SESSION – NEW PROJECT STAFF

Preparation and guidance:

Purpose: Initial orientation for new project supervisory and implementation staff to prepare them to plan for and integrate *Tékponon Jikuagou* into their ongoing project activities. The orientation will include an overview of *Tékponon Jikuagou* social network and social transformation approach and a reflection on how gender and social norms influence unmet need for family planning.

Orientation overview: This orientation contains three components that are mixed into the program:

1. Introduction to project approaches and concepts: social networks, reflective dialogue for social change, and unmet need for family planning.
2. Gender reflection and application: How do gender and social norms influence family planning behavior, and how do our own attitudes influence our work in this area?
3. Understanding specific intervention components of *Tékponon Jikuagou* with a preliminary emphasis on community mapping, critical reflection and dialogue in influential groups, and identification and role of Influential Persons in the community.
4. This orientation assumes:
 - Family planning expertise and partnership with service delivery staff should be reinforced as needed after this initial orientation.
 - This introduction to work on gender and social transformation should be reinforced continuously throughout the implementation of the project.

Orientation objectives:

1. Develop theoretical and practical understanding of unmet need, reflective dialogue, and social network approaches.
2. Think about how we might apply these approaches in the context of new projects.
3. Explore personal attitudes and values around gender, sex, fertility, power, and equity.
4. Understand roles and responsibilities of new project Facilitators and those of their respective Catalyzers and Influential Persons in the communities.
5. Develop a preliminary plan for implementation of specific *Tékponon Jikuagou* package components.

Who should participate? Staff responsible for project implementation at the community level, including both field agents (Facilitators) and Supervisors, are the primary target for this orientation. Beyond this, more senior program development and coordination staff should be involved selectively, even if they have already been involved in the initial plan for adopting and integrating *Tékponon Jikuagou*, in order to establish a firm sense of collaboration and support at all levels for the integration effort.



Project materials: Two types of documents will be used during this orientation: documents to guide implementation, and documents that will be used as part of the intervention activities at the community and health center levels:

1. The **How-To Guide for Social Networks Diffusion Approaches to Overcome Social Obstacles to Family Planning Use** (hereafter referred to as the *Tékponon Jikuagou How-To Guide*) is the primary source for guiding implementation of the *Tékponon Jikuagou* components, and is a primary source of information for this orientation as well as for planning the integration of *Tékponon Jikuagou*.
2. Documents used with targeted communities and health centers (some of these are used as part of this orientation):
 - **Story & Activity Cards:** Illustrated cards with stories, activity instructions, and discussion questions for encouraging critical reflection and group dialogue around the social and gender norms which influence family planning use (Annex A).
 - **Infographics:** Selected illustrations of data on family planning which can help Influential Persons and health staff better understand unmet need and the social and gender factors that contribute to it (Section 3).
 - **Social Networks Diffusion 5 Components Card:** An illustrated presentation of the five components of the social networks Diffusion package (current section).
 - **Social Networks Diffusion Vision Card:** A drawing created in the context of the *Tékponon Jikuagou* project to provoke discussion of the social networks diffusion approach and its objectives (current section).
 - **Each One Invites Three:** Illustrated cards that will be used during the Each One Invites Three campaign to link care seeking between members of the communities with their family planning service providers.

Training logistics:

1. Plan for the training day to last at least six hours.
2. The orientation lasts three days, but sessions can be distributed differently depending on other project activities and structures.
3. Materials for training include flip charts, index cards, markers, tape, an overhead projector, notebooks/notepads, and pens for each participant.
4. Each participant should receive a full set of project documents and social networks diffusion materials (Story & Activity Cards) organized in a folder.

Prepare participants' packets:

- Agenda
- *Tékponon Jikuagou* Vision card
- *Tékponon Jikuagou* dialogue materials including instructions for Story & Activity Cards
- *Tékponon Jikuagou* intervention package graphic
- Printed slides, to distribute after each session
- Follow-up and evaluation tools
- **Handout 1.1 – Vote With Your Feet**
- **Handout 1.2 – Results Framework**
- **Handout 1.3 – Categories of Unmet Need**

SAMPLE AGENDA: 3-DAY ORIENTATION

Tékponon Jikuagou Orientation Guide for New Partners

Note: This is only an example of how to organize this orientation. The final agenda will depend on the orientation structure – one, three-day training or several shorter orientations – and the overall way you want to organize the day. Within a given day, you can also allow flexibility on when you take the pause – sometimes the sessions are too long for the allotted slot. You need to pay attention to the suggested times in the guide when you are planning.

| Timing | Day 1 | Day 2 | Day 3 |
|---------------|---|---|--|
| 8:30 – 10:45 | Introduction activities: Participant introductions, <i>Tékponon Jikuagou</i> vision, and rules of procedure | <ul style="list-style-type: none"> Review Day 1 Gender video clip Slides: Review of <i>Tékponon Jikuagou</i> concepts Groups: Exploration of the 5 components of <i>Tékponon Jikuagou</i> | <ul style="list-style-type: none"> Review Day 2 Slides and group work: Exploring gender in the <i>Tékponon Jikuagou</i> context |
| Pause | | | |
| 11:00 – 13:00 | <ul style="list-style-type: none"> Slides: Overview of project concepts (unmet need, social networks, reflective dialogue) Exercise: Values clarification | <ul style="list-style-type: none"> Report of group work on the 5 components, if needed Practice with Activity Cards | <ul style="list-style-type: none"> Practice with Activity Cards |
| Lunch | | | |
| 14:00 – 15:30 | <ul style="list-style-type: none"> Synthesis of values clarification Slides: Results Framework and <i>Tékponon Jikuagou</i> intervention package | Large group discussion <ul style="list-style-type: none"> Definition of roles Communication skills | Preparation for project interventions: Social mapping, planning for next steps |
| Break | | | |
| 15:45 – 17:00 | <ul style="list-style-type: none"> Exercise: Gender Box Reflections on the day | <ul style="list-style-type: none"> Continue practicing communication skills Reflections on the day | <ul style="list-style-type: none"> Continue planning for next steps Commitment to project's gender and social equity values Review of the Day Final Evaluation |



1

ORIENTATION: DAY 1

MAIN THEMES

- Introduction to *Tékponon Jikuagou*
- Critical reflection and dialogue, and social network diffusion approaches
- Personal exploration of gender

LEARNING OBJECTIVES

By the end of the session, participants will:

- Understand *Tékponon Jikuagou*'s innovative approach to addressing unmet need for family planning through critical reflection and dialogue, and social network approaches.
- Identify the components of the *Tékponon Jikuagou* intervention package and associated activities.
- Explore personal attitudes and values around reproductive health, gender, sexuality and social norms, and understand how these influence community-based reproductive health initiatives.

DURATION

6 hours, 05 minutes

SESSION OVERVIEW

| | ACTIVITY | DURATION |
|----|---|----------------|
| A. | Introduction of Participants and Ice-breaker | 45 min |
| B. | Introduction to <i>Tékponon Jikuagou</i> | 25 min |
| C. | Rules for the Orientation | 10 min |
| D. | Overview of <i>Tékponon Jikuagou</i> Project Concepts | 1 hour, 40 min |
| E. | Values Clarification – Vote With Your Feet | 45 min |
| F. | Results Framework and Intervention Package | 45 min |
| G. | Gender Box | 1 hour, 20 min |
| H. | Daily Reflection | 15 min |

HANDOUTS AND TEACHING MATERIAL

- Flip charts, markers, tape, index cards, projector, laptop
- Handout 1.1 – Vote With Your Feet – Example bank (only the moderator will need this handout)
- Handout 1.2 – Results Framework
- Handout 1.3 – Categories of Unmet Need

MODERATOR PREPARATION (prior to the session)

1. Write the themes for the day and learning objectives on a flip chart in large print that allows the audience to view them clearly.
2. Prepare a flip chart with introductory activities and ice-breakers (see Activity A).



3. Prepare small group discussion cards for Activity D – Overview of *Tékponon Jikuagou* Project Concepts (See activity D for language to include on cards).
4. For Activity E – Values clarification – Vote With Your Feet, you will need to post three signs around the room creating a continuum. Make one sign with each of the following phrases on it: AGREE, NO OPINION, DISAGREE. Also, read through **Handout 1.1 – Vote With Your Feet – Example Bank** and select six to eight phrases according to instructions at the top of the handout.
5. Prepare a flip chart to display the group task for Activity G – Gender Box. (See moderator instructions for language).
6. Prepare a flip chart with individual reflection questions taken from Activity H.

ACTIVITIES

A. Introduction of Participants and Ice-breaker (45 min)

Welcome the participants to the initial staff orientation. (The content of the orientation will be specific to new implementers and to the context of their project).

- Place the orientation in the context of the project timeline and implementation process.
- Clarify their organization’s role in implementation and scale-up, emphasizing the importance and opportunity in this work.

Let the participants know that the session will begin with introductions and an ice-breaker that touches on our personal experience of gender. Explain that we will explore how many of the same pressures we feel are also felt by communities. Ultimately this exercise can demonstrate that the distance between staff and community is not as great as it might seem. It is also a way that we can relate to the community, by sharing our struggles to bring about change, rather than coming in as experts with answers. Instead, we come to the community as peers with insights on the struggles of change.

Step 1: Review the following introductory task on the flip chart and ensure the instructions are clear to all:

Introduction and Ice-breaker

Individually answer the following questions on your index card

- Your name, your organization and title
- One thing you like about being a woman/man
- One thing you find challenging about being a woman/man

— 5 min to take notes

- When finished, sit with your partner and share answers. Be prepared to introduce your partner to the large group.

— 5 minutes to discuss

Invite participants to identify someone in the group whom they do not know very well. Encourage participants to complete the exercise and prepare to introduce their partner. Invite the pairs to stand up and introduce each other. During introductions, synthesize their gender-related experiences in a few words on a flip chart with headers such as:

| | Women | Men |
|-------------|-------|-----|
| What I like | | |
| Challenges | | |



Step 2: Facilitate a wrap-up discussion to summarize the participants' individual gender-related experiences using the following questions:

- Do you see any commonalities or trends in the responses?
- How do gender norms define who we are?
- Who enforces these norms?
- Are there instances where this norm is not the norm? Are there times when this has not been the norm?
- Any additional observations or questions?

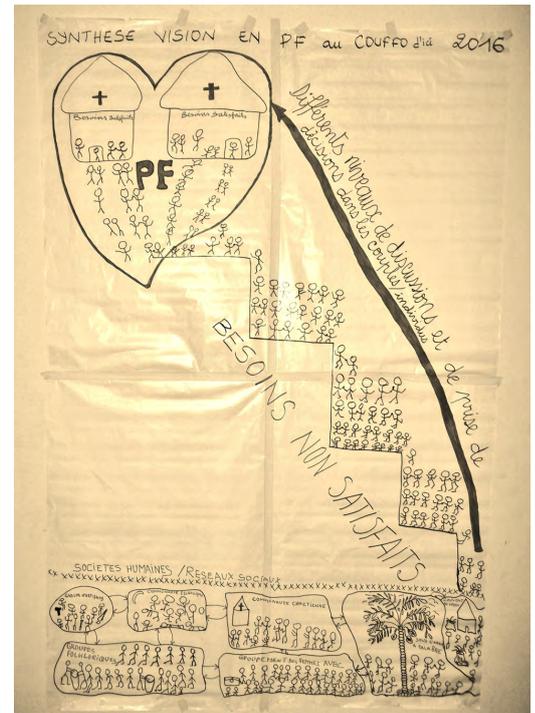
B. Introduction to Tékponon Jikuagou (25 min)

Step 1: Tell the participants that you will take a moment to review the *Tékponon Jikuagou* vision with them as a foundation of the workshop. Let them know that they will revisit the approach in much greater depth as the day goes on. Ask participants to retrieve the *Tékponon Jikuagou* Vision Card from their packets and look over it.

Lead a brief discussion around the following questions::

- What do you see happening in this picture?
- While integrating *Tékponon Jikuagou* into your ongoing activities, what are your hopes and expectations for this project?

Capture participants' hopes and expectations on a flip chart. It is helpful here to tell participants if any particular expectations fall outside the workshop's scope. Offer suggestions about how/where those expectations may be addressed more appropriately.



C. Rules for the Orientation (10 min)

Step 1: Ask participants to brainstorm a list of rules or expectations that will contribute towards a positive and productive learning climate. Synthesize their answers on flip chart under the header of **Rules for the Orientation**. Typical responses include:

- Silence mobile phones
- Punctuality
- Do not interrupt others
- Respect the opinion of others
- Confidentiality – do not repeat what others told you outside of the group.

Challenge the participants to think outside the box to generate new or different rules. For example, encourage quieter colleagues to participate, practice active listening, etc.

(Ensure that confidentiality and respect for different opinions make the list.)

Step 2: Introduce the idea of participant feedback teams as a means of collecting reactions to the workshop content and methodologies employed. Use the method presented in the side box or your own approach to form three groups. Clarify that each team will be responsible for providing feedback to facilitators for one day. Clarify that this feedback is NOT a synthesis and summary of content that was covered during the day. On their assigned day, team members will assess how things are going during breaks, and will meet with the trainers after the session to share strengths and recommendations for adjustment.

Ask each team to identify the day they will be responsible for.



Step 3: Hand out notebooks to participants and encourage them to take notes and jot down thoughts, lessons learned and ideas throughout the day.

D. Overview of Tékponon Jikuagou Project Concepts (1 hour, 40 min)

Step 1: Slide presentation (30 min)

Use Day 1 PowerPoint slides 1-23 and Handout 1.3 – Categories of Unmet Need to introduce the four key concepts of the Tékponon Jikuagou project:

- Gender / values / social norms
- Unmet need for family planning
- Social network diffusion
- Critical reflection and dialogue

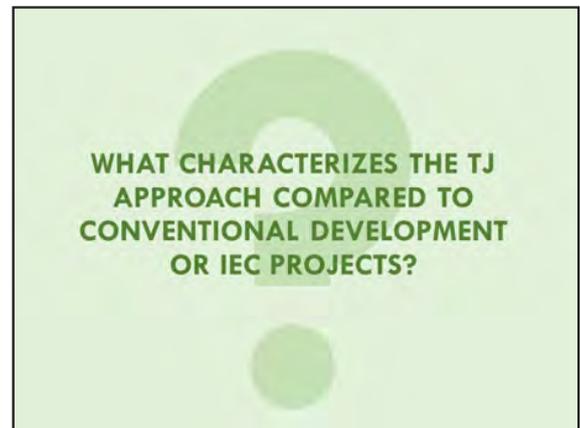
Let the participants know ahead of time whether you'll entertain questions along the way or prefer that they hold any questions for the general discussion following the presentation.

See tools section for slide decks.

Step 2: Initial observations (10 min)

Ask participants for a brief review of what they saw on slides 1-23. They will get deeper into the material during small group work but, as a first review, ask how the Tékponon Jikuagou approach looks different from standard information, education and communication (IEC) projects.

Slide 24 offers the following discussion question:



Step 3: Small group work (1 hour, including report out)

Ask participants to form three groups to discuss, in greater depth, their own experiences with transforming norms and values in community development work.

Form three working groups. Distribute one discussion question card per group from those you prepared prior to the session, as follows:

Group 1: Discussion points

What are your personal experiences of changing attitudes and norms around reproductive health, fertility, and family planning?

Personal experience of conflicts between norms and expectations and my personal behavior: When did I choose to deviate from norms and expectations, and why? When did I conform to norms and expectations even though I didn't agree with the expectation, and why?

20 min

Group 2: Discussion points

What is our work experience of addressing norms and social values?

- How did we use our networks?
- How did we challenge social norms?
- How do we reflect on what we do, and why?

20 min

Moderator tip

For a quick way to form feedback groups, turn to three nearby participants. Ask each to name a favorite animal. Then ask the remaining participants to count off by those such as, "lion, tiger, gazelle, lion, tiger, gazelle..." Each animal cluster will serve as feedback team for one day.



Group 3: Discussion points

Share your experiences with working to change harmful social norms. Specifically:

- What are the primary challenges of transforming social norms?
- What strategies have been successful or promising, in your experience?

20 min

Ask the participants to sit with their working groups and recruit a volunteer to share a five-minute summary of their responses after the discussion time. Circulate to ensure the discussion cards are clear. Give the groups a five-minute warning before their working time expires.

Facilitate a brief report out by each of the three groups. Following each group's report, ask the others if they have questions or a need for clarification.

This project adds innovations to traditional family planning work:

- It focuses on unmet need for family planning, recognizing that barriers include both social determinants and a lack of recognizing risk for getting pregnant.
- It uses social network Diffusion and reflective dialogue as strategies to reduce stigma around family planning use, recognizing that social barriers and social norms need to be addressed at a higher level than the individual.
- It starts with project staff's own reflections on what they think and how they work.

E. Values Clarification – Vote With Your Feet (45 min)

Step 1: Introduce this activity by noting that personal experiences and values impact how we view and understand our projects.

Learning material:

1. See #4 in Moderator Preparations at the beginning of Day 1:
 - a. Post small signs in different locations in the room: AGREE, NO OPINION, DISAGREE.
 - b. A complete list of suggested statements is provided in **Handout 1.1 – Vote With Your Feet Example Bank**. Select six to eight value phrases, one or two from each group, for use in this exercise.

Step 2:

Ask the group to stand in the center of the room. Explain that you are going to call out a statement. Tell participants that, following each statement, you will ask them to represent their opinion about the statement by walking towards one of the posted signs: AGREE, NO OPINION, or DISAGREE. They should treat the signs as a continuum, whereby they stand under the AGREE sign if they fully agree with the statement. They may use the NO OPINION sign to mean neutrality or I don't know.

It is important to clarify several ground rules for this discussion. It can be helpful to have a co-Facilitator for this discussion to ensure that everyone has the opportunity to participate and be heard.

1. The purpose of this discussion is to allow participants to raise and think about a range of diverse opinions. We are not aiming for consensus, nor are we aiming for debate or to convince others of our opinion.
2. It is important to have respectful interactions, including listening to others and maintaining confidentiality.

Read out the first statement slowly and clearly. Repeat it to ensure that everyone has heard it. After everyone indicates whether they agree or not, ask two or three participants from each side to explain why they voted the way they did.



Facilitate a brief discussion about their reasons. We want to encourage reflection and sharing of different ideas and opinions, and we want to discourage debate or trying to convince others. Read up to 7 or 8 statements, depending on the time allowed for the session.

Step 3:

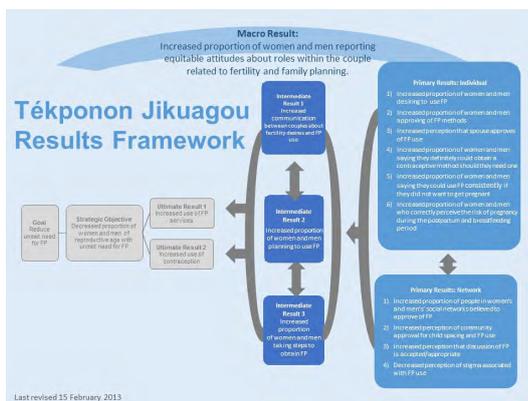
Debrief the activity with the following questions and points:

- What have you learned from this exercise?
- Even though we may be familiar with gender and the importance of gender-sensitive programming, some questions are still difficult for us to work with.
- Our own experience with and beliefs on gender can have an impact on how we view and understand our projects/programs.
- Do you see an opportunity to use this exercise at the community level? What might that look like?

F. Tékponon Jikuagou Results Framework and Intervention Package (45 min)

Lead the participants through two foundational elements of the *Tékponon Jikuagou* project - the Results Framework and package of interventions. Use **Day 1 PowerPoint slides 28 - 41** to provide this orientation. Respond to participants' questions along the way.

Finalize this portion by walking the participants through the contents of their packets, including the **How-To Guide** and social networks diffusion materials.



G. Gender Box (1 hour, 20 min)

Step 1: Introduction (5 min)

Initiate this activity by telling participants that now we will enhance our understanding of our own personal experiences related to gender norms and how those norms are perpetuated and challenged in our day-to-day life. Refer the participants back to the experiences they cited in the introductory exercise at the start of the day. Also remind them of the working definition of gender (displayed as a slide or on flip chart). Let them know they will engage in a sex-segregated discussion of gender norms within their social context.

Gender refers to the social, cultural and economic attributes and opportunities that human societies attach to being a man or a woman. By contrast, sex refers to the physical attributes and processes mandated by XX or XY chromosomes. Gender differences perpetuated over time and space are normalized: they come to seem as natural as sex differences.



Step 2: Group work (30 min)

Before participants divide into two groups – women-only and men-only – review the following group task on the flip chart you prepared earlier. Check that the task is clear and entertain any questions.

Once the task is clear to participants, ask them to divide into sex-segregated groups of six to eight people, keeping women together and men together. Circulate to provide flip chart paper and markers, and to be sure they are starting with drawing a “Gender Box” on their paper. Help the groups manage their time by reminding them they have 30 minutes, and checking in with them at the 20-minute mark.

Gender Box – Group Activity

1. Draw a medium-sized box in the center of a flip chart paper; we will refer to this as a Gender Box. The Gender Box will encapsulate those qualities, roles, and behaviors that our society expects of the ‘typical’ woman or man.
2. Women-only group: brainstorm the qualities, roles, and behaviors that are expected of women. Men-only group: brainstorm the qualities, roles, and behaviors that are expected of men. As you discuss, capture the characteristics in key words, phrases, or images inside the Gender Box on your flip chart.
3. Next, identify the actors or institutions that dictate and reinforce these norms and expectations.
4. Finally, identify several real-life examples where a woman (women’s group) or a man (men’s group) has not behaved according to social expectation. Draw or write these examples outside the Gender Box. Discuss some advantages and consequences of the following behaviors:
 - a. What are some of the benefits to being able to deviate from social norms or expectations?
 - b. What are some consequences to stepping outside the Gender Box and behaving differently than social norms or expectations?
5. Prepare to share your thoughts with the large group.

30 min to complete group work

Step 3: Plenary discussion (45 min)

Invite the two groups to display and present their Gender Boxes to each other, sharing the highlights of their discussion. After each report back, welcome observations or clarifying questions from the other group. Let the observing group know that there will be time for debating any points later in the plenary discussion.

Next, facilitate a summary discussion where you lead the participants through the process of generalizing and drawing conclusions about their group findings. Suggested discussion questions include:

- What stands out to you about the discussion or reflections raised in this exercise?
- Based on each group’s presentation, which are the key societal actors and institutions that perpetuate gender norms?
- What are the consequences – positive and negative – for men and women who step outside the Gender Box?



H. Daily Reflection (15 min)

Invite participants to stand up, stretch or relocate around the room or outdoors if possible. Before they go, ask them to read through reflection questions on the flip chart. Taking 10-15 minutes to reflect on the day's material and draw out some key learnings will help them internalize new knowledge.

Day 1 – Reflection Questions

- What have we talked about today that I never thought about before?
- What did we talk about (if anything) that made me uncomfortable?
- What are two or three things I might be able to apply to my work in the community?

Before sending participants off, make any announcements about Day 2 and remind the Day 1 Feedback Team when you will sit with them. In the meeting with the Feedback Team, you might ask them to share their perspective on the day's content and methodology: what worked and what can be improved.

Handout 1.1

Vote With Your Feet – Example Bank**Moderator preparation:**

Prior to the start of the workshop, you will need to read through this list and select approximately six to eight statements to read to participants, one or two from each section. One purpose of the exercise is to highlight that we each bring a unique set values to our work in gender and family planning. Select statements that are likely to expose these value differences and touch on different areas of our work.

Statements on gender roles

- A woman's place is in the home.
- The most important thing a woman can do is to have babies.
- A man is valued for his ability to make money and provide for his family.

Statements on men and reproductive health

- Family planning will always be a more important issue to a woman than to a man.
- Men should make the final decision about whether their wife uses family planning.
- Having at least one boy child is more important than having at least one girl child.
- Family planning is a woman's responsibility.
- It is normal for a man to watch the children and cook.
- A man has the right to have sex with his wife even if she does not want to.
- Many health workers are uncomfortable counseling men on family planning.

Statements on gender and sexuality

- Men are more concerned about sexual performance than women are.
- Men enjoy sex more than women do.
- These days, there is no harm in a girl/woman to initiating sex.
- People who have multiple sexual partners are irresponsible.
- A woman should be a virgin at the time of marriage.
- It is okay for a man to have sex outside of marriage if his wife does not know about it.
- Using family planning encourages a woman to be promiscuous.

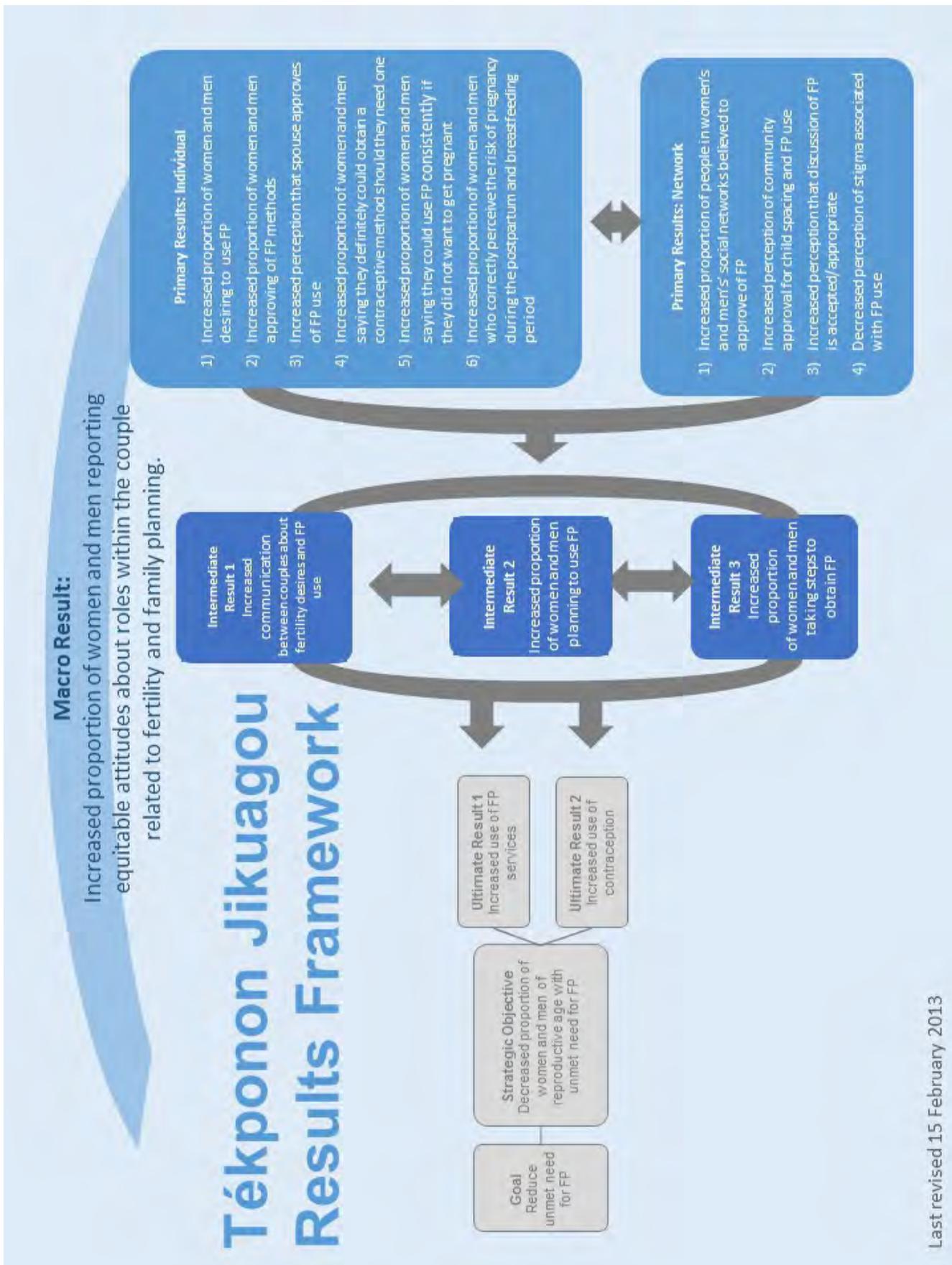
Statements on gender-based violence

- In certain circumstances, women provoke violent behavior.
- Men sometimes have a good reason to use violence against their partners.



Handout 1.2

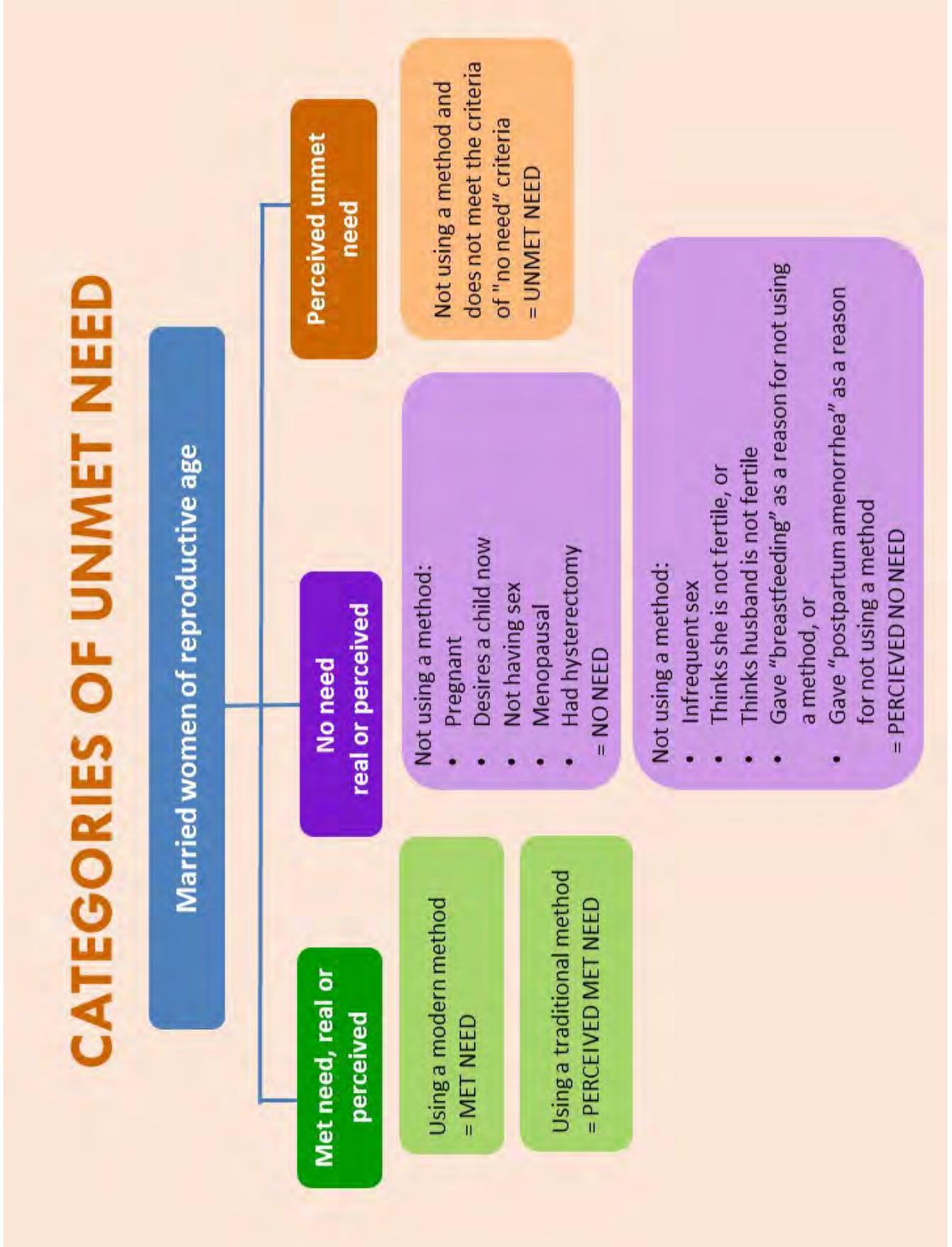
Results Framework





Handout 1.3

Categories of Unmet Need





2

ORIENTATION: DAY 2

MAIN THEMES

- Critical reflection and dialogue, and social network diffusion approaches
- Application of the *Tékponon Jikuagou* package, including use of materials
- Personal exploration of gender

LEARNING OBJECTIVES

By the end of the session, participants will:

- Discuss and understand various reasons for unmet need from men's and women's perspectives, and the range of social and health factors that contribute to it from both a personal and program perspective.
- Preview and practice an essential tool in the *Tékponon Jikuagou* kit – the Story Cards – as a means of preparing participants to support Facilitators and Catalyzers in community-based work.
- Define the roles of Facilitators and Catalyzers in the *Tékponon Jikuagou* approach, and practice the communication skills called for to advance their work.

DURATION

6 hours

SESSION OVERVIEW

| | ACTIVITY | DURATION |
|----|---|----------------|
| A. | Review of Day 1 | 20 min |
| B. | Gender Refresher: Video | 10 min |
| C. | Revisiting <i>Tékponon Jikuagou</i> Concepts: unmet need, social networks and reflective dialogue | 45 min |
| D. | The Five <i>Tékponon Jikuagou</i> Components | 45 min |
| E. | Group Simulation: Practice with Story Cards | 1 hour, 45 min |
| F. | Definition of Roles and Communication Skills | 2 hours |
| G. | Daily Reflection | 15 min |

HANDOUTS AND TEACHING MATERIAL

- Handout 2.1 – Who is who in *Tékponon Jikuagou*?
- Handout 2.2 – How *Tékponon Jikuagou* Components Incorporate Reflective Dialogue and Social Network Approaches
- Handout 2.3 – Key Communication Skills

MODERATOR PREPARATION (prior to the session)

1. Transfer the learning objectives to a flip chart in large print that allows the audience to view them clearly.
2. Prepare a flip chart with the group simulation task for Activity E – Practice with Story Cards.



3. Preview the video “Girl and Boy” posted to YouTube by Maria Mailoa <http://bit.ly/2j62Zo2>, used as a gender refresher in Activity B.
4. Prepare a set of Observer Cards, one per participant plus extras for moderator(s), by copying the language from Observer Card (in Activity E) and stapling it to index cards.
5. Familiarize yourself with the content of **Handout 2.3** – Key Communication Skills and reach agreement with a co-moderator about the subject matter of two brief demonstrations described in Activity F.

ACTIVITIES

A. Review of Day 1 (20 min)

Welcome the participants to the second day of the staff orientation. Review Day 2 themes and learning objectives (on flip chart) and walk through the agenda for the day. Tell them you will launch the day by devoting some time to reviewing the key learning points from Day 1, using them as spokespersons. Use the following questions and instructions to guide the review:

1. Gender in our personal lives and work: Does anyone have reflections on this theme from yesterday’s work? Would you like to share something from your journals? (Allow for discussion)
2. Next, we will review the *Tékponon Jikuagou* project concepts and components of the intervention package. I’ll ask for a volunteer to refresh us on each topic – feel free to look back at your notes. (Solicit a volunteer per topic).

What did you learn about...

- a. Unmet need
- b. Social networks diffusion
- c. Critical reflection and dialogue

And what understanding did you take away about the intervention package components?

- a. Engage communities in social mapping
- b. Support influential groups in reflective dialogue
- c. Encourage influential individuals to act
- d. Use radio to create a supportive environment
- e. Link family planning providers with influential groups

Finally, respond to any other questions or doubts that came out of Day 1.

B. Gender Refresher: Video (10 min)

As a brief refresher on the previous day’s Gender Box activity, play the two-minute “Girl and Boy” animation found on YouTube at <http://bit.ly/2j62Zo2>. It can be helpful to show the video twice, as it is short and people will see different things the second time through.

Pose several questions to the group:

- What do you see happening in this video?
- How does it relate to the work you did yesterday on the Gender Box?

C. Revisiting *Tékponon Jikuagou* Concepts – unmet need, social networks diffusion and reflective dialogue(45 minutes)

Tell participants that the group will now return to the *Tékponon Jikuagou* concepts to address the first learning objective for Day 2, namely: Discuss and understand various reasons for unmet need from men’s and women’s perspectives, and the range of social and health factors that contribute to it. For this activity, you will lead the group through Day 2 PowerPoint slides 1-20.



Begin by displaying slides 1-7 to review and enhance the group's understanding of *Tékponon Jikuagou* concepts. Respond to any questions from the group.

Pause at slide 8 to initiate a triad discussion (small groups of 3 members). As you instruct participants to break into triads, challenge them to be sure that each triad includes at least one woman and one man.

If you find it helpful to provide a sample response from past workshops, you may mention...

Exemple for #1 – women working, how we treat our daughters or sons differently according to social roles, how we deviate from traditional roles in our marriage.

Exemple for #2 – friends, in-laws, spouses, etc.

Give the triads a time check when five minutes remain for their discussion. When they've finished, reconvene the plenary and ask two or three volunteers to share their examples.

Return to the Day 2 PowerPoint slides, beginning with slide 9, to introduce the ways that projects use networks for social influence. See the speaker notes for each slide. Check for understanding along the way.

D. The Five *Tékponon Jikuagou* Components (45 m)

Tell participants that they will dig in a bit deeper on the relationship between *Tékponon Jikuagou* components and how they incorporate critical reflection and social network diffusion approaches.

Ask participants to count off by five and re-organize themselves to sit within those groups. Assign one *Tékponon Jikuagou* component (social mapping, etc.) to each work group. Then, explain the two questions to discuss.

Ask if participants are clear on the instructions and clarify any doubts. Give them a five-minute warning before time expires.

Five *Tékponon Jikuagou* Components – Group Task

Answer the following questions for your component:

1. How does this component encourage critical reflection and dialogue?
2. How does this component use social networks to encourage social diffusion and changes in social norms?

15 min to discuss

Return to the plenary and distribute **Handout 2.2** - How *Tékponon Jikuagou* Components Incorporate Reflective Dialogue and Social Network Diffusion Approaches. Invite each group to share the highlights of their discussion in a five-minute report out. After group 1 reports on social mapping, complement their response with the input provided on **Handout 2.2**. Continue with group 2, then group 3 and so on.

Check if there are any overarching questions or observations about how the components are undertaken in day-to-day community-level work.

E. Group Simulation: Practice with Story Cards (1 hour, 45 min)

Step 1: Introduce the Activity (10 min)

Point out to the participants that we have reached a transition point in the workshop. Up to this point,

EXERCISE - TRIADS

In your own life:

1. Think of an example of behavior in your own life that might diverge from existing social norms
2. Think about WHO in your life might influence you and HOW
 - This could help you not to deviate from norms, or encourage you to act on your own belief despite the norm.
3. Think about how you might influence or mobilize your network to support changing norms against which you struggle.



the participants have been the **receivers** of new information about the *Tékponon Jikuagou*. In this activity, the participants will shift to **multipliers** of information and will prepare themselves to support groups of Catalyzers and Influential Persons.

Story & Activity Cards:

Illustrated cards with narrative, instructions and discussion questions for encouraging reflective dialogue around the social and gender norms that influence family planning use.

As part of that preparation, tell the group that they will preview one of the tools contained in the How-To Guide, specifically the Story & Activity Cards. Ask the participants to retrieve the Story Card set from their packets. Ask whether anyone is familiar with, or has used, these cards in previous work. Review the Instruction Card for Stories with the participants so that they understand how the Story Card is to be used. Check for understanding.

Step 2: Structure and Facilitate the Simulation (1 hour 20 minutes)

Use the simulation task on the flip chart to brief the participants on how the activity will work.

Simulation Group Task

1. Divide into groups of 4-5 members. Groups should be mixed (women/men) and diverse in terms of geography and project area.
2. Once in your group, read over your Story Card and prepare a 10-minute role play where you depict a Catalyzer using the tool with a community group. Note: 10 min will not allow for a full session. Rather prepare a 10-minute “glimpse” into your session.

30 min to prepare role play

Review these instructions with the participants and check for clarity. Assign each group a different Story Card. It will help if you, the moderator, can assign members to diverse working groups ahead of time. Send the groups to work and circulate occasionally to help with time management.

When time has expired, reconvene the plenary. Here, you have a time management decision. Time constraints may not allow for each group to present, so you may have to select two to three groups to share their work. If so, be sure to capture at least one group with each Story Card episode.

Before launching the role plays, inform the participants that you will use a fish bowl approach to gather feedback for the presenters. While one group presents, the other participants will sit around as observers referring to the questions on the Observer Cards to prompt their feedback.

Remind the group that the purpose of feedback is to aid in collective learning. Observers should aim to provide constructive feedback that builds group skills. Distribute an Observer Card to each participant.

Invite the first group to present, reminding them that you will call “time” at the 10-minute mark. Invite observers to share feedback, using the Observer Card as a guide. Repeat as many times as time allows.

Observer Card – Story Card Simulation

- How well did the Catalyzer manage critical reflection and dialogue – facilitation skills, sensitive issues, managing conflict, open questions, good participation?
- Did both men and women participate in the discussion? How was this encouraged?



Step 3: Debrief the Activity (15 min)

Thank the actors for their hard work simulating a community dialogue session. Use the following reminders and questions to summarize the activity:

- These Story Cards, as well as the Activity Cards, are central to integrating *Tékponon Jikuagou* approaches. They encourage participation and reflective dialogue. The use of these cards is not optional; rather, they are an essential component of the project approach.
- In your work to support and coach Catalyzers, it is important that you are well-versed in the Story Card content and approach. Be sure to familiarize yourself with each card.
- Now that you've practiced with the cards, what skills do you anticipate needing in order to coach a Catalyzer?

(Good moment for a tea or stretch break)

F. Definition of Roles and Communication Skills (2 hours)

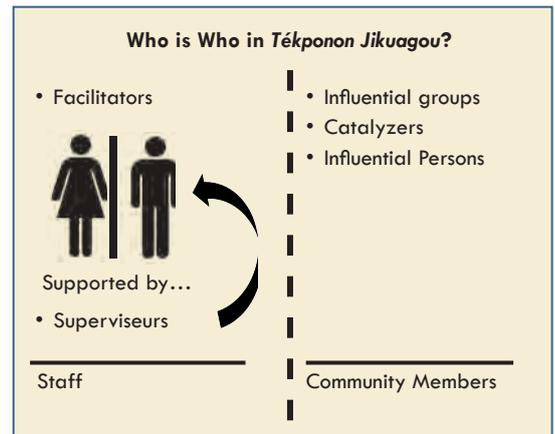
Note to Facilitator: This graphic is illustrative of how *Tékponon Jikuagou* was originally structured, but it could be different depending on staffing structures in the new project.

Step 1: Introduce Tékponon Jikuagou Key Roles (15 min)

Tell the participants that, in this activity, you will consider several key roles within the *Tékponon Jikuagou* approach, and practice communication skills that are essential to these roles.

Use **Handout 2.1 – Who is Who in Tékponon Jikuagou?** to

orient the group to the key actors and groups within the *Tékponon Jikuagou* approach. These include Facilitators and Supervisors on the staff side, as well as Catalyzers, Influential Groups and Influential Persons on the community side. Highlight the relationships between these various actors. Check for questions among the group.



Step 2: Definition of Roles – Catalyzers (45 min)

Tell participants that you will now shift the lens specifically onto two key roles – those of the Catalyzer and the Facilitator – and how they work together. Starting with the Catalyzer, reread the role definition that appears in **Handout 2.1**.

Catalyzer : A member of an influential group who is selected (by group members) for his/her natural leadership qualities. Catalyzers are oriented to use social networks diffusion materials, lead activities, etc.

Ask the group to help you flesh out that role with concrete responsibilities and capture on a flip chart, for example:

Catalyzer Role and Responsibilities

- Using *Tékponon Jikuagou* materials, stimulate critical reflection and dialogue with groups.
- Explore and discuss gender and social norms that contribute to unmet need for family planning.
- Share and demonstrate how activity themes (family planning/gender/fertility/couple communication) affect their own lives.



Once you have added more detail to the Catalyzer role, ask the group what they see as the key responsibilities required for a Catalyzer to be effective in his/her work? Capture responses on flip chart.

If the above points don't emerge from the brainstorm, add them to the list along with the points below:

- Catalyzers lead activities and collect data, but they are volunteers who are not remunerated.
- Catalyzers rely on each other in addition to support from the Facilitator. Catalyzers should provide support to each other and problem solve among themselves.

Step 3: Modeling Key Communication Skills (1 hour)

Begin by underlining the importance of effective communication as a foundation for the Catalyzer's performance. As the final exercise of the day, participants will practice several communication skills as a means of previewing what Facilitators will need to know as they support Catalyzers.

The Facilitators' role is to model for Catalyzers how to read the Stories and conduct the Activities as clearly as possible. When the Facilitator uses good communication skills, the Catalyzer will begin to understand how to be more effective within their groups.

Ask participants "How do we communicate?" List responses on a flip chart which should include:

- Words, facial expressions
- Voice/tone
- Body movement/body language
- Touch
- Eye contact

Ask participants which of these constitute **verbal** communication? Then tick:

- Words
- Tone of voice

Explain that tone displays different emotions, even if the words are the same. The next exercise will help illustrate this point.

Show statement on the bottom of the flip chart "The Director is making a speech".

Distribute one colored card with an emotion written on it to three volunteers.

- Anger
- Boredom
- Fear

Ask each volunteer to "demonstrate" the emotion on his/her card while simply saying the sentence "The Director is making a speech".

Ask the group to guess the emotions. How does the emotion in our voice facilitate learning? Ask how what we say and how we say it helps facilitate learning.

- Simple language
- Repetition
- Pace
- Praise

Summarize by stating that verbal communications refers to what is said and how something is said.

*What do you think are some key **non-verbal** communication skills that a facilitator/Catalyzer can use?*



Write NV next to the “non-verbal” responses from the previous brainstorming flip chart. Responses should include:

- Body language
- Eye contact
- Touch
- Facial expressions

Explain that we communicate our feelings without using words through our eyes, our bodies, our stance, our facial expressions. Let’s see how easy it is to convey emotion nonverbally.

Distribute a different set of colored cards with an emotion written on them to three volunteers and ask the volunteers to “act out” the emotion on their card without using words or sounds.

- Confusion
- Impatience
- Joy

Ask the group to guess the emotion on the card without using words or sounds.

Ask the volunteers and the group:

- Was it difficult to convey feeling without words or voice tone?
- Was it difficult to interpret emotions?
- How can one use or misuse nonverbal communication?

Distribute Handout 2.3 – Key Communication Skills

Tell the participants that now they will preview two communication techniques—the use of **paraphrasing** and **open-ended questions**. If the participants have worked in social mobilization or counseling, they will likely be well-versed in the use of these techniques. Mastery of these techniques is important for Facilitators who will model them, and in turn, for Catalyzers.

Write the following on a flip chart to frame a brief discussion of these two techniques:

| Paraphrasing | Open-Ended Questions |
|--------------|----------------------|
| What? | What? |
| Why? | Why? |

Ask participants what is their understanding of paraphrasing? How would they define it? Then ask, to what end or why does a listener paraphrase statements by a speaker (e.g. the Facilitator and Catalyzer). Jot notes on the flip chart.

Ask participants how we would begin paraphrasing. Responses could include:

- “In other words.....”
- “What I’m hearing you say is that.....”
- “Do you mean that....”
- “So what you’re saying is....”

Next, you and your co-moderator or fellow staff member will do two rounds of a two-minute demonstration of the technique, using an issue that you’ve prepared ahead of time. For example, play a Facilitator and Catalyzer where the Catalyzer has encountered a difficulty in his/her community-based work. Perhaps several vocal community members have been challenging the Catalyzer’s authority. Brief the audience about who you are portraying and a sentence about the issue at hand.



Then demonstrate the skill as follows:

Wrong way:

Catalyzer comes to the Facilitator to explain the challenge faced. Facilitator does no paraphrasing, just listens and at the end says something like, “It sounds like you lack confidence!” (having missed the essence of the Catalyzer’s experience). Call “time” and move to the following situation.

Right way:

Repeat the exact same issue or message, beginning with explanation by the Catalyzer. This time, the Facilitator paraphrases the Catalyzer’s statements periodically. (There are paraphrasing prompts on **Handout 2.3**) At the end of the two minutes, the Facilitator thoughtfully summarizes the Catalyzer’s concern.

Turn to the large group and ask,

- What did you observe here?
- How might you strengthen the Facilitator’s use of the technique?

As needed, feel free to refer to **Handout 2.3** for definitions.

Now to questioning skills. Ask participants what we mean by a “closed question.” Generate responses. Then ask participants for an example of a closed question.

- Examples are: “Do you like mangoes?” or “Did you like this activity?”

Ask participants what we mean by “open-ended” question. Generate responses.

Then **ask** participants for an example of an open-ended question.

- An example is “What do you think about this activity?” or “What happened during this activity?”

Discuss use of open questions in coaching Catalyzers. Why would it be important for Facilitators to use open-ended questions when coaching and providing feedback to Catalyzers?

Using open-ended questions, the Facilitator pull out much more information by asking questions such as:

- Why do you think this is happening?
- How might you approach it differently?
- What kind of support would you like from me to help you resolve...?

Again, elicit participants’ observations and suggestions. Conclude with these points:

- Questioning as a communication tool for facilitating reflection and understanding is a very important skill for Facilitators, both for modeling the behavior with Catalyzers and for successful coaching of Catalyzers.
- Conversation will be much richer, and more reflective conversation can take place when we ask open-ended questions and use paraphrasing to check for our understanding.



G. Daily Reflection (15 min)

Invite the participants to stand up, stretch, or relocate around the room or outdoors if possible. Before they go, ask them to read through reflection questions on the flip chart. Taking 10-15 minutes to reflect on the day's material and draw out some key learnings will help them internalize new knowledge.

Day 2 – Reflection Questions

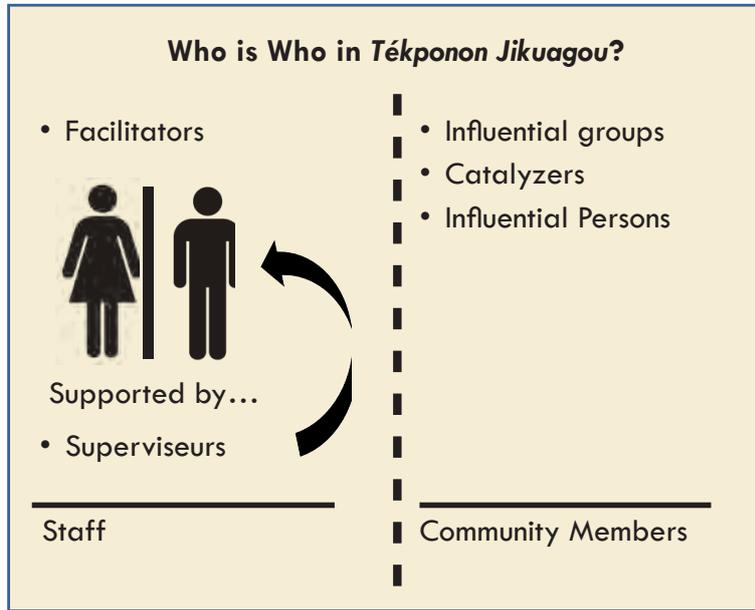
- What have we talked about today that I never thought about before?
- What did we talk about (if anything) that made me uncomfortable?
- What are two or three things I might be able to apply to my work in the community?

Before sending the participants off, make any announcements about Day 3 and remind the Day 2 Feedback Team when you will sit with them.



Handout 2.1

Who is Who in *Tékponon Jikuagou*?



The brief definitions below will help you understand who is who within the context of *Tékponon Jikuagou*.

| | |
|-------------------|--|
| Staff | Facilitators: Field staff or agents who interact with community members. |
| | Supervisors: Staff members who supervise Facilitators. |
| Community Members | Influential Groups: Existing groups (formal or informal) in communities, identified as having particular social influence. After Section 1, we often refer to these simply as ‘groups.’ |
| | Catalyzers: Members of influential groups who are selected (by group members) for their natural leadership qualities. Catalyzers learn to use social network diffusion materials, lead reflective dialogue sessions, etc. |
| | Influential Persons: Individuals identified for their social influence and connectedness. Influential Persons are oriented to spread ideas about family planning, as well as gender and social norms related to reproduction, in the course of their normal activities. Influential Persons may be, but are not necessarily, members of influential groups. |


Handout 2.2

How *Tékponon Jikuagou* Components Incorporate Reflective Dialogue and Social Network Diffusion Approaches

Examples of possible responses for group analysis of the five *Tékponon Jikuagou* components

| Intervention | How does this intervention support reflective dialogue? | How does this intervention use social network diffusion approaches |
|--|--|---|
| Cartographie sociale | <ul style="list-style-type: none"> Encourages community at large to begin talking about how discussions around sensitive issues occur and who influences these behaviors in their community | <ul style="list-style-type: none"> Map social dynamics of communities and identify diffusion patterns Identify marginalized or less-reached people Identify the most connected and influential groups and people |
| Influential groups and Catalyzers | <ul style="list-style-type: none"> <i>Tékponon Jikuagou</i> materials for facilitating regular discussions help catalyze dialogue and reflection about social and gender determinants of family planning use. | <ul style="list-style-type: none"> Identifies strategic groups / leaders of established groups <ul style="list-style-type: none"> Identifies influential groups and encourages members to serve as connectors with others in their community around ideas they are discussing in the group Catalyzers are leaders in their respective groups Snow ball effect – individuals discuss new ideas with others Reconfigures linkages – sometimes new people join group discussions due to general interest |
| Influential Persons | <ul style="list-style-type: none"> Influentials use their position to encourage people to talk about their assumptions and values. Influentials have individual conversations with couples to encourage respect and communication. | <ul style="list-style-type: none"> Opinion leaders Leaders of groups Talk with people, influence and disseminate new ideas |
| Radio | <ul style="list-style-type: none"> Radio structure addresses same themes and discussion questions as those posed in groups and encourages people to discuss these things among themselves. | <ul style="list-style-type: none"> Snow ball effect and the radio itself as an opinion leader <ul style="list-style-type: none"> Radio reaches wide range of population to reinforce discussions happening in groups and with Influentials. |
| Health service linkages | <ul style="list-style-type: none"> Encourages people to discuss questions and concerns with health service providers | <ul style="list-style-type: none"> Reconfigures linkages <ul style="list-style-type: none"> Encourages links between health service providers and community groups and leaders |



Handout 2.3

Key Communication Skills

Non-verbal communication skills

- Maintain eye contact with everyone in the group when speaking. Try not to favor certain group members.
- Stand in front of the group, particularly at the beginning of the session. It is important to appear relaxed and at the same time be direct and confident.
- Move around without distracting the group. Avoid pacing or addressing the group from a place where you cannot be easily seen.
- React to what people say by nodding, smiling, or other actions that show you are listening.

Verbal communication skills

- The questions contained in the Stories and Activities encourage open-ended responses. If a participant responds with a simple yes or no, ask “Why do you say that?”
- Ask other group members if they agree with or have something to add to a statement someone makes.
- Be sure that group members talk more than you do.
- Let group members answer each other’s questions. Ask, “Does anyone have an answer to that question?” (But refer group members bringing up any rumors/myths about family planning to health providers.)
- Encourage group members to speak and provide them with positive reinforcement.
- Paraphrase statements in your own words. You can check your understanding of what group members are saying and reinforce statements.
- Keep the discussion moving forward and in the direction you want. Watch for disagreements and draw conclusions.
- Reinforce statements by sharing a relevant personal experience. You might say “That reminds me of something that happened last year when we were discussing family planning...”
- Summarize the discussion. Be sure that everyone understands the main points.

Paraphrasing

Definition: Paraphrasing is repeating to the speaker the meaning of what she has said, but in your own words. It is a way of checking to make sure you have understood emotionally and intellectually what the person is saying.

How do I practice paraphrasing as a Facilitator?

Do lots of paraphrasing. At first, it might appear forced or awkward. Vary the phrases you use to introduce a paraphrase. For example:

- So.....
- If I hear you correctly.....
- What I’m hearing is.....
- It sounds like you are saying.....
- Let me see if I understand you correctly....
- You seem to be saying.....



What can happen if I don't paraphrase correctly or don't do it?

If you do not paraphrase enough, you risk misinterpreting what is on your Catalyzer's mind, and the Catalyzer may fail to see important aspects of the problem. If the person being coached says, "Why don't you just listen instead of doing all this paraphrasing?" You can say, "I need to make sure I understand correctly what is on your mind." Then vary the way you paraphrase.

Open- versus close-ended questions

Definition

- Closed questions are those that can be answered **yes** or **no** with one word. Asking closed questions usually signals that you have gotten the information you need from a single answer.
- Open questions are questions that invite discussion or need more than a couple of words for an answer. They open up a topic or elicit more information. For example, "What other ways could that work?" or "What else can you tell me about that issue?"



3

ORIENTATION: DAY 3

MAIN THEMES

- Reviewing gender as it applies to *Tékponon Jikuagou*
- Integrating *Tékponon Jikuagou* into our current projects

LEARNING OBJECTIVES

By the end of the session, participants will:

- Consider a gender synchronization approach and how it applies to engaging men while promoting women's empowerment via family planning activities.
- Preview and practice with *Tékponon Jikuagou* Activity Cards as a tool for reflective dialogue.
- Familiarize themselves with the three initial components of the *Tékponon Jikuagou* approach and propose immediate next steps for launching them.

DURATION

5 hours, 5 minutes

SESSION OVERVIEW

| | ACTIVITY | DURATION |
|----|---|----------------|
| A. | Review of Day 2 | 15 min |
| B. | Revisiting Gender as it Relates to <i>Tékponon Jikuagou</i> | 45 min |
| C. | Practice with Activity Cards | 1 hour, 45 min |
| D. | Preparing for Project Interventions | 2 hours |
| E. | Committing to Gender and Social Equity | 20 min |

HANDOUTS AND MATERIALS

- Print Day 3 slides formatted as a handout for note-taking
- **Handout 3.1 – Gender Synchronization: A Definition**
- **Handout 3.2 – Practice with *Tékponon Jikuagou* Activity Cards - Group Instructions**
- **Handout 2.1 – Who is Who in *Tékponon Jikuagou*, for use in Activity D**

MODERATOR PREPARATION (prior to the session)

1. Transfer the learning objectives to a flip chart in large print that allows the audience to view them clearly.
2. Familiarize yourself with contents of **Handouts 3.1** and **3.2**.
3. Prepare a flip chart with orientation review/reflection questions. See flip chart icon in **Activity F**.

ACTIVITIES

A. Review of Day 2 (15 min)

Welcome the participants to the final day of the staff orientation. Review Day 3 themes and learning objectives (on flip chart) and walk through the agenda for the day. Ask for help in synthesizing some of the key learning points from Day 2. Invite volunteers to share new ideas and possible applications of learning from their journals.

1. Gender in our personal lives and work: Does anyone have reflections on this theme from yesterday's work? Would you like to share something from your journals? (Allow for discussion)
2. Next, we will review the *Tékponon Jikuagou* concepts and components of the intervention package. Can one volunteer for each intervention explain to us how this intervention reflects the core project concepts of unmet need, social networks, and critical reflection and dialogue?
 - a. Engage communities in social mapping
 - b. Support influential groups in reflective dialogue
 - c. Encourage influential individuals to act
 - d. Use radio to create a supportive environment
 - e. Link family planning providers with influential groups
3. Role of the Catalyzers: Finally, check to see if there are any questions or concerns about partner implementer roles as they relate to those of Catalyzers and Facilitators. Check to determine if there are concerns about accomplishing these roles.

B. Revisiting Gender as it Relates to *Tékponon Jikuagou* (45 min)

Step 1

To introduce this activity to participants, remind them of the work they've completed on identifying the role gender plays in their own lives and perceptions. Now we will focus on how gender norms and roles influence the outcomes of a family planning project such as *Tékponon Jikuagou*.

Step 2

Use the Day 3 slide presentation *Revisiting Gender* to generate ideas about gender issues that either impede or enable desired project results.

Pause at slide 3 to launch a brief brainstorm, posing this question to the group. Have a co-facilitator capture responses on flip chart. Then, share the content of slides 4-5 to complement the participants' ideas.

Repeat the exercise with the discussion question on slide 6, and have the co-facilitator record participants' comments on a flip chart. Fill in with content from slides that follow.

Finally, pose the question on slide 8 (right). Fill in with content from slides that follow.





Step 3 – Gender Synchronization

Distribute **Handout 3.1 – Gender Synchronization: A Definition**, and give participants a few minutes to read it through, or invite a volunteer to read it aloud.

Use slides 10-12 to introduce the concept of a gender-synchronized approach to community development work.

C. Practice with Activity Cards (1 hour, 45 min)

Step 1: Introduction (35 min)

Introduce the activity by noting that now we will shift back to previewing an additional tool within the *Tékponon Jikuagou* package, with an eye towards understanding how Catalyzers will use it and how Facilitators will support its use. Ask participants to pull the set of Activity Cards out of their folder. Point out that the Agree/Disagree Activity Card is a variation of the values clarification activity they did on Day 1.

Step 2: Practice in Groups (1 hour)

Form small groups of four to five participants – mixed by sex, organization, and geography. Each group should read the activity through and prepare a role-play to demonstrate this activity. They will select a person to be the Catalyzer and others to be community members.

Distribute **Handout 3.2 – Practice with Activity Cards - Group Instructions** and read through it carefully with the audience. If the instructions are clear, assign one Activity Card to each group without repeating any card. Set the expectation that the purpose of the role play is not to depict an entire session. Rather, each group will immerse us in the use of their card and how a Catalyzer launches the activity.

Inform the groups they have 30 minutes to prepare, and encourage them to begin. Circulate with time checks as needed. After 30 minutes, invite the groups back to the “fish bowl” plenary inviting as many groups to present as time allows.

After each presentation, take five minutes of feedback from the observers in the audience using the following observation topics taken from the handout.

1. How well did the Catalyzer (actor) cultivate critical reflection and dialogue by:
 - Modeling good facilitation skills
 - Addressing sensitive issues
 - Managing conflict
 - Using open-ended questions and paraphrasing
 - Drawing out quieter participants
 - Assuring participation of both women and men

Step 3: Conclusion (10 min)

Wrap up the practice by walking through Activity Cards that were not acted out. Offer the following





reminders to the participants:

- These cards represent core materials for integrating the *Tékponon Jikuagou* approche, along with Story Cards.
- Familiarize yourself with each of the cards, as your job will be to support and coach Catalyzers to facilitate these discussions.

Activity D. Preparing for Project Interventions (2 hours)

Step 1: Introduction (20 min)

Begin this activity by telling the participants that we will now dive into the first three project interventions presented in the **How-To Guide**. Ask them to pull out their copies of the How-To Guide and refer to **Sections 1-3**. It may be helpful to display the following on a flip chart:

| Preparation for <i>Tékponon Jikuagou</i> Project Interventions | | |
|--|------------------------|-------------------------------------|
| Community mapping | Reflective discussions | Activities with Influential Persons |

Step 2: Community Mapping (1 hour, 40 min)

Present slides 14 – 26 from Day 3 slides, using speaker notes where available. Remind participants that we talked yesterday about some of the social norms they adhere to, and how their social networks influence their behavior. Ask participants for examples from their own social groups or networks. Record on flip chart as they list those networks.

Pose the questions that appear on slide 26. Separate participants into groups according to their organization. Each group should answer the following questions:

- Do you think the groups and people you currently work with would emerge as influential groups and Influential Persons in the validation process? Why or Why not?
- What are the first two steps of community mapping?

Participants may use the Guide to Social Network Mapping as a reference.

When the groups have finished discussing, ask each group to report out on next steps and who will be responsible to implement those steps. Recommend that Supervisors take notes since this may provide direction for planning with the staff.

Role of Facilitators

Now we will speak of the role of the Facilitators in the same way that we did for the Catalyzers yesterday. Repeat the brainstorming exercise for the role of the Facilitator. Reread the role definition that appears in **Handout 2.1**.

Facilitator: Field staff or field agents who interact with community members.

To flesh out the role, ask participants to see the five components of *Tékponon Jikuagou* (visual) and ask them to reflect on key responsibilities, particularly with regard to component 1 (Engage Communities in Social Mapping) and 2 (Support Influential Groups in Reflective Dialogue).

Record their observations, and then add the following items on a flip chart if they have not been identified by participants.

**GROUP DISCUSSION QUESTIONS –
COMMUNITY MAPPING**

Do you think the groups and individuals with whom you currently work will be recognized as influential groups during the validation process? Why or why not?

Detail out the next 2 or 3 steps for implementation of community mapping



Facilitator Role and Responsibilities

- Undertake community social mapping
- Present *Tékponon Jikuagou* in the villages
- Answer questions Catalyzers may have about the documents provided: how to use them, when, how and where, etc.
- Provide long-term support for Catalyzers throughout the duration of program implementation
- Listen to difficulties encountered by the Catalyzers when using the documents
- Troubleshoot with Catalyzers to identify and remove barriers to using the documents
- Gather information on how the groups respond to the documents, how the community responds to these documents, and the track the data
- Provide feedback to Catalyzers on their observations, compliment them on their work, suggest ways to improve the use of documents, facilitate discussions, etc.
- Demonstrate how to use the materials with the groups, illustrate positive behavior related to family planning, positive social change

Use the following key points to make the transition to coaching and communication skills:

Catalyzer are volunteers. They have their own motivations for wanting to participate in *Tékponon Jikuagou*, but Facilitators have a responsibility to encourage and support Catalyzers so that they have the desire to continue to participate.

While Catalyzers undertake activities and collect data on behalf of *Tékponon Jikuagou*, they are not employees and are not paid. This means that Facilitators will not act as Supervisors, but as coaches who can help solve problems and encourage Catalyzers to stay motivated and full of energy. It is imperative that Facilitators create a rapport with Catalyzers in order to establish open and constructive communication, help resolve problems, and stay committed.

Emphasize that the concept of coaching for a project is still new to us, but *Tékponon Jikuagou* has a Guide for coaching Catalyzers which will be presented during the Facilitator training. Tell participants to think of a sports coach or a volunteer who helped them in the past, and how he did it. The complexity is to support and enable effective performance even though the relationship between the Facilitator and the Catalyst is neither formal, professional nor defined.

Activity E. Committing to Gender and Social Equity (20 min)

In this final activity of the orientation, highlight for participants that we began the three days with gender and will end with gender and social inclusion. We would like to wrap up the meeting with a final commitment to *Tékponon Jikuagou's* aims in terms of gender and social equity.

Display slide 31 with the following statement:

Pose the question to the group: Do we agree with this statement – why or why not?

Encourage discussion or elaboration on the statement. Ask how the statement applies to issues of vulnerability, violence, poverty, and marginalization.

IMPLICATIONS FOR TJ?

With the gender-synchronized programs, we try to create less rigid and more diverse norms, so that each person can become the person that he or she wishes to be.



Incorporate the following points, as you see fit, to conclude the discussion:

- Personal reflection and transformation are an ongoing process. We are socialized to uphold norms, but we can also change. An ongoing process calls for ongoing reflection. How might we incorporate periodic reflection into our standard project activities? As part of monthly meetings?
- The existing interplay between social/gender norms and family planning behaviors – can we change one without changing the other?



Handout 3.1

Gender Synchronization: A Definition

Much good work has been done in gender-transformative programs with one sex or the other. But more could be accomplished by working in a synchronized manner with both sexes. What is generally missing from every single-sex approach is the broader awareness of how gender norms are reinforced by everyone in the community. Both men and women shape and perpetuate gender norms in society and therefore, true social change will come from work with both sexes using **gender-synchronized approaches**, which are defined as follows:

“Gender-synchronized approaches are the intentional intersection of gender-transformative efforts reaching both men and boys and women and girls of all sexual orientations and gender identities. They engage people in challenging harmful and restrictive constructions of masculinity and femininity that drive gender-related vulnerabilities and inequalities and hinder health and wellbeing.

...Gender-synchronized approaches seek to equalize the balance of power between men and women in order to ensure gender equality and transform social norms that lead to gender-related vulnerabilities. Their distinctive contribution is that they work to increase understanding of how everyone is influenced and shaped by social constructions of gender. These programs view all actors in society in relation to each other, and seek to identify or create shared values among women and men, within the range of roles they play (i.e., mothers-in-law, fathers, wives, brothers, caregivers, and so on) – values that promote human rights, mutual support for health, non-violence, equality, and gender justice.”

Source:

Adapted from *Synchronizing Gender Strategies: A Cooperative Model for Improving Reproductive Health and Transforming Gender Relations*, Margaret E. Greene and Andrew Levack, (IGWG), 2010, p.5



Handout 3.2

Practice with *Tékponon Jikuagou* Activity Cards – Group Instructions

In your group:

1. Read through your assigned Activity Card.
2. Prepare a brief role-play (7-10 minutes) to demonstrate how Catalyzers would use this Activity Card in a community setting. Select one person to act as the Catalyzer; others will portray group participants.

You have 30 minutes to prepare your role-play. Of course a real-life session would take longer than 30 minutes to complete. The purpose of this exercise is simply to preview for the audience how the activity should be approached.

Note that time may not allow for each group to present.

When you are in the audience observing another group:

Please observe the presentation actively, considering the following criteria as you watch:

1. What are the key themes or issues identified in this activity?
2. How well did the Catalyzer (actor) cultivate critical reflection and dialogue, for example:
 - Modeling good facilitation skills
 - Addressing sensitive issues
 - Managing conflict
 - Using open-ended questions and paraphrasing
 - Drawing out quieter participants
 - Making sure that both men and women participate
3. How well did both men and women participate? If you see room for improvement here, what might you do differently?



TOOLS:

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TÉKPONON JIKUAGOU ORIENTATION (DAY 1)

TÉKPONON JIKUAGOU ORIENTATION (DAY 1)
 USING SOCIAL NETWORKS TO ADDRESS UNMET NEED FOR FAMILY PLANNING




ORIENTATION TO KEY CONCEPTS

1. Unmet need, including the influence of social factors that prevent people who want to space births from acting
 - Social Norms
 - Gender
2. Social Networks
3. Reflective dialogues

UNMET NEED

UNMET NEED

WHAT DOES UNMET NEED MEAN?

HOW COULD SOCIAL BARRIERS INFLUENCE PEOPLE TO ACT (OR NOT) ON THEIR UNMET NEED?

Social Barriers



Barriers arise when social norms hinder people's ability to discuss, seek and use FP methods - or indeed, understand their need for FP. Social norms are all factors (acceptance, inclusion, stigma, exclusion) which adhere to, or diverge from a specific social value.

SOCIAL BARRIERS

How might social barriers influence someone who wants to space births to prevent him or her from acting?

How do social barriers differ between men and women?



GENDER

Social, cultural and economic attributes, as well as opportunities that society confers as a result of being a man or woman.

GENDER

How could gender influence someone who wants to space births and prevent him or her from acting?

How does the influence of gender differ between men and women?

UNMET NEED DEFINED:

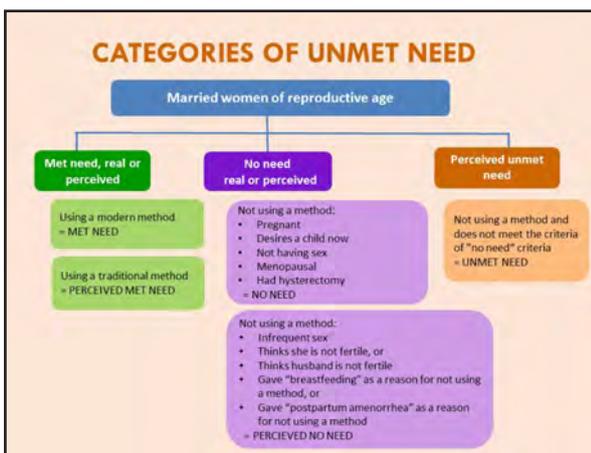
A woman who...

- Is not pregnant
- Wishes to avoid or delay pregnancy
- Perceives she is at risk of becoming pregnant
- Uses no method of contraception (modern or traditional)

UNMET NEED DEFINED:

A man who...

- Does not have a pregnant wife
- Wishes to avoid or delay pregnancy
- Perceives that his wife may become pregnant
- Uses no method of contraception (modern or traditional)



KEY FINDINGS: UNMET NEED

- Segmentation of programs to meet the needs of those who have unmet need AND perceived unmet need
- Meeting the needs of users of traditional methods
- Helping women and men correctly assess the risk of pregnancy



SOCIAL NETWORKS

WHY A SOCIAL NETWORK APPROACH?

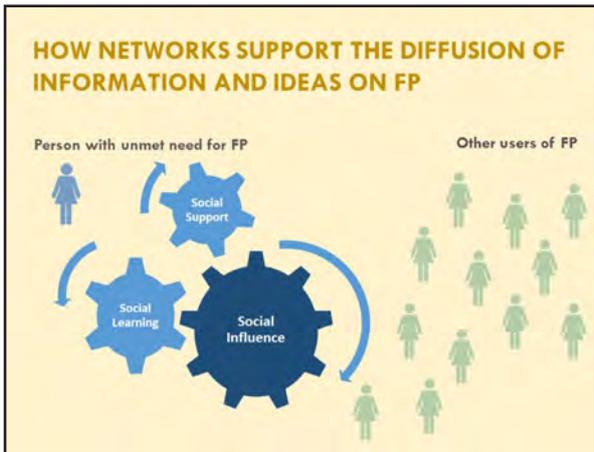
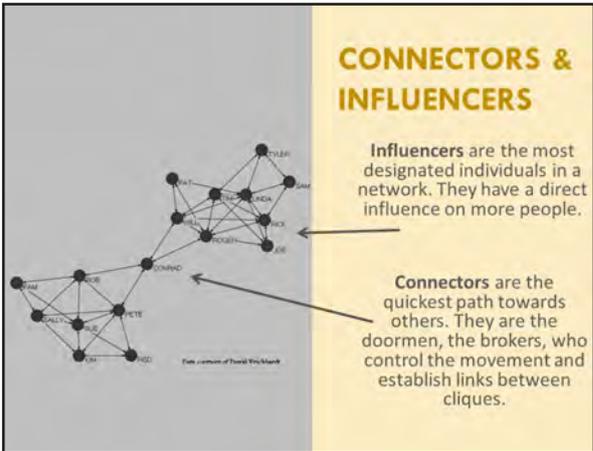
Research shows that social barriers are the main factors contributing to unmet need for FP

People talk with, learn from, and receive information from others

Therefore, social networks can influence and support the diffusion of information and new ideas about FP

SOCIAL NETWORKS INFLUENCE DIFFUSION THROUGH ...

| | |
|--|---|
| <p>Social Learning</p> <p>Network members exchange ideas and information; they assess the advantages and disadvantages of an innovation</p> | <p>Social Influence</p> <p>Network members serve as "guardians" of social norms to ensure authorization and avoid conflict</p> |
|--|---|



ORIENTATION ON KEY CONCEPTS: REFLECTIVE AND PARTICIPATORY DIALOGUES



WHY THE APPROACH OF REFLECTIVE AND PARTICIPATORY DIALOGUES?

Most causes of unmet need relate to social norms and gender:

- Couple communication and decision-making
- Social and community stigma related to the use of FP
- Women may have no control over fertility choices

WHY THE APPROACH OF REFLECTIVE AND PARTICIPATORY DIALOGUES?

- Individual behavior is often determined by social norms
- Social norm change depends on opportunities to reflect personally and with others on these norms, which can be beneficial for all



REFLECTIVE AND PARTICIPATORY DIALOGUES

Create "safe" spaces for dialogue so that men and women may reflect on social factors relating to important decisions in their lives, such as discussions between couples about family planning and the power dynamics between men and women and their role in these decisions.

TWO COMPLEMENTARY APPROACHES

Social Network Approach

Using men's and women's interpersonal connections to disseminate new ideas and influence

Reflective & Participatory Dialogue Approach

Assures that the flow of ideas contain attitudes, values and norms that support the use of FP by individuals who want it

WHAT CHARACTERIZES THE TJ APPROACH COMPARED TO CONVENTIONAL DEVELOPMENT OR IEC PROJECTS?

YOUR CURRENT PROJECTS

- Do they address social barriers? Which ones? How?
- Do they incorporate a gender approach? How?
- Do they use social network approaches? How?



WHAT DIFFERENTIATES THE TJ APPROACH FROM OTHER CONVENTIONAL DEVELOPMENTS OR IEC PROJECTS?

| TJ | CLASSICAL PROJECTS |
|--|--|
| Aims to change the flow of information and social influence | Focuses on the behavior of individuals |
| Uses groups to reach leaders AND connectors with information | Prioritizes improving the quality and availability of services |
| Uses reflection and critical dialogue to alter mindsets and achieve change | Uses messages and information to convince people to adopt expected behaviors |
| Includes men too | Often focuses exclusively on women of childbearing age |

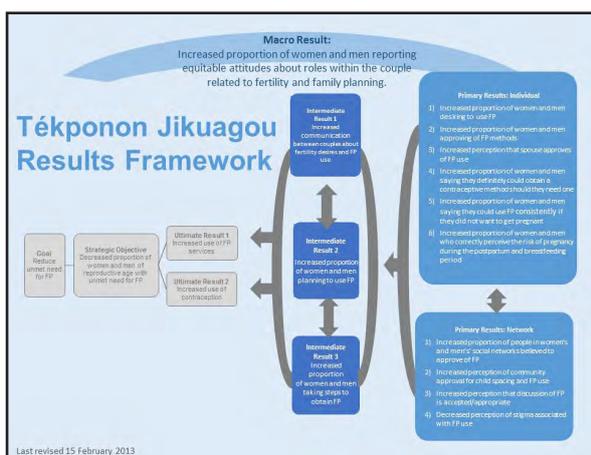
EXERCISE:

AGREE / DON'T AGREE

THE TJ APPROACH

PROJECT OBJECTIVES

1. Apply a social network analysis framework to assess the influence of social groups.
2. Develop and test interventions with the goal of activating key players in the social network.
3. Expand interventions to other communities (if they prove successful)

KEY RESULTS: PILOT PHASE

1. Diffusion of dialogue through social networks
2. Men and women are engaged in discussions and may disseminate ideas about FP
3. Elimination of barriers to talking about FP and unmet need
4. Awakens interest in couple communications
5. Creates a demand for FP services



SOCIAL NETWORK APPROACH

Encourage Critical Reflection and Dialogue

1. Strategically targeted groups
2. Leaders of established groups
3. Snowball effect
4. Opinion leaders
5. Reconfiguration of links

Source: Valente 2010

INTERVENTION COMPONENTS

- 1 ENGAGE COMMUNITIES IN SOCIAL MAPPING
- 2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE
- 3 ENCOURAGE INFLUENTIAL INDIVIDUALS TO ACT
- 4 USE RADIO TO CREATE AN ENABLING ENVIRONMENT
- 5 LINK FP PROVIDERS WITH INFLUENTIAL GROUPS

1 ENGAGE COMMUNITIES IN SOCIAL MAPPING

- Participatory tools to identify influential groups / individuals
- Through participation, groups and influentials become catalyzers for discussion and change

2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE

3 ENCOURAGE INFLUENTIAL INDIVIDUALS TO ACT

INFLUENTIALS ORIENTATION:

- FP in your community
- Vision - obstacles to the use of FP
- Update on activities
- Gaps and challenges: how can you help?



INFOGRAPHIC ON THE ROLE OF INFLUENTIALS

Example of an infographic which shows the lack of community discussion about FP by community leaders

WHY?

...has heard a leader discuss family planning

4 USE RADIO TO CREATE AN ENABLING ENVIRONMENT

During the last year, 1 out of 16 women...

...have gone to a health center to get family planning.

5 LINK FP PROVIDERS WITH INFLUENTIAL GROUPS

EACH ONE INVITES 3 CAMPAIGN

- Invitation cards are given to group members, community health workers, and Influentials.
- These people begin discussions with friends and relatives who do not use FP.
- These same people offer the invitation cards to friends and relatives and encourage them to go to the health center.

We discuss family planning together. We went to the health center to obtain safe and effective method to have the number of children that we want, when we want them. We are satisfied with our decision.

You are invited to the health center to get more information about family planning.





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TÉKPONON JIKUAGOU ORIENTATION (DAY 2)

TÉKPONON JIKUAGOU ORIENTATION (DAY 2)
 RE-EXAMINING UNMET NEED, SOCIAL NETWORKS AND SOCIAL DIALOGUE

5 in 10 women are at risk of an unwanted pregnancy.

Why are they at risk?

UNMET NEED DEFINED:

A woman who...

- Is not pregnant
- Wishes to avoid or delay pregnancy
- Perceives she is at risk of becoming pregnant
- Uses no method of contraception (modern or traditional)

DIFFERENT CATEGORIES OF UNMET NEED

- ✓ She admits she would like to use family planning to avoid pregnancy but has no access
 - Social barriers
 - Stigma
 - Availability of services
 - Cost
- ✓ She does not want to get pregnant but thinks she is not at risk
 - Ineffective methods, including breastfeeding
 - Infrequent sexual activity
- ✓ Previous bad experience with family planning
 - Wishes to avoid pregnancy but does not see an alternative

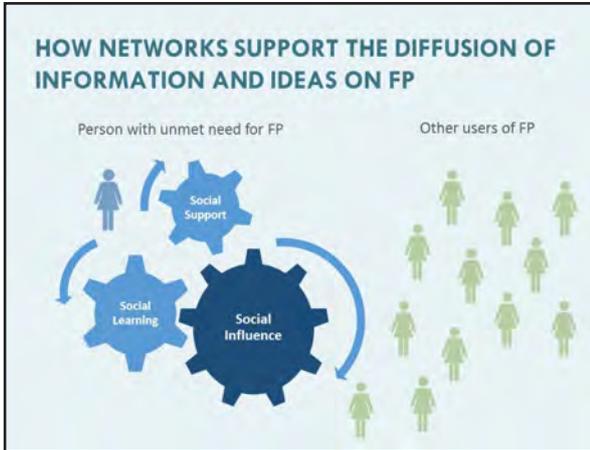
REMINDER – TWO COMPLEMENTARY APPROACHES

1. Social network approach: dissemination channels and influence
2. Dialogue and reflection approach: Ensure that the "content" represents the attitudes, values and norms that support family planning use for those who want it

PARTICIPATORY AND REFLECTIVE DIALOGUE

Create spaces for iterative dialogue to express alternative ways of thinking, being and feeling about sexual and reproductive health, gender and power dynamics

Facilitate community member efforts to initiate and support thinking and acting on issues and norms that affect them and their communities by recognizing different opinions.



EXERCISE - TRIADs

In your own life:

1. Think of an example of behavior in your own life that might diverge from existing social norms
2. Think about WHO in your life might influence you and HOW
 - This could help you not to deviate from norms, or encourage you to act on your own belief despite the norm.
3. Think about how you might influence or mobilize your network to support changing norms against which you struggle.

HOW CAN PROGRAMS USE SOCIAL NETWORKS FOR THE LEARNING AND INFLUENCE?





4 EACH PERSON INVITES OTHERS "SNOWBALL EFFECT"

5 RECONFIGURATION OF LINKS

INTERVENTION COMPONENTS

- 1 ENGAGE COMMUNITIES IN SOCIAL MAPPING
- 2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE
- 3 ENCOURAGE INFLUENTIAL INDIVIDUALS TO ACT
- 4 USE RADIO TO CREATE AN ENABLING ENVIRONMENT
- 5 LINK FP PROVIDERS WITH INFLUENTIAL GROUPS

SOCIAL MAPPING

Participatory approach WITH the community to identify influential groups, group leaders and opinion leaders within the community.

INFLUENTIAL GROUPS AND GROUP LEADERS

Leaders of influential groups (Catalyzers) facilitate critical reflection and dialogue within their groups using TJ materials.

Project Facilitators guide and coach these Catalyzers to become true moderators of dialogue.

INFLUENTIALS

Influentials recognize the problems associated with unmet need for family planning, and undertake to facilitate change within their communities according to their spheres of influence.

Project Facilitators work with Influentials to orient them and encourage action.




RADIO

Radio programs are developed using TJ stories as discussion materials. In this way, radio discussions reinforce group discussions.



LINKS WITH HEALTH SERVICES

The project encourages links between health workers and Influentials within the community through:

1. The "Each One Invites Three" campaign which encourages people to seek advice on family planning in health centers.
2. Encouraging contact with health workers when they are in the community.
3. Participation of health workers at the Catalyzers and Influentials orientations.



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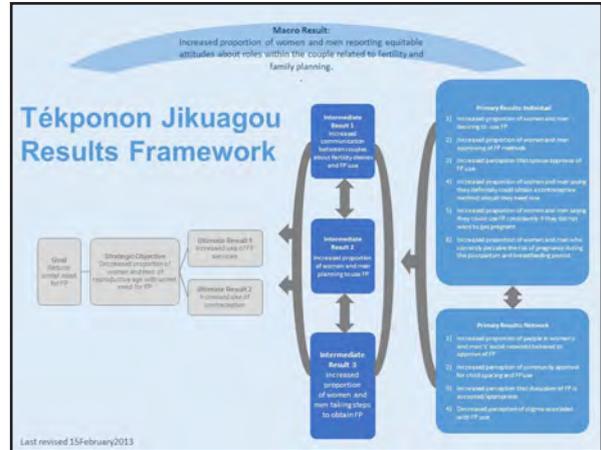




TÉKPONON JIKUAGOU ORIENTATION (DAY 3)

TÉKPONON JIKUAGOU ORIENTATION (DAY 3)

RE-EXAMINING GENDER



BRAINSTORMING

WHAT GENDER NORMS IN OUR COMMUNITIES INFLUENCE THESE VARIABLES?

GENDER BARRIERS THAT INFLUENCE USE OF FAMILY PLANNING (ACCORDING TO TJ RESEARCH)

| | |
|----------------------|--|
| 8% women 17% men | Believe that women who use FP have multiple sexual partners |
| 47% women 72% men | Believe that a woman must have her husband's approval to use FP |
| 89% women 78% men | Believe that it is a woman's responsibility to bring up the subject of FP with her husband |
| 25% women 27% men | Believe that if a husband discovers that a woman is secretly using FP, he will beat her |

OTHER GENDER BARRIERS: BELIEFS

- Men who allow their wives to use FP are weak/ controlled by their wives.
- Men are not concerned with obtaining information about FP.
- Health providers must have the husband's permission before giving a woman a FP method.
- A man must have many children to be respected within the community.

BRAINSTORMING

WHAT MOTIVATES WOMEN TO USE FAMILY PLANNING?



GENDER FACTORS SUPPORTING FAMILY PLANNING - WOMEN

- Women who uses FP have more time to pursue revenue-generating activities.
- Women talk easily about FP with other women in their social network.
- A woman who uses FP has better health and can take better care of her children.



BRAINSTORMING

WHAT MOTIVATES MEN TO USE FAMILY PLANNING?



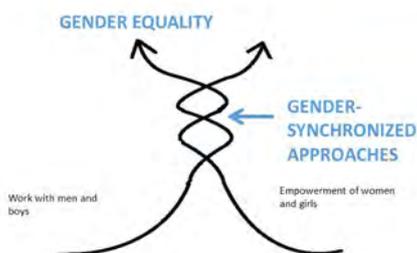
GENDER FACTORS SUPPORTING FAMILY PLANNING - MEN

- The family's financial well-being.
- Better availability of the woman for the family.
- Greater availability of the woman for sexual relations.

IMPLICATIONS FOR TJ?

With the gender-synchronized programs, we try to create less rigid and more diverse norms, so that each person can become the person that he or she wishes to be.

GENDER-SYNCHRONIZED APPROACHES



ELEMENTS OF GENDER EQUALITY

FLEXIBLE GENDER ROLES

Promote mutual understanding of the two sexes in an intentional manner

Equality in the balance of power and the pursuit of gender justice

Freedom from violence

Human rights for women and men



DISCUSSION IN TWO GROUPS

Group A – Engagement of Men

List a few barriers to engaging men in FP.

List a few ideas to overcome these barriers, and reach a « gender synchronized » approach.

- i. Who should we target and how can we involve them?
- ii. How can we change the environment to make it more favorable?

Group B – Empowerment of women in reproductive health

List a few barriers to empowering woman in FP.

List a few ideas to overcome these barriers, and reach a « gender synchronized » approach.

- i. Who should we target and how can we involve them?
- ii. How can we change the environment to make it more favorable?

INTRODUCTION TO COMMUNITY SOCIAL MAPPING

COMMUNITY SOCIAL MAPPING – DATA COLLECTION

Participatory identification of key social organizations and community resources, and identification and ranking of influential groups and individuals

Analytical and identification activities meant to ensure multiple social perspectives:

- Women
- Men
- Youth, socially marginalized individuals

GENERATE QUALITY INFORMATION TO GUIDE SELECTION OF PEOPLE TO WORK WITH:



- Get informed on informal leaders
- Gain understanding of the community's social organization
- Identify the most connected and respected groups and individuals

COMMUNITY SOCIAL MAPPING PROVIDES A PRACTICAL INTERPRETATION OF CLASSIC SOCIAL NETWORK MAPPING

SOCIAL NETWORKS → Influential Social Groups

OPINION LEADERS → Influentials

CONNECTERS & INFLUENCERS → Among identified influential individuals and groups



Need for practical tools to quickly identify groups and people for approaches based on social networks

5 STEPS OF THE MAPPING PROCESS



1 COMMUNITY INTRODUCTION

- Meeting local officials to present the project, manage expectations (no compensation) and inspire initial participation
- Prepare for mapping activities



2 COMMUNITY IDENTIFICATION OF INFLUENTIAL GROUPS



1. Name
2. Type of activity
3. Gender
4. Age group
5. Size
6. Meeting frequency
7. Links with other groups
8. Influence

3 SELECTION OF GROUPS WITH DIFFUSION OF POTENTIAL BASED ON COMMUNITY ANALYSIS

Participants review criteria to select potential women's, men's, and mixed groups to participate in TJ

| Group Name | Gender | Meeting Frequency | Diffusion Potential |
|------------|--------|-------------------|---------------------|
| MIAWE | F | XXX | XXX |
| ALOJWE | F | XX | XXX |

GROUP CHARACTERISTICS

SOCIAL NETWORKS – GROUPS AND REFLECTIVE DIALOGUE

1. Work with a limited number of **strategically selected groups** (3 – 6 / Village)
2. The group moderator (Catalyzer) **selected by members** (no compensation)
3. Focus on **reflective dialogue** with expected **diffusion outside** of the main themes
4. The project follows the timing of the group's regular meetings and activities

4 COMMUNITY DEVELOPMENT OF THE SOCIAL MAP AND LISTING OF INFLUENTIALS



Learn about community dynamics and social organization
Identify socially influential individuals, particularly in the fields of health and social welfare

INFLUENTIALS CHARACTERISTICS

SOCIAL NETWORK – INFLUENTIALS AND COMMITMENTS TO ACTION

1. Work with a **limited number** (approximately 5-10 per village) of **Influentials identified by the community** (formal and informal)
2. Authorize Influentials to **identify their own actions and commitments** to address issues relating to unmet need for family planning



5 VALIDATION



G1: Information exchange within group.
 G2: Shared decision-making
 G3: Agreement with shared decision-making

Staff meeting with selected influential groups

- Evaluate family planning behaviors using a series of questions
- Confirm influence in the community through a participatory Venn diagram
- Ensure interest in work on issues relating to unmet need and family planning

GROUP DISCUSSION QUESTIONS – COMMUNITY MAPPING

Do you think the groups and individuals with whom you currently work will be recognized as influential groups during the validation process? Why or why not?

Detail out the next 2 or 3 steps for implementation of community mapping



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INTERVENTION COMPONENTS GRAPHIC

INTERVENTION COMPONENTS

- 1 ENGAGE COMMUNITIES IN SOCIAL MAPPING



- 2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE



- 3 ENCOURAGE INFLUENTIAL INDIVIDUALS TO ACT



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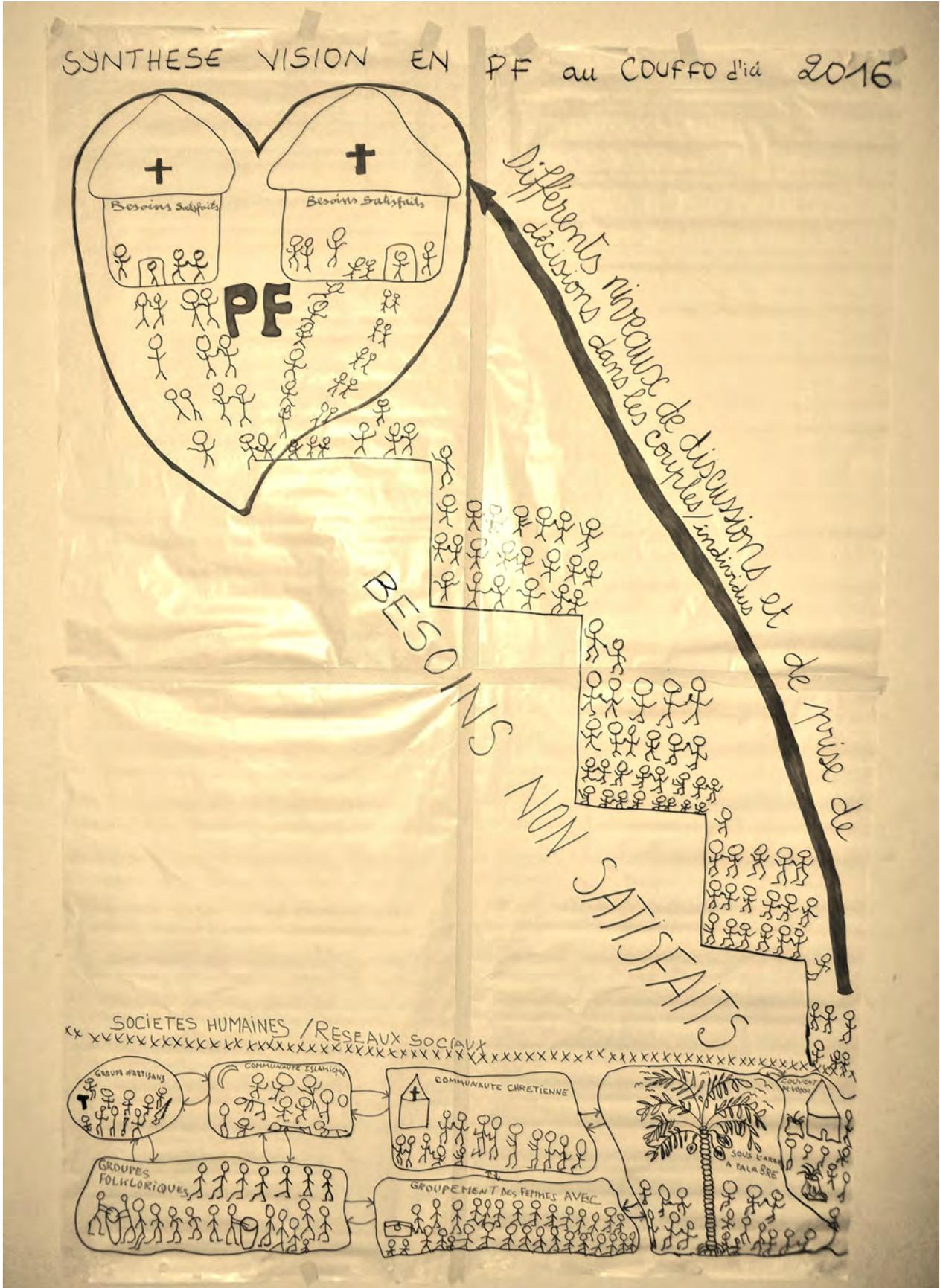


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SOCIAL NETWORKS DIFFUSION VISION CARD





HOW-TO GUIDE FOR SOCIAL NETWORK
DIFFUSION APPROACHES
to Overcome Social Obstacles to
Family Planning Use

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