

ADDITIONAL RESOURCES





CLOSE WITH COMMUNITY CELEBRATIONS

WHY: A community celebration helps all actors understand that the active phase of the social networks diffusion package has come to its intended end. It provides recognition and thanks to the Catalyzers and Influentials who gave their time and energy to make activities successful. It offers a fourth linking activity between communities and family planning providers, and acknowledges the contributions of the latter. And, of course, everybody loves a celebration.

WHEN: Community celebrations close the nine-month implementation period.

Component	Month	1	2	3	4	5	6	7	8	9
Close with celebrations										X

HOW: You will, of course, align your closing celebrations with local customs and protocol. Below are a few elements of the *Tékponon Jikuagou* events that you might wish to copy or adapt.

- **Consolidate:** Rather than hold a celebration in each of the 90 communities where we worked, we held six large events (one per commune or county), each of which gathered about fifteen project villages. Certainly, this was more cost- and time-effective. It also made the events more festive.
- **Invite:** We sent written invitations to traditional and administrative authorities and invited others (Catalyzers, Influentials, family planning providers, radio staff, etc.) via telephone call. It is important to invite family planning providers to the celebrations as the fourth and final “link” between health facilities and project communities.
- **Acknowledge:** *Tékponon Jikuagou* created Certificates of Recognition for Catalyzers and Influentials (sample attached) and made ceremonial presentations during the celebrations. Recipients felt honored, publicly recognized, and motivated to continue discussing family planning in their communities. We also publicly recognized family planning providers for their contributions, and local authorities for their support of the social networks diffusion package.
- **Celebrate:** Provide food and drink according to your budget and local expectations. Consider inviting one or more local performing groups – singers, dancers, etc. – to add to the festivities.
- **Organize:** You may need to provide logistical support to each celebration, especially transportation of participants.

In this section:


- *Tékponon Jikuagou*
Certificates of Recognition

TOOLS:

- *TÉKPONON JIKUAGOU*
CERTIFICATE OF RECOGNITION







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FROM THE AMERICAN PEOPLE



**Tékponon
Jikuagou**

Tékponon Jikuagou
« Contributing to the reduction of maternal and infant mortality »
Certificate of Recognition
[Date] to [Date] in the [Name] Health Zone

Awarded to

Title FirstName LastName

Tékponon Jikuagou Supervisor, [Health Zone]

Signed in [Location], [Date]

Tékponon Jikuagou Coordinator



ADAPT SOCIAL NETWORKS DIFFUSION MATERIALS TO YOUR CONTEXT

WHY: It is important that your materials reflect local culture and customs so that participants can easily understand and accept them. In *Tékponon Jikuagou*, we conducted formative assessments in several villages prior to creating materials such as Story & Activity Cards (Annex A), which reflect Adja communities in Couffo, in southwest Benin.

Your area may differ. People, their clothing, their houses, and their environment may look different from those pictured in our Story & Activity Cards. The social influences that help women and men seek family planning information and services — or hinder them from doing so — may be different where you work. The types of people who influence social customs may be different in your area than in ours.

Therefore, we suggest that you do some simple, formative assessments before you begin using the *Tékponon Jikuagou* materials in this handbook. These assessments will help you determine if you should make adjustments (such as to the type of groups with which you work, or to the contextual information in the Story & Activity Cards) to reflect the context where you are working and resonate with your communities.

As a bonus, you will learn a great deal from doing these assessments. You will be better equipped to effectively implement the social networks diffusion package.

WHEN: Adaptation should be a preparatory activity. You might schedule the formative assessments with social mapping, or have Facilitators and Supervisors do formative assessments as part of their initial staff orientation.

In this section:

- Key Informant Interview Guide
- Participatory Exercises

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

WHAT: While we encourage you to make minor adaptations so that the social networks diffusion package and materials correspond to your local *context*, we urge that you make no changes to *content*. Likewise, please plan to implement *all five components* of the package, in the sequence presented.

HOW: For the assessments, you will choose 3 to 5 villages that seem to represent the diversity of your area, in terms of ethnicity and language, religion and economy. You should plan for 2 to 3 Facilitators to spend a maximum of two days in each village.

You will want to identify and talk to two types of people in each village.

- **Key stakeholders:** Identify 3 to 5 women and men who are engaged in community-level activities such as health services, religious institutions, business or trade, women’s and/or men’s cooperatives, or other organized groups. You will interview these people individually.

■ Married women of reproductive age and men married to women of reproductive age:

It may be easiest for you to identify existing groups, rather than identify individuals and group them for the purposes of the assessment. You will guide these people, in groups, through a series of participatory exercises.

In the following pages, you will find two types of assessment tools, summarized here:

Use this TOOL	...with these PEOPLE	...to gather this INFORMATION
Key Stakeholder Interview Guide	Key stakeholders	The types and composition of groups in the community Social barriers to family planning use such as stigma, and if/how religion or fatalism affects childbearing and family planning choices
Participatory Exercises	Women and men	Where, with whom, and how women and men talk about decisions relating to children and family planning

For the adaptations, find below some ways you might want to make changes to the package based on what you learned from the formative assessments. These sample changes are presented from the most simple to the most complex. Remember that you are *adjusting for context*, but you are not changing story lines, trigger questions or activities.

Story Cards

- Change the names of the characters to names that are more common in your area.
- Change the illustrations of characters' clothing to reflect how women and men dress in your area.
- Change other minor elements as needed. If the assessment shows, for example, that discussions between sisters occur more often under trees than in homes, you might change the story setting and illustrations. Or, if men speak about child spacing more often to brothers than to close friends, you could change the friend character in the story to a brother.

Activity Cards

- Adjust the activities to reflect your communities' beliefs, attitudes, and behaviors towards family planning use. For example, rumors about family planning might be different in your area; you could alter the Activity Card on true-false statements to reflect local beliefs.

Types of groups to select

- The social networks diffusion package asks you to select three groups in every village, and states that one group must be an influential women's group and one group an influential men's group. *This should not change*; however, the type of the third group may vary. If your formative assessment reveals, for example, that young adult groups are particularly influential, then you may decide that the third group should be one of young adults. (In the *Tékponon Jikuagou* project, we decided to select mixed-sex groups as the third village group because they were often socially influential.)

TOOLS:

- **GUIDE TO KEY INFORMANT INTERVIEWS**
- PARTICIPATORY EXERCISES





GUIDE TO KEY INFORMANT INTERVIEWS

PART 1: CONTEXT

1.1	What are the general characteristics of your community? (For example, ethnic groups, religions, community and religious leaders, etc.)
1.2	When you look at how each person is connected in the community, do you notice that: <ol style="list-style-type: none"> You are well-connected You connect groups of people You are not as well-connected as certain members of the community Can you tell me about your role within the community?
1.3	Do you belong to social groups such as tontines, agricultural associations, sport groups, religious groups, or other formal or informal groups? <ul style="list-style-type: none"> IF YES: Tell me more about the groups you mentioned and your role within each of them. IF NO: Thank you, but we are hoping to talk to people who participate in groups. {END OF INTERVIEW}

PART 2: STIGMATIZATION

2.1	Is it easy or difficult to talk about the number of children you wish to have and when you wish to have them in the community? <ul style="list-style-type: none"> In what places is it easy to discuss this issue? With whom? Why it is easier to discuss in these particular places or with these particular people? In which areas it is difficult to discuss this issue? With whom? Why it is more difficult to discuss in these particular places or with these particular people? Is it more or less difficult for women to speak about these issues versus men?
2.2	Can you quickly tell me the words that come to mind to describe a woman using family planning? <ul style="list-style-type: none"> What “type” of woman uses a family planning method? Can you quickly tell me the words that come to mind to describe a man using family planning? <ul style="list-style-type: none"> What “type” of man uses a family planning method?
2.3	Do the people of this community believe that the use of family planning is generally common or rare?
2.4	Do you think that talking about experiences related to family planning is generally seen positively within the community? <ul style="list-style-type: none"> Can you tell me more? What could change this situation?



2.5	<p>Do the majority of women easily talk with other members of their household or family about the fact that they use family planning methods?</p> <ul style="list-style-type: none"> • Why? What could worry them? • With whom is it easy or difficult to discuss family planning? • And MEN? Are they comfortable with this topic? <p>Do the majority of women easily talk with people outside of their family about the fact that they use family planning methods?</p> <ul style="list-style-type: none"> • Why? What could worry them? • With whom is it easy or difficult to discuss family planning? • In what places is it easy or difficult to discuss about it? Why? • And MEN? Are they comfortable with this topic?
2.6	<p>Are people criticized or discriminated against because they use a family planning method?</p> <ul style="list-style-type: none"> • Tell me more. How? What are the things that people say? • Why do they say that? • Who criticizes them? (types of people, for example: women, men, friends, leaders) • Are men and women judged differently for using a family planning method?
PART 3: RELIGION, FATALISM, AND GOD'S WILL	
3.1	<p>Children are at the heart of any family. How do you think a husband and wife decide on how many children they want to have and when they want to have them?</p> <ul style="list-style-type: none"> • IF IT IS THE COUPLE'S DECISION: Who makes that decision? The husband? The wife? Both? • IF THIS DECISION DEPENDS ON SOMETHING OR SOMEONE ELSE: How is this decision made? <ul style="list-style-type: none"> ◦ IF THE RESPONDENT CONSIDERS THAT IT IS "THE WILL OF GOD" OR SOMETHING THAT IS PREDESTINED, ASK HIM OR HER: If the husband or wife nevertheless wish to space births, it is still possible in this case to use a family planning method? • How do religious or spiritual beliefs influence this decision? • What other people are involved or influence this decision? <ul style="list-style-type: none"> ◦ What is their status within the community? ◦ What are their cultural or spiritual beliefs?
3.2	<p>When a couple waits to have a child, what do people say about the reason for this delay?</p>
3.3	<p>What does your religious or spiritual leader say about the size of your family or the number of children you should have?</p> <ul style="list-style-type: none"> • What does he or she say about the use of family planning methods? • How did he or she explain these things? What do you think of his or her views on this matter?
3.4	<p>Does your religion prohibit you from using a family planning method?</p> <ul style="list-style-type: none"> • If so, what methods and why? • What do you think about it personally?



TABLE OF RESULTS: KEY INFORMANT INTERVIEWS

INTERVIEWER: _____

PLACE AND DATE: _____

TOPICS	SUMMARY OF INTERVIEW
PART 1: CONTEXT	
1.1 Detail the characteristics as described by the by the interviewee: <ul style="list-style-type: none"> • Predominant ethnic groups • Predominant religions • Community, religious, or informal leaders, etc. • Environment (rural, urban, peri-urban) • Socio-economic level (literacy rate, economic means, predominant professions, etc.) • Status of women 	
1.2 Describe the characteristics and background of the person: <ul style="list-style-type: none"> • Age • Household composition (spouse, number of children, other members of the household) • Network status (connected, group connector, isolated) • Role within the community • Family planning user? 	
1.3 The groups that he/she belongs to: <ul style="list-style-type: none"> • Formal groups • Informal groups 	
PART 2: STIGMATIZATION	



2.1	Describe the ease or difficulty of speaking about the desired number of children or the time to have them: <ul style="list-style-type: none"> • With whom • Preferred places to talk about this topic and places to avoid • Fears and concerns related to talking about this topic 		
2.2	Description of family planning users <ul style="list-style-type: none"> • Words to describe a family planning user • What “type” of woman uses a method? 	<u>WOMEN</u>	<u>MEN</u>
2.3, 2.4	Describe the frequency of conversations about family planning and how they are perceived in the community		
2.5	Describe the ease or difficulty of speaking about family planning: <ul style="list-style-type: none"> • With members of their family/ household • With other people • Fears and concerns related to talking about this topic • Preferred places to talk about this topic and places to avoid 	<u>WOMEN</u>	<u>MEN</u>
2.6	Describe discrimination against family planning users: <ul style="list-style-type: none"> • How they are criticized (what people say to them, how they are treated) • Who criticizes them? • Differences between criticism of men and women 		



3.1	<p>Describe how the respondent decides on the number of children he or she wishes to have and when to have them.</p> <ul style="list-style-type: none"> • Does the respondent believe that it is a couple's decision? Who in the couple decides? • Who else influences this decision? (stepmother, religious leader, etc.) <p>Describe the influence of religious or spiritual beliefs on this decision.</p> <ul style="list-style-type: none"> • If the respondent believes that the number and timing of children is granted by "the will of God," does he or she think it is still possible to use a family planning method? 	
3.2	<p>Explain what others say when a couple wait to have a child.</p>	
3.3	<p>Opinions of religious/spiritual leaders on spacing births and use of family planning methods.</p> <ul style="list-style-type: none"> • What do they say about the use of family planning methods? • How do they explain these things? What does the respondent think of these explanations? 	
3.4	<p>What does religion say about family planning methods?</p> <ul style="list-style-type: none"> • What methods are forbidden and why? • What does the respondent think about it personally? 	



TOOLS:

- GUIDE TO KEY INFORMANT INTERVIEWS
- PARTICIPATORY EXERCISES





PARTICIPATORY EXERCISES

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

Steps:

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

Exercise 3: Analysis of causal links and hierarchy of influence

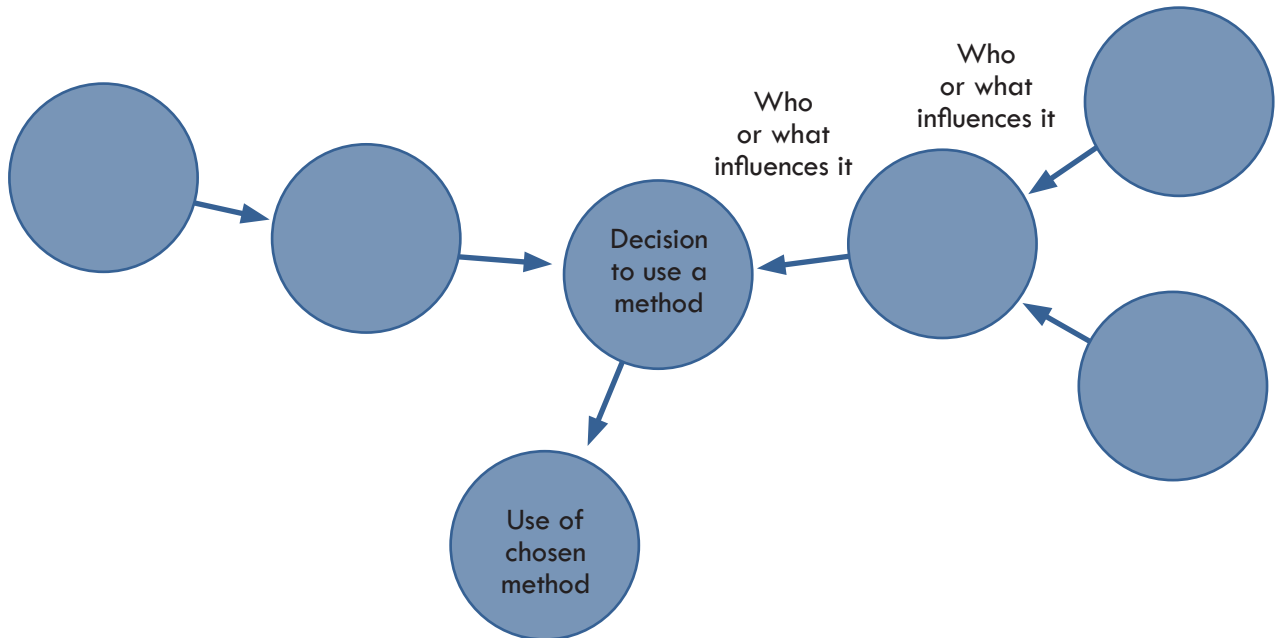
Step 1: Explain to participants that you want them to take a moment to represent the way couples make decisions about use of family planning methods for birth spacing. Ask women and men to work separately on the diagram in order to have different points of view on the issue.

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



Step 3: Ask each group to explain their process.

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



TOOLS TO RECORD INFORMATION LEARNED FROM PARTICIPATORY EXERCISES

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

Village name / date: _____ / _____

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

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

Places of discussion — WOMEN	Discussion topics — WOMEN
Places of discussion — MEN	Discussion topics — MEN



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

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


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

Village name / date: _____ / _____

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

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

Type of person	Types of discussion/topic



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

Village name / date: _____ / _____

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

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

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



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

Village name / date: _____ / _____

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

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

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



Exercise 3: Analysis of causal links and hierarchy of influence

Village name / date: _____ / _____

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

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



Exercise 3: Analysis of causal links and hierarchy of influence

Village name / date: _____ / _____

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

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



vi

MONITOR, EVALUATE, LEARN

WHY: Monitoring is vital for tracking planned activities, detecting problems, and finding solutions. For example, review of monitoring data may lead you to ask “Why are men’s groups less active than women’s groups?” or “Why are some *arrondissements* late with their social networks mapping?” A field visit may be needed to understand the issues. Later, Supervisors and Facilitators may need to make adjustments so activities can be implemented as planned.

WHEN: Systematic collection of monitoring data occurs across *all nine months of implementation*. It begins with social mapping (Section 1) and continues up until the community celebrations (Section iv). All five components of the social networks diffusion package will be accompanied by some level of activity monitoring. We recommend that each Supervisor compile monitoring data every month for his/her area, and that project-wide data be compiled at least every two to three months.

WHAT and HOW: Facilitators play the critical role of *gathering activity information* from Catalyzers and Influentials at different points in package implementation. While most data collection is community-based, Facilitators will interact with family planning providers during the EO13 campaign (to troubleshoot, collect invitation cards; see Section 5). Facilitators also compile and pass compiled information to their Supervisors.

In this section:

- Catalyzer Notebook
- Monthly Orientation and Coaching Summary Sheet
- Monthly Mapping Summary Sheet
- Monthly Village Summary Sheet

KEY INDICATORS FOR IMPLEMENTATION OF *TÉKPONON JIKUAGOU*, BY PACKAGE COMPONENT

Component	Indicator	Tool	How will the information be used ?
1. Engage Communities in Social Mapping	<ul style="list-style-type: none"> • Number of villages in which mapping was completed • Number of villages with at least three types of groups (women, men, mixed) • Number of villages with at least five influential persons of both sexes 	Social Network Mapping Reporting Tools (Section 1) Monthly mapping sheet (this section)	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To monitor implementation of the intervention
2. Support Influential Groups in Reflective Dialogue	<ul style="list-style-type: none"> • Number of Catalyzers selected (disaggregated by sex) • Number of Catalyzers oriented (disaggregated by sex) • Number of group discussions on the materials (stories, activities) • Number of people participating in group discussions on the materials (stories, activities) • Number of people who say they talked with others about the materials (stories, activities) 	Catalyzer Notebook (this section) Monthly Village Summary Sheet (this section)	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To monitor implementation of the intervention ✓ To gauge group exposure
3. Encourage Influentials to Act	<ul style="list-style-type: none"> • Number of Influentials selected (by sex) • Number of Influentials oriented (by sex) 	Monthly Orientation and Coaching Summary Sheet (this section)	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To gain an understanding of gender equality
4. Use Radio to Create an Enabling Environment	<ul style="list-style-type: none"> • Number of radio spots broadcast as planned (by format and theme: interactive, round table, etc.) • Number of calls received (disaggregated by sex) 	Weekly listener's logs of aired broadcasts	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To monitor implementation of the intervention
5. Link Family Planning Providers with Influential Groups	<ul style="list-style-type: none"> • Number of EO13 cards distributed to Catalyzers • Number of orientation sessions for Influentials that included participation of a health worker • Number of orientation sessions for Catalyzers that included participation of a health worker 	Reports of social networks mapping, Catalyzer orientation, EO13 orientation Monthly Village Summary Sheet	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To monitor implementation of the intervention
Staff Support for Activities	<ul style="list-style-type: none"> • Number of Influentials visited • Number of Catalyzers coached • Number of group discussions observed • Number of coordination discussions with project actors for introduction, EO13, participation of health centers, etc. 	Field visit reports	<ul style="list-style-type: none"> ✓ To monitor fidelity to the intervention ✓ To monitor implementation of the intervention ✓ To assure the quality of the intervention



You will notice that all recording forms monitor participation of women and men. Gender is a point of emphasis in the social networks diffusion package and it is essential that both women and men diffuse new ideas through their social networks. For this reason, particular attention is paid to monitoring women and men's participation.

Review Monitoring Information for Learning, Reflection, Action

It is imperative to analyze data regularly to ensure good implementation of various activities. The pace of analysis in the management of field activities will be determined by you.

At the field level, we strongly suggest that monthly or bimonthly meetings be held during which Facilitators and Supervisors can analyze results in order to identify strengths and areas for improvement.

Tékponon Jikuagou developed a list of reflection questions, including questions that help identify lessons learned:

1. Were all planned activities completed? If not, why? What should be done to improve completion of planned activities?
2. What did we learn about activities from the monitoring data?
3. What is working? Why?
4. What is not working? Why?
5. What are the differences between men and women in relation to involvement, commitment and dynamism?
6. Are our results consistent with observations made by Facilitators (and their Supervisors)?
7. What have we noticed in the data and during field visits that could show that diffusion through social networks generated discussion or action on social norms?

For example, learning sessions allowed us to know that *Tékponon Jikuagou* interested others in addition to the members of the selected groups (due to the diffusion effect). Data and Facilitator experiences confirmed that in some communities people discuss family planning more and more, both at the individual level and within couples.

TOOLS:

- **CATALYZER NOTEBOOK**
- **ORIENTATION AND COACHING SYNTHESIS SHEET**
- **MAPPING SYNTHESIS SHEET**
- **VILLAGE SYNTHESIS SHEET**





CATALYZER NOTEBOOK

Meeting Date: ____ / ____ / ____

BEFORE STARTING THE DISCUSSION, ASK PARTICIPANTS:

1. How many of you talked with someone outside this group about the topics we discussed at our last meeting?

MEN

WOMEN

THE FOLLOWING SHOULD BE COMPLETED AFTER THE MEETING AND DISCUSSION:

2. How many people were present at your meeting today?

MEN

WOMEN

3. How many people participated in discussion about the materials?

MEN

WOMEN



4. Which materials did you use today?



Story Cards



Activity Cards

5. How was discussion during the meeting?



Discussion among participants



Very little discussion

6. Did a health worker come today to talk to you about family planning at the meeting?



Yes
 No

TOOLS:

- CATALYZER NOTEBOOK
- **ORIENTATION AND COACHING
SYNTHESIS SHEET**
- MAPPING SYNTHESIS SHEET
- VILLAGE SYNTHESIS SHEET





ORIENTATION AND COACHING SYNTHESIS SHEET

Please complete a form each month using orientation session reports from Catalyzers. Keep the form until the end of the month, then submit it to your Supervisor.

Facilitator's first and last name: _____ Commune: _____

Data for the month of _____, 20____ Date of completion: ____/____/____

CATALYZER ORIENTATION				TOTAL
Orientation date				
# female Catalyzers oriented				
# male Catalyzers oriented				
CATALYZER COACHING				TOTAL
# individual Catalyzer coaching sessions				
# individual Catalyzer coaching sessions with observation				
# group Catalyzer coaching sessions				
INFLUENTIAL INDIVIDUALS				TOTAL
Orientation date				
# influential women oriented				
# influential men oriented				

TOOLS:

- CATALYZER NOTEBOOK
- ORIENTATION AND COACHING SYNTHESIS SHEET
- **MAPPING SYNTHESIS SHEET**
- VILLAGE SYNTHESIS SHEET





MAPPING SYNTHESIS SHEET

Please complete a form each month using community mapping reports. Keep the form until the end of the month, then submit it to your Supervisor.

Facilitator's first and last name: _____

Commune : _____

Data for the month of _____, 20____

Date of completion: ____ / ____ / ____

Date of Mapping								TOTAL
Village								
# women's groups selected								
# men's groups selected								
# mixed groups selected								
# influential women selected								
# influential men selected								

Once mapping activities are completed, this form should no longer be completed.

TOOLS:

- CATALYZER NOTEBOOK
- ORIENTATION AND COACHING SYNTHESIS SHEET
- MAPPING SYNTHESIS SHEET
- **VILLAGE SYNTHESIS SHEET**



VILLAGE SYNTHESIS SHEET

Please complete a form each month with Catalyzer Notebook data from each group in the village. Keep the form until the end of the month, then submit it to your Supervisor.

Facilitator's first and last name: _____

Village : _____

Data for the month of _____, **20**_____

Date of completion: ____ / ____ / ____

Name and gender of group/sex of Catalyzer	Meeting 1		Meeting 2		Meeting 3		Meeting 4		TOTAL	
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1. How many of you talked with someone outside this group about the topics we discussed at our last meeting? (Fill all columns; Write NA for the first meeting. Note « X » in the columns for both sexes if a regular meeting did not take place. Note « 0 » in the appropriate column if there were no responses for that sex and **ND** if data are unavailable.)

	M	F	M	F	M	F	M	F	M	F
TOTAL										

2. How many people were present at your meeting today? (Fill all columns. Note « 0 » in the appropriate column if there were no responses for that sex. Follow instructions for Question 1).

	M	F	M	F	M	F	M	F	M	F
TOTAL										

3. How many people participated in discussion about the materials? (Fill all columns. Note « 0 » in the appropriate column if there were no responses for that sex. Follow instructions for Question 1).

	M	F	M	F	M	F	M	F	M	F
TOTAL										

Gender of group indicate, **GF**: for a women's group; **GM**: for a men's group and **Mixed**: mixed group
Sex indicate, **F** for women and **M** for men.



Name and gender of group/ sex of Catalyzer	Meeting 1	Meeting 2	Meeting 3	Meeting 4	TOTAL	
4. Which material did you use today? (Note the response with a ✓ ; note ND if data are not available.)						
	Story Cards	Activity Cards	Story Cards	Activity Cards	Story Cards	Activity Cards

Name and gender of group/ sex of Catalyzer	Meeting 1	Meeting 2	Meeting 3	Meeting 4	TOTAL	
5. How was discussion during the meeting? (Note the response with a ✓ ; note ND if data are not available.)						
	😊	☹️	😊	☹️	😊	☹️

Name and gender of group/ sex of Catalyzer	Meeting 1	Meeting 2	Meeting 3	Meeting 4	TOTAL	
6. Did a health worker come today to talk to you about family planning at the meeting? (Note the response with a ✓ ; note ND if data are not available.)						
	Yes	No	Yes	No	Yes	No

	TOTAL	
	M	F
# Catalyzers who filled out at least one Notebook this month		
# Catalyzers who gave up their work in the village		

# identified groups no longer active in the village	GF	GM	Mixed

Gender of group indicate, GF: for a women's group; GM: for a men's group and Mixed: mixed group
Sex indicate, F for women and M for men.



INFLUENTIAL INDIVIDUAL ACTIVITIES

	Number	Observations
# influential women identified in the village		
# influential men identified in the village		
# influential women identified in the village who completed at least one social diffusion action		
# influential men identified in the village who completed at least one social diffusion action		
# oriented influential women who gave up activities		
# oriented influential men who gave up activities		

*Gender of group indicate, **GF**: for a women’s group; **GM**: for a men’s group and **Mixed**: mixed group
 Sex indicate, **F** for women and **M** for men.*

