



Climate and health public engagement Leadership program

Topic area: Public engagement: Community engagement deep dive

Session title: Principles and mindsets for engaging equitably in communities

Funded by

Dalberg



Agenda

- 01 Community engagement deep dive (5 mins)
- 02 Shaping mindsets for CE (40 mins)
- 03 Principles for equitable community engagement (30 mins)
- break (10 mins)
- 04 Where can PE show up in your work with case stories (30 mins)
- 05 Wrap up (5 mins)

01 Community engagement deep dive

We are here



Date	April 28	Week of May 8 & 15	May 25	May 26	Week of June 5 & 12	June 22	June 23
Session	Introduction to PE	Coaching & optional responsive hours	Principles and mindsets for engaging equitably in communities we work	Practice of equitable PE in communities	Coaching & optional responsive hours	Principles of engaging with policymakers	Deep dive on engaging policy-makers

Date	Week of July 10 & 17	July 27	July 28	Week of Aug 7 & 14	Aug 25	Week of Aug 28 & Sept 4	Sept 22
Session	Coaching & optional responsive hours	Principles of public engagement in fundraising	Deep dive on PE for fundraising	Coaching & optional responsive hours	Deep dive on collaboration strategies for PE	Coaching & optional responsive hours	Program closing ceremony

Community at the centre of public engagement

Community engagement involves recognising and sharing power with communities, involving leaders and community organizations to play a role in improving the equity and impact of the government, development, and humanitarian initiatives that affect them.

1. Defining agenda and identifying opportunities

Involving communities in building agendas and shaping the opportunity space, reflecting their contexts, histories, needs and aspirations

2. Researching and data-gathering

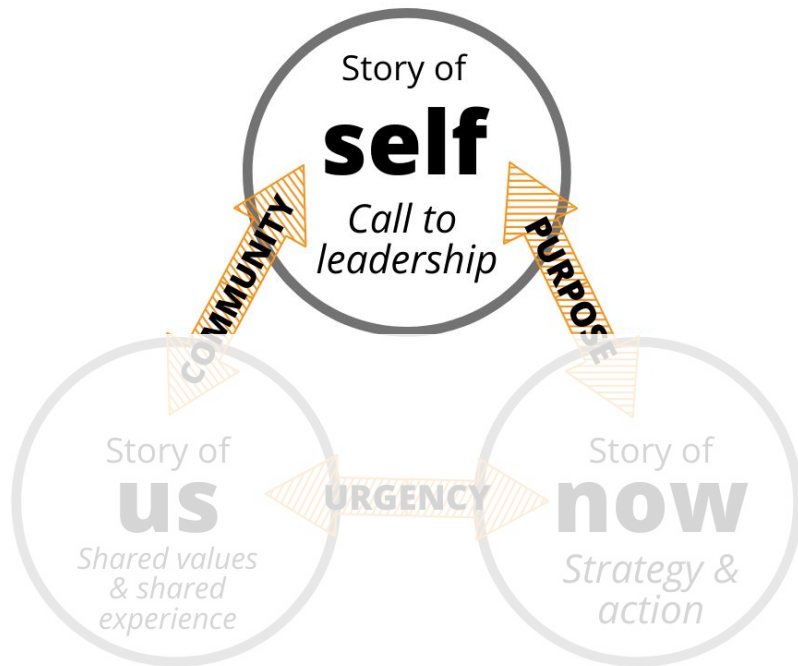
Working with communities throughout the learning process, sharing agency and building capacity.

3. Implementing for impact

Engaging in collective action, shifting power so communities have greater agency and ownership in bringing new approaches and solutions to life



The story of self, us and now



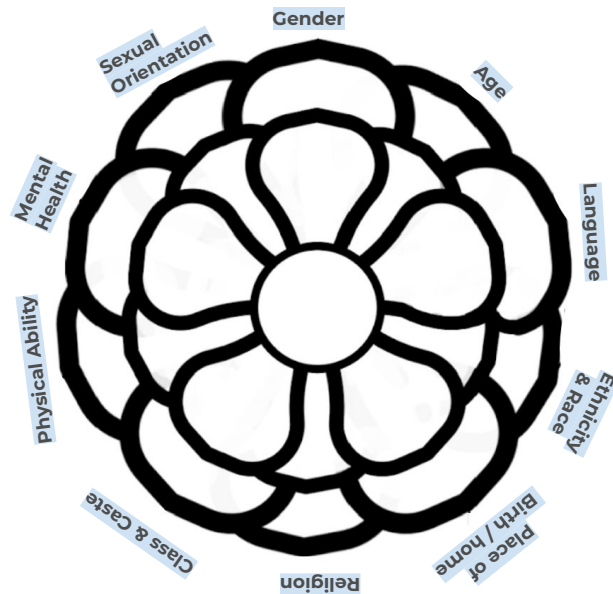
Power Flower Exercise

About

The Power Flower explores our intersecting identities and the ways that they contribute to both oppression and privilege, illustrating how power is relational and always dynamic. Intersectionality shapes our potential for both exercising authority and becoming compelling, collaborative and transformative organizers and leaders. By reflecting on how these forces operate in people's lives, we deepen our understanding of how identity, power, subordination, and exclusion affect our organizations, ourselves as individuals, and our social change strategies. We realize that to solve the injustices of our time, we need to join forces across our identities to build interconnected movements and action strategies.

The power flower looks at social identity, and **who we are individually in relation to those who have power over the issues we are focusing on.** To understand ways in which we can be powerful in one context and less so in another.

This is your flower of power that has 10 petals, each representing a factor of influence in society. Each factor is split into smaller and larger petal.



1 Shaping mindsets for CE

Power Flower Exercise

Instructions

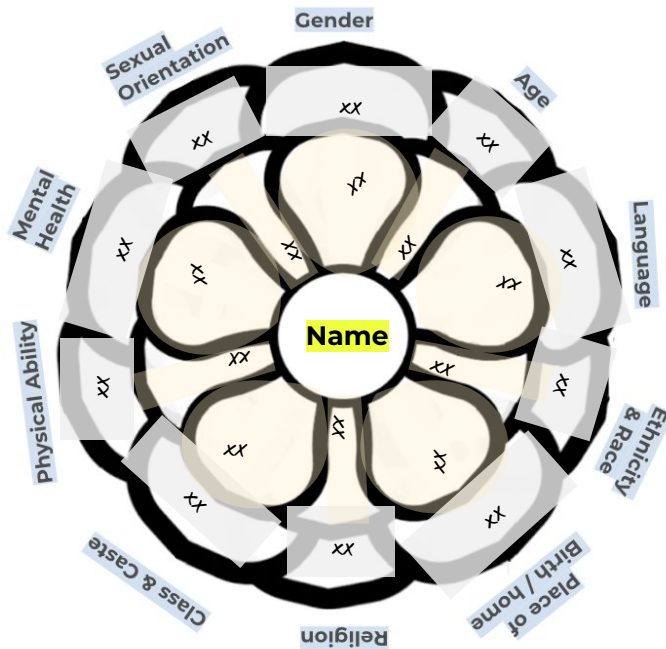
Write your name in the middle of the flower.

Large Petals = Society: Write the dominant identity for each category in the petal (ie gender = male) color it **green** if you think that this is a category that gives someone significant power in society, color it **red** if you think the category does not carry much influence.

Small petal = Individual: color it **green** if you think that this is a category where you have the dominant identity and color it **red** if you feel you are have an identity that is not represented, voiceless, or oppressed. Use **purple** if you are at the midpoint of that category.

[Link to working sheets for all CMs](#)

Note: you can make a copy for working separately or work in your own notebook



Shaping mindsets for CE

Power Flower Exercise - Self Reflection

How many of your personal characteristics are different from the dominant identity? Which characteristics cannot be changed? What does this say about your own power or potential for exercising power? How might this influence your work as an organizer/facilitator? What might the **power flower** look like from the perspective of a community member? What might be **similar or different**?

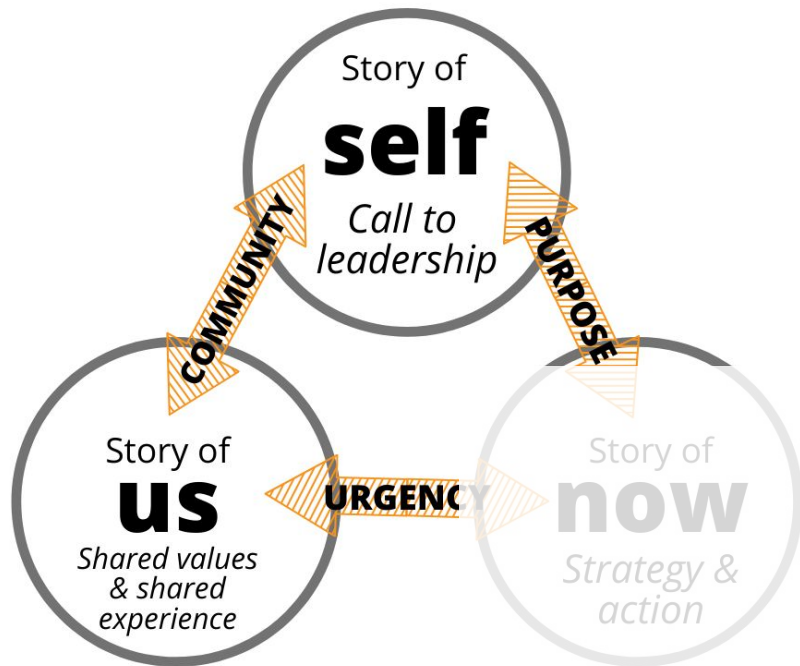
Noticed its dependent on the time and space, making it relative. Our identities can change over time in the moment we are living and what society is going through	Realised the discrepancies in societies and how present the differences are. Reflected on my children and how different their own situation will be as mine was different from my parents	Having power is quite contextual, time bound and subjective. Thinking of it as theoretical - where you think you have power but you really don't	Type here	Type here	Type here
I originally found myself ascribing power to the societal perceptions I have. I only had one where I was dominant. The after some thought I realized that I was blind to my own privilege	Reflecting about how stakeholders and the communities can be challenging	When we feel we are powerless and we reflect on how the society positions power - we may see how powerful we are	Type here	Type here	Type here
	Power is reflected in the language we use - attributing intelligence to people who speak English well as opposed to others who do not	Type here	Type here	Type here	Type here
	Type here	Type here	Type here	Type here	Type here
	Type here	Type here	Type here	Type here	Type here

Shaping mindsets for CE

Power Flower Exercise - Self Reflection

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Power is not absolute - e.g. a certain society may be ok with women working and there might be others where it is not ok	How to understand decisions and orgs inside a community - e.g. age (elderly people) related privilege that allows decision making power, unlike young people -	How age related identities (privilege of decisionmaking) along with gender lend themselves to decisionmaking	Type here	Type here	Type here
I think that we on the course are privileged - educated, have connections with those who can help us reach those with power even when we don't have power, we have access to resources that community members require, etc. Because of these privileges, we may not feel the impact of the negative community/ societal norms as much as the community members and need to understand the communities where we work.	Religious identities - e.g. bringing a religions that is not majoritarian, is shunned - also determines power	Gender related - females considered inferior and not participate in decisionmaking			
	Class related - have and have nots - where you come from, who you know and hence how you can influence decisionmaking	Type here	Type here	Type here	
		Type here	Type here	Type here	
		Type here	Type here	Type here	
			Type here	Type here	Type here
			Type here	Type here	Type here
			Type here	Type here	Type here



1 Shaping mindsets for CE

Power Flower Exercise - Thoughts

Could you share any reflections on how stakeholders in the immediate ecosystem may guard vested interests and status quo

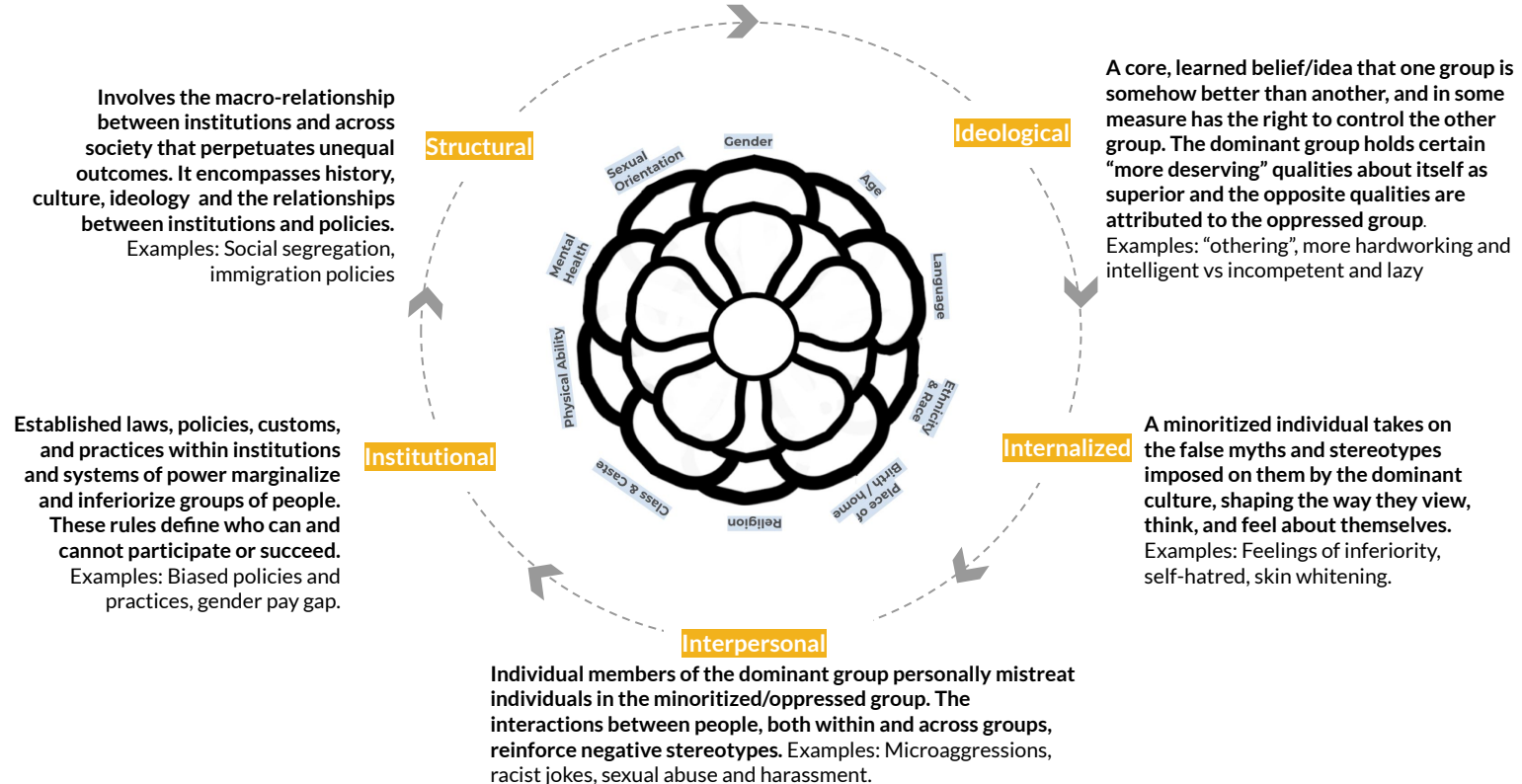
- *Are there **power biases** you can think of which we may perpetuated in the work around you? Do you see tensions in your work as you reflect into this exercise?*
- *Are there moments where these characteristics have shown up in your interaction with communities or stakeholders? How would you approach these relationships any differently now?*

Please share with the group.

Shaping mindsets for CE

How inequity and inequalities manifest

To understand how to work towards equity we must first understand how inequity manifests in society. Think about your reflections from the power flower exercise and the power we have to perpetuate or disrupt oppression. Oppression can manifest on 5 levels, these are interconnected and reinforce systemic oppression over time.



02 Principles for equitable CE

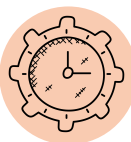
Principles for working equitably in communities

Here are some mindsets and principles that can help guide Community Engagement.



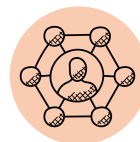
Give respect and recognition

Acknowledge that expertise to develop an intervention rests within the community. Balance team capacities with the lived experience of communities.



Meet people where they are

We encourage leaving your desk and immerse yourself in the contexts of those you seek to understand - whether that is at a factory, on a farm, or in a person's home.



Understand needs holistically

People experiences and behaviors are shaped by their social, economic and cultural context. Understanding interlinkages and nuances leads to more impactful ideas.



Give ownership to communities

Prioritize building relationships of mutual benefit and trust over outputs. Partner for research, design, decision making, and implementation.



Co-create and iterate

Anchor knowledge building in community priorities. Work with - not for - communities. Use creative facilitation to foster collaboration, necessary for power redistribution.



Create inclusive and power-level spaces

Recognize community as leaders with agency. Integrate community members affected by inequality in two way communication. Their resources must be recognized as having value.



Build humility and learning mindset

Account for internal team biases to prevent slipping into stereotypes. Facilitate collective learning, uncover uncomfortable truths, and remove self. Stay consistent.

Principles of Equitable Community Engagement

It is not one and done; it's an evolving agenda

	INEQUITABLE & NOT INCLUSIVE → EQUITABLE & INCLUSIVE		
TOKENISM TO PARTNERSHIP SPECTRUM	TOKENISM	ENGAGEMENT	PARTNERSHIP
ENGAGEMENT PURPOSE	Organization engages stakeholders to get buy-in on their previously defined decisions or goals + public cover No ongoing community engagement plan or staff leading engagement	Organization engages stakeholders to build legitimacy and seek input on decisions Short-term community engagement plan. Staff person hired to lead engagement efforts	Organization engages stakeholders to identify community concerns, share & build power of key stakeholders, and create a vision aligned to the values and needs of key stakeholders Long-term community engagement plan. Leadership development plan for stakeholders. Likely has an engagement team
ROLE OF KEY GRASSROOTS STAKEHOLDERS IN YOUR INSTITUTION	Small, select group of stakeholders invited to represent community in organization-led activities.	Diverse set of stakeholders, reflective of the community, are encouraged by organization to participate in engagement activities	Diverse set of stakeholders, reflective of the community, are paid staff/leaders, committee/council/board members, and/or volunteers
INSTITUTIONAL SUPPORT FOR RACIAL EQUITY AND INCLUSION	Racism and power are dealt with superficially, often in the aftermath of a crisis	Organization's leadership foster occasional discussion on racism and power, but does not view its mission as directly advancing racial equity and inclusion	Organization provides ongoing anti-racism and power training and support for staff, and views its mission as advancing racial equity and inclusion
AGENDA GENERATION	Organization generates an agenda they think stakeholders will support without any stakeholder involvement	Organization occasionally holds space for stakeholders to participate in generating ideas that will influence their agenda	Organization creates an ongoing space to support stakeholders in generating their own ideas and seeks opportunities for those ideas to shape their agenda.
RELATIONSHIPS WITH KEY GRASSROOTS STAKEHOLDERS	Transactional, and often limited to the most visible stakeholders	Organization demonstrates a willingness to build relationships with stakeholders	Organization views relationships as foundational, mutually beneficial, and long-term Listening sessions, 1:1 meetings, and community celebrations
	OUTCOMES	OUTCOMES	OUTCOMES
	Key stakeholders are not seriously taken into account by the organization	Key stakeholders are taken into account by the organization	Key stakeholders are seen as active partners in organization's decision making

2 Principles for Equitable Community Engagement

It is not one and done; it's an evolving agenda

	INEQUITABLE & NOT INCLUSIVE		EQUITABLE & INCLUSIVE
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Moving towards inclusivity and equity

What are the specific disparities/inequities we are seeking to eliminate? How do we understand the forces behind the inequity we see?

Who designs the agenda and activities? How do identities within our team influence / impact decisions? What might be our blind spots?

Who should we be engaging with as partners, collaborators and community leaders around our community engagement work? Who is not in the room? Who might we be excluding?

What will equity in our outcome look like? How will we know we have made progress? When do we expect to see results? What is our time frame?

Are there potential unintended consequences of our proposed solutions / actions?

2 Principles for Equitable Community Engagement

With that spectrum in mind, let's reflect

Community Engagement is...

Tokenism is a new concept, learning from it

Revisiting assumptions for agenda, and being open to defining ownership models that involves letting go of control.

Shifting control of agenda setting away from funders/ govt → towards communities

Type here

Being internally open to articulate "losses" - e.g. spending more on time in training community members, hence less funding/ time available from traditional donor standards

In my thinking tokenism seems to have quick gains that's why communities and development partners go for it, its however not sustainable and is less impactful.Type here

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Community Engagement is not...

A certain power centric stakeholder wanting to be seen as taking the lead (e.g. govt) without sharing power with communities that need to sustain efforts

Communication with public is difficult when givt wants to lead the proj. How do you empower people then to take next steps without giving them the funding?

Myopic focus on outcome that is defined by people who have power/ funding

Maybe the tokenism stems from the historical colonialism perspective in which the people were not participatory in governance and leadership but expectation that everything comes from the Government. Versus persons in developed communities in which persons are already educated and empowered and financially secure. So they do not fear participatory engagement.Type here

Being driven by donor timeline to determine outputs

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2 Principles for Equitable Community Engagement

With that spectrum in mind, let's reflect

Community Engagement is...

Becoming an ally by developing trust and communication in the reframe - so as to carry through the changes that a community undergoes	Community engagement is creating safe and inclusive spaces (the focus could be creating a comfortable culture first, instead of deep diving into development of projects/ services for the community right away)	Type here
Type here	Type here	Type here
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Community Engagement is not...

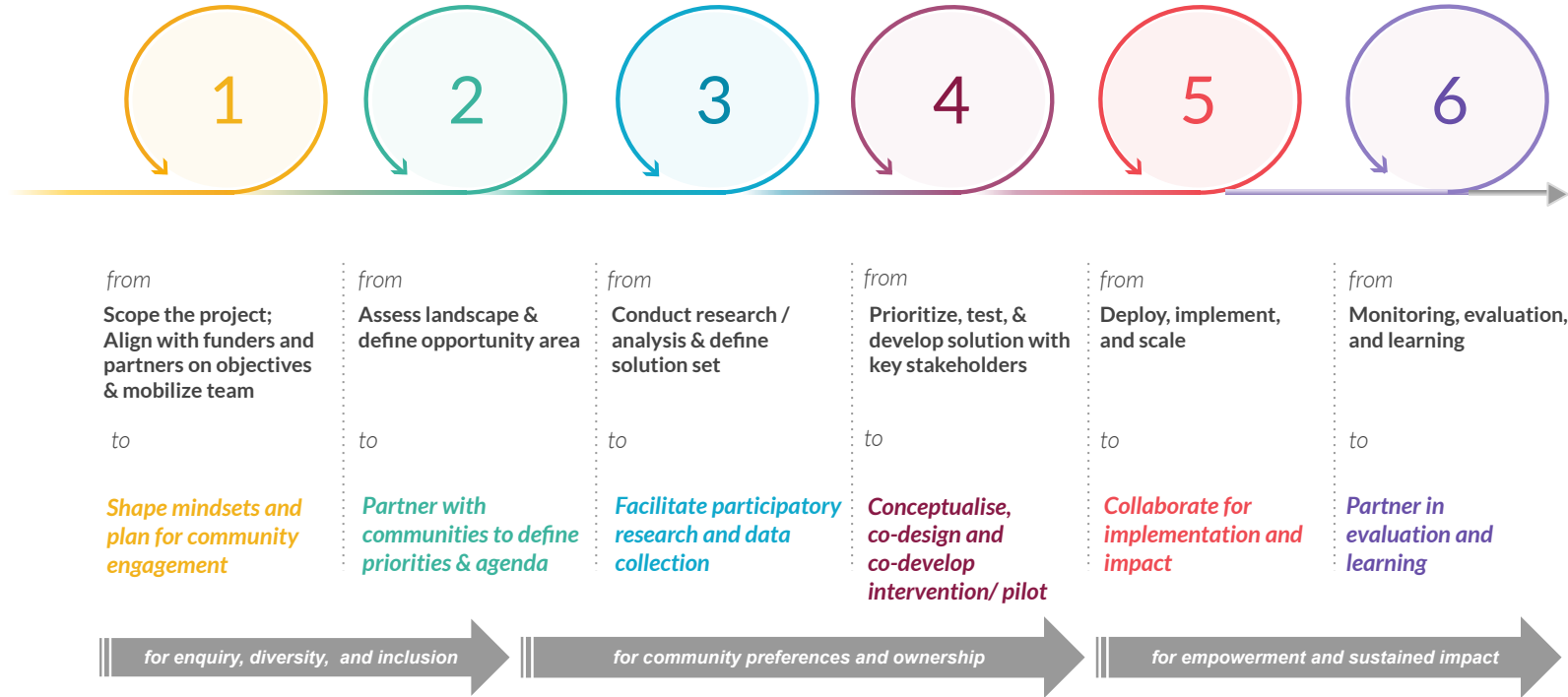
Lack of time - resulting in tokenism - e.g. not having time to diagnose	Lack of time leading to skipping steps in the process - e.g. not involving younger adolescents because it is hard to get consent - pushes us back to tokenism
A sense of competition, e.g. multiple organisations trying to compete, replicating efforts - and perhaps not focusing on relationships - i.e. Staking up and collaborating on efforts	In South Africa, my work here, the power dynamics are still very skewed by the history of Apartheid. Some communities perceive themselves as "victims" without agency. It's very difficult to change when the institutional structures still propagate that.
Pressure of creating "new things" - rather than what's relevant, values to engage with community etc	Type here
Type here	Communities have been programmed to accept tokenistic engagement for decades. And its going to take a lot of work to change that mindset.
	Type here

BREAK

03 Methods for Equitable Community Engagement

3

Methods for Equitable Community Engagement

How can CE show up in our work? *Revisiting the vocabulary*

3 Methods for Equitable Community Engagement

How can CE show up in our work

ACTIVITIES

Shape mindsets and plan for CE

1

- **Identify** role of self, org, community, partners, clients
- **Assess existing biases** around CE in project execution during internal project kickoff
- **Partner with community, partners, and internal co-creators** (of different identities and entities) and **define CE** within the project execution
- **Understand community and organizational history** with the project's topic
- **Scope for time, budget and other IT and knowledge systems** to support CE
- **Allocate people, and resources** to community engagement activities.

Partner with communities to define priorities & agenda

2

- **Seek consent** for community participation
- **Identify critical strategic questions** in collaboration with community partners
- **Design materials for participatory research sessions** that include feedback on strategic options and prioritisation for the short, medium, and long run
- **Conduct in-depth 1:1 deep dives with staff and community members.** Gut test hypothesis and expectations of community engagement.
- **Examine changes in trends in external landscape** to inform strategic choices

Facilitate participatory research and data collection

3

- **Conduct participatory research** to understand needs, aspirations, and preferences and systems of power
- **Facilitate 1:1 or small group meetings with community leaders team** to cocreate potential answers to the strategic questions
- **Synthesize research findings and insights** with the community to identify strategic options and potential paths forward
- **Articulate approaches and recommendations** as questions for community co-creators and team, and trade-offs.

Conceptualise, design and co-develop intervention/ pilot

4

- **Conceptualise program design** through co-creation activities and stakeholder consultations
- **Co-develop program plan, sustainability plan. Co-identify potential risks and mitigation strategies.**
- **Run capabilities assessment** to understand critical capabilities, opportunities, and challenges for joint-implementation
- **Prototype key elements of the strategy with community and organizations** such as funders or grantees
- **Co-develop metrics of success** for short, medium, and long run

Collaborate for implementation and impact

5

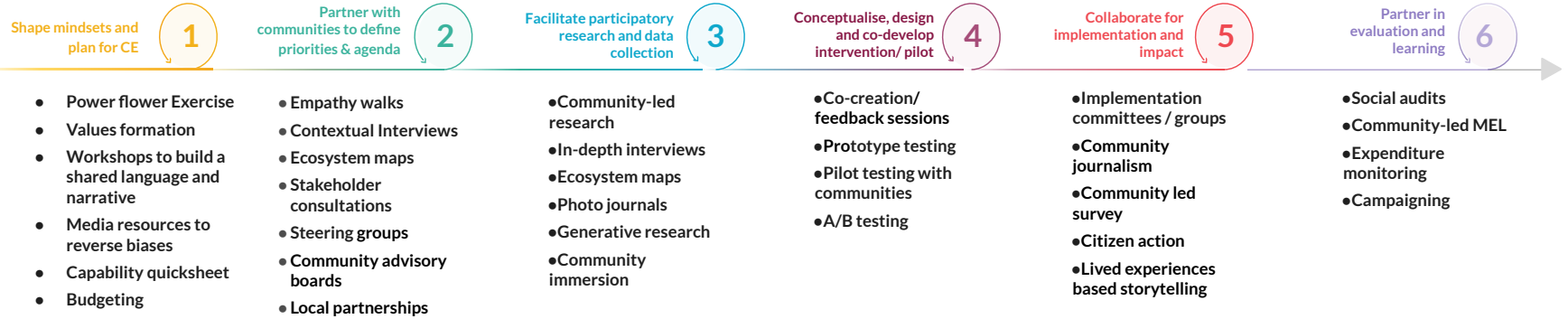
- **Build implementation partnerships** with community institutions, CBOs, and members
- **Support community led implementation**, as required
- **Sensitise team and provide capacity building** support for internal team members and community leaders for partnered implementation
- **Ensure favorable compensation and working conditions** for community members and partners
- **Co-implement as a team** *researchers; storytellers; implementers; writers*
- **Engage in joint storytelling** using diverse multimedia forms and formats to share your journey
- **Provide periodic and transparent updates** to

Partner in evaluation and learning

6

- **Build a shared understanding** on successes and failures
- **Engage community** in monitoring and explore models of community led evaluations
- **Create spaces for dialogue and sharing of findings.** Solicit solutions, feedback, ideas for iterations and improvements.
- **Co-work a storytelling narrative** to communicate findings for policy advocacy and knowledge building

How can CE show up in our work - *methods and tools*



Case Studies

representing CE in the ways we work

Equitable community engagement in practice - Case 1

Shape mindsets and plan for CE

1

Partner with communities to define priorities & agenda

2

3

4

5

6

Patrimonio | Construction of a territorial innovation system for climate action | Colombia

CE Objectives

- Integrate community perspectives into planning to ensure community engagement through program execution
- Validate current objectives with the community and plan align to their needs and preferences
- Address gaps and reformulate current scope of work through with communities to enhance relevance

Stakeholders

Smallholder farmer association, Regional Government Representatives working on agri and development; relevant local civil society and universities players; association of ethnic and displaced farmers affected by conflict; donors, traders

Stages of Engagement

Stage 1

- **Understood community history and context** with the project's topic.
- **Planned for** scope of CE during project phases. **Budgeted activity for community testing** and validation.
- **Brought external team** (Dalberg) to support CE activities and reviewing project execution hypothesis.
- **Built agreement with partners** on program objectives, issue tree, and hypotheses.
- **Planning for knowledge transfer** and capacity building of internal team during project execution to lead CE effectively.

Stage 2

- **Partnering** with local communities to support planning and research. Built a shared understanding on values, scope, and definitions.
- **Facilitating online and offline workshops** with diverse stakeholders to seek feedback on issue tree and theory of change.
- **Refining project activities, scope & work plan.**
- **Aligning community feedback with funder** and made revisions to project objectives, interventions, and indicators.
- **Conducting co-creation sessions to redesign** intervention with stakeholders. Revisiting nature and terms of partnerships based on CE feedback.

Equitable community engagement in practice - Case 1

Shape mindsets and
plan for CE

1

2

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Name of project:

Patrimonio | Construction of a territorial innovation system for climate action | Colombia

Method (in focus):

Preparatory work to understand community needs, context, and sectoral landscape prior to project implementation

About:

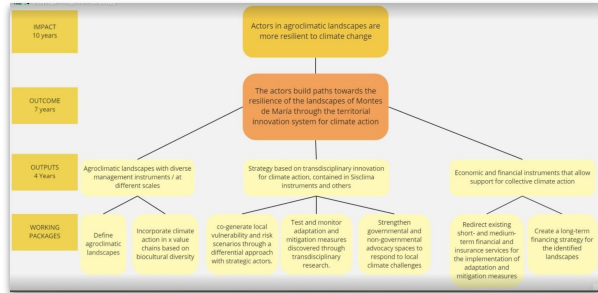
- Worked with community members to support research and implementation
- Meet stakeholders and experts to understand community needs and experiences
- Preparatory research on value chains to develop issue tree and hypotheses

What stood out:

- Building shared values and a common understanding on how to address challenges within their socio-cultural context as opposed to “driving” behaviour change
- Using local analogies and experiences (act of making Colombian soup where participants bring diverse ingredients to build it together as one) to increase relevance of community engagement exercise

Reflection from project team: *“I think what's really interesting is that after doing all of this, they wanted to partner with us as a sub-grantee so that this process of iteration and evolution that can continue through the other phases and that we are not tied and constrained as the project is executed. They are doing that will other partners too based on their findings from the CE phase.”*

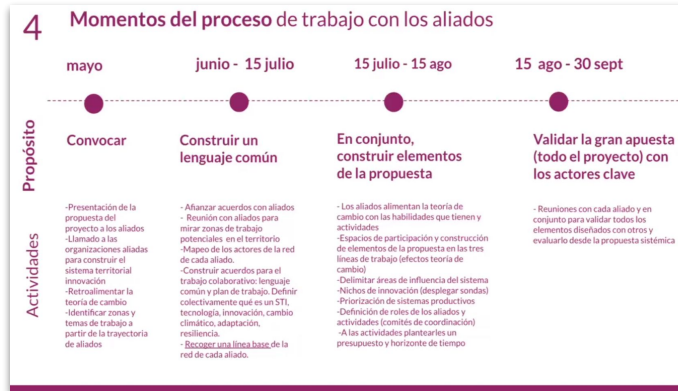
3 Equitable community engagement in practice - Case 1



Consolidation of strategic capacities is enhanced, their resilience to climate change is increased and their sustainable use supports the well-being of local communities.

Outcome		
Pacific and Caribbean communities and institutions effectively manage their strategic resources by integrating instruments, new knowledge and resources opportunities to contribute to National Development Contributions (NDCs) and the objectives of the Convention on Biological Diversity (CBD).		
Number of hectares with adaptive management strategies	0.1	Number of people that have improved their adaptive capacities by implementing management strategies supported by the project
Percentage of green business that increase their income through adaptive management practices, market and financial access	0.2	Number of community spaces and institutional spaces that strengthen their decision-making process by including adaptive management knowledge generated by the project
Output I	Output II	Output III
Management and economic instruments are designed or improved with communities and institutions to integrate adaptive measures towards strategic capacities, resilience	Green businesses are developed to strengthen the adaptive management of agroecosystems and local communities	Generated knowledge and experiences acquired by the project are institutionalized, disseminating processes to strengthen the adaptive management of strategic resources
Ind 1.1	Ind 1.2	Ind 1.3
Number of participants processes to design and implement strategy, innovation and sustainable strategies with communities and institutions	Number of green businesses developed to strengthen adaptive management practices by the project	Number of monitoring metrics that are integrated within local, regional, national institutions
Ind 1.4	Ind 1.5	Ind 1.6
Number of technical responses or planning proposals presented to community and institutions and evaluated in climate and business agendas	Percentage of green business management skills in green businesses through capacity development	Number of knowledge and experiences exchange actions, carried out at local, regional, national and international levels
Ind 1.7	Ind 1.8	Ind 1.9
Number of financial rules generated to strengthen access to financing and economic resources for the sustainable use of biodiversity and adaptation to climate change	Percentage of green businesses that have commercial agreements to strengthen the strategic instruments and local communities	Number of communication actions developed and implemented with communities and institutions to integrate green-generated knowledge at different governance levels

Refined agenda based on community engagement (from LHS to RHS)



Validation workshops

Processes and methods to engage community participants

Equitable community engagement in practice - Case 2

1

Partner with communities to define priorities & agenda

2

Facilitate participatory research and data collection

3

Conceptualise, design and co-develop intervention/ pilot

4

5

6

USAID - Morodok Baitang: Cambodia

CE Objectives

- Analyze and sharpen perspectives on binding constraints and opportunities for value chains
- Develop perspectives on key barriers faced by the community in complying with biodiversity norms
- Develop perspectives on key natural resource governance and organizational capacity challenges

Stakeholders

- Men and women farmers working with rice and cashew value chains demonstrating an appetite to engage in new projects;
- Indigenous communities in low income/ remote areas dependent on forest resources for livelihoods;
- Civil society organisations working on implementing NRM and value chain development project;
- Local government representatives

Stages of Engagement

Stage 2

- **Partnership with local CSOs** working with forest and indigenous groups to support research by identifying diverse communities; understand community context; and contextualise research tools to prevalent norms, cultures.
- **Meetings with local government representatives** to understand governance norms and gaps areas and needs for development support

Stage 3

- **In-depth interviews** with farmers to understand value chains
- **Design research** tools like value chain maps; aspiration maps; and ecosystem maps to and understand needs, preferences, and aspirations and relevant stakeholders
- **Generative research** to drive the narrative from community's perspective on value and relationship with biodiversity. A canvassing activity was conducted.

Stage 4

- **Co creation sessions** with farmers to design and conceptualize intervention for value chain support

3 Equitable community engagement in practice - Case 2

1

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Facilitate participatory research and data collection

3

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Name of project:

USAID - Morodok Baitang

Method in focus:

Generative Research x Nature Canvas

About:

To get a snapshot on how communities view and identify with nature around them. Participants were provided cards as aids to support the thinking and visualisation of their village.

- Participants were asked to share natural resources around them - the ones they value, and talk through their relationship with it. They were asked to share values, identity with associations with nature while highlighting dependencies.
- We asked them to map those that might be under threat and why.
- We asked them to reflect on how their past has been and how they perceive their future relationship with nature and forests around them.

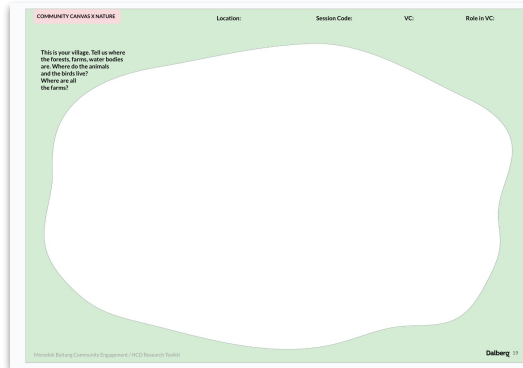
What stood out:

- The conversation narrative was led by the community opening us to stories and explorations, we did not anticipate - making it generative.
- It also highlighted the hierarchy of resources and their utility to us in their own words. Communities felt heard and not "asked"
- Did not require documentation yet was tactile and engaging.

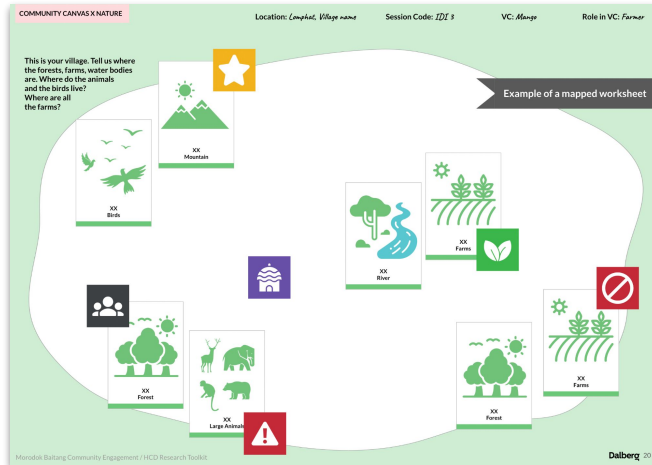
Reflection from project team:

"The project convinced us all over again about the power of generative research led by communities - it opens up to explorations and storytelling that you do not preempt. I remember learning about how the communities had to end their plan of a bird watching ecotourism project due to sound pollution created by a new industry in the area. The birds flew away and the investment was wasted. It opened up a whole line of enquiry around noise pollution which was not featuring in learning agenda! I was hesitant to use this at the start, because it could lead to no real answer"

Equitable community engagement in practice - Case 2



Tools in design



Tools in action with communities

Equitable community engagement in practice - Case 3

1

2

Facilitate participatory research and data collection

3

Conceptualise, design and co-develop intervention/ pilot

4

5

6

Male Engagement for Improved Family Planning And Nutrition Outcomes | India

CE Objectives

- To identify, co-create, and pilot interventions to engage men in household nutrition and family planning through gender transformative programs in rural India

Stakeholders

- **Newly married men and women** from diverse backgrounds, and their **household members**, for research
- **Community stakeholders** like health workers, members of self help groups, and livelihood development aids to support intervention design
- **Married young couples** as community resource persons (CRPs) to roll out pilots interventions

Stages of Engagement

Stage 3

- **HCD research with 92 participants** to seek feedback on early ideas and align them to needs, behaviours and aspirations - through in-depth interviews, small group discussions & co-creation sessions to uncover their as well as understand their reactions to early ideas.

Stage 4

- **Rapid prototyping** of the program interventions with 10 diverse couple types and other 11 stakeholder like health workers, older women to stress-test the key features and interactions of the programs in real-world conditions and refine the program design.
- **Roll-out and assessment of proof of concept with 40 CRP couples.** CRPs reached out to 2000 participating couples, and used a qualitative and quantitative data collection approach to assess the programs' effectiveness in delivering on outputs, and get early indications of their influence on behaviours and outcomes.

Equitable community engagement in practice - Case 3

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Conceptualise, design
and co-develop
intervention/ pilot

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Name of project:

Male Engagement for Improved Family Planning and Nutrition Outcomes (*more information [here](#)*).

Method in focus:

Proof of test/ pilot testing with Community Resource Persons (young couples)

About:

- Community resource persons are couples who deliver the programs to enrolled couples, from the same communities.
- CRPs built awareness and supported enrollment of couples and their families and introduced them to the program and activities. CRPs engaged couples and provided a safe, trusting space to talk about their nutritional and family planning needs.
- Quantitative and qualitative data was collected through this phase and learnings gathered helped make final refinements to the programs and their implementation.
- CRPs and other on-ground staff were trained on program objectives, materials, timelines and delivery logistics, and received ongoing support along the way.

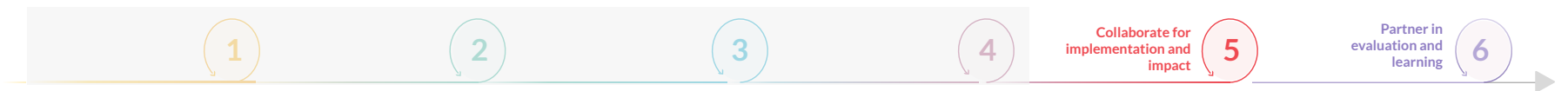
What stood out:

- CRPs gained trust and respect from their fellow community members and became role models for young couples
- They were able to provide a safe space for communication - which is difficult with those from outside the community
- They innovated on strategies and activities to mitigate community backlash
- CRPs were able to share with us the unintended consequences - both positive and negative from the program - which informed our program design

Reflection from project team:

"Community engagement takes time and effort but every but is worth it. We loved to see the respect and rapport the CRPs had gained over the due course of the project. Of course, there is room for improvement in future interventions but it is a great step in the first direction"

Equitable community engagement in practice - Case 4



The Vaccine Action Network | Africa

CE Objectives

The Vaccine Action Network (VAN) is a peer network-led approach to pandemic response and health systems strengthening. It supports member countries (Kenya, Tanzania, Uganda, Malawi, Zambia and Zimbabwe) to identify COVID-19 vaccine demand challenges and co-create action projects that address them.

Stakeholders

- Community leaders
- Frontline health workers
- Health departments of participating countries

Stages of Engagement

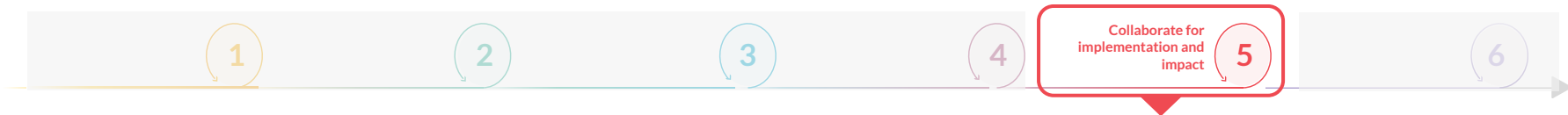
Stage 5

- **Network creation** with diverse partners from Ministry of Health (MoH) officials to implementing partners.
- Bring member states together for **promoting peer-learning** and jointly come up with solutions driven by local knowledge and expertise to address imminent and community needs.

Stage 6

- Participants engage in **shared knowledge generation** (i.e. communication tools, case studies on countries' solutions) as a result of the peer-learning sessions

Equitable community engagement in practice - Case 4



Name of project: Vaccine Action Network | East Africa

Method in focus: Co-learning and implementing with communities to drive intervention design and action in a dynamic environment.

About:

- VAN is a partnership between four organisations: The Rockefeller Foundation, Dalberg, the Sabin Vaccine Institute, and Amref Health Africa. Key activities included: country membership and onboarding; network creation; and peer-learning meetings.
- VAN hosts across- and within-country peer-learning sessions to; identify demand-related challenges and opportunities, and to share best practices that allow countries to improve their national programs, approaches, and policies.
- VAN takes a feedback loop approach between peer-learning sessions and intervention and action projects. Sessions include learning about community mobilisation and partnerships for vaccination uptake; behavioural factors that influence vaccine uptake; messaging around Covid-19; solution building from community's perspective.

Why it was different:

- VAN peer-learning sessions were not designed to be one-way communication channels where member countries listen but rather as spaces where members can drive the discussion and level of engagement in accordance with their on ground needs
- These sessions adopted a bottom-up approach where local and contextual knowledge from community based frontline workers and country ministries serves as the baseline of knowledge generation and sharing, rather than taking an approach where learning is anchored in new external information and training.

Reflection from project team:

"We noticed that the network wasn't only for learning, but also acts as a motivator. It helps boost confidence and motivations of health care workers for the recognition they receive for their effort and action."

Equitable community engagement in practice - Case 4

VAN'S Key Components

Network creation

All activities that contribute to the setup of the VAN network, from introductory meetings with Ministry of Health (MoH) officials to the onboarding of implementing partners.

Knowledge generation

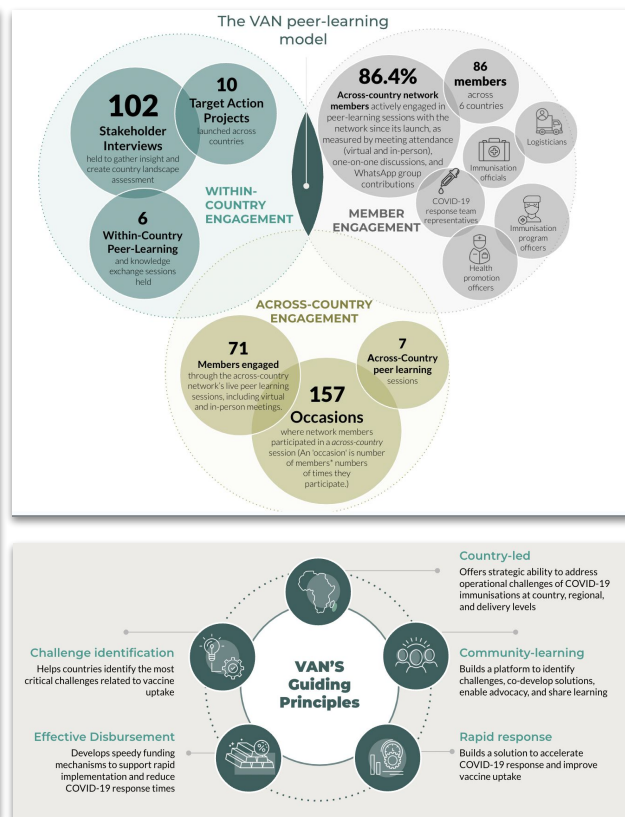
This consists of the development of knowledge (i.e. communication tools, case studies on countries' solutions implemented on the ground) as a result of the peer-learning sessions and in partnership with MoH officials from member countries.

Peer learning and problem-solving

Preparing and conducting *across-country* and *within-country* sessions to understand countries' challenges and identify potential solutions to improve COVID-19 vaccine uptake, in addition to launching and implementing projects to support vaccine demand.

Grant facilitation

Supporting MoH officials to submit grant proposals from internal and external funder networks. Once the grants are received, this also entails initiating the implementation of projects and interventions that will address in-country COVID-19 vaccine uptake challenges.



VAN: the conceptual framework

VAN: in person peer to peer learning session

Equitable community engagement in practice - Case 5

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Collaborate for
implementation and
impact

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Engage for
evaluation and
learning

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Behavioral designs to increase telemedicine uptake | India

CE Objectives

- Map current use cases, value proposition of telemedicine services to understand what behaviour drive uptake
- Unpack factors to improve and enhance user experience for diverse users
- Understand metrics of success to include behaviour outcomes as part of monitoring evaluation and learning

Stakeholders

- Patients who are existing users of e-Sanjeevani telemedicine services
- Community Health Officers stationed at Health and Wellness Centres, who would be the primary service providers for deliver of telemedicine services
- Frontline health workers (including ANM and ASHA workers)

Stages of Engagement

Stage 5

- **Dialogue sessions with community and field implementation partner** to understand limitations of the telemedicine services and user experience.
- **Co-working sessions for iterations/ improvements in telemedicine workflow** to improve user experience

Stage 6

- **Build a shared understanding** with communities on how they perceive the successes and failures of telemedicine services to develop M&E framework

Equitable community engagement in practice - Case 5

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Engage for evaluation
and learning

6

Name of project:

Behavioral designs to increase telemedicine uptake | India

Method and Tool in focus:

Journey maps supported by card sorts

About the tool:

To understand behaviour factors that influence perceptions, value add, and uptake of telemedicine services among patients

- We laid out the workflow of using the telemedicine service and discussed their user experience
- We used the journey map to retrospectively map and understand emotions and experiences at each step of their journey
- We asked them to document any challenges or aspects they liked in their journey, and across the health system more broadly
- We developed a behavior change model factoring in the local health officer and patients to promote uptake of telemedicine services. This helped us identify metrics which were then included in the M&E plan for implementation

What stood out:

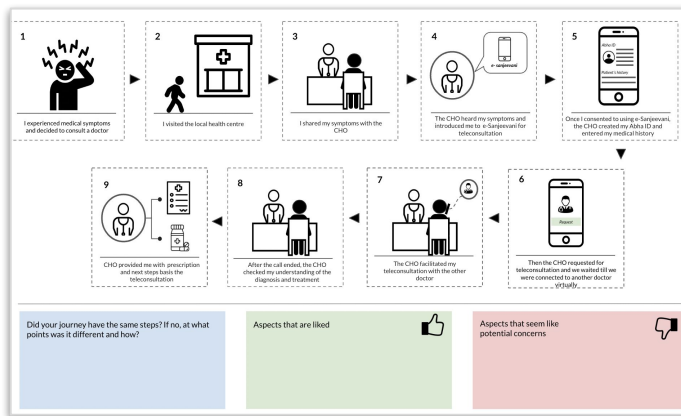
As communities spoke of their experience,

- We were able to go uncover what a good health experience entails for users with or without telemedicine services to aid the user journey
- We were able to identify that what incremental value can be provided by telemedicine services to promote word of mouth in the community
- We were able to capture support that can be provided by the health officer to aid the journey

Reflection from project team:

"The community perspectives brought out by the research tool helped understand current perceptions and challenges faced by patients in the telemedicine user journey, which unearthed not just suggestions for enhancing service delivery but also brought out behavioral enablers to make it more patient-centric, informing how we think about impact."

Equitable community engagement in practice - Case 5



Tool and activities to seek feedback on user experience with telemedicine



Patients

Knowledge

- Have adequate information on e-S platform for healthcare as a service
- Have adequate information on the benefits of e-S
- Have adequate information on relevant use cases

Motivation

- Recognise the convenience and value of using e-S (saving time and money)
- Assured of a satisfactory health experience comparable to a consultation experience at CHC/PHC

Enabling Environment

- Trust the CHO to support adequate prognosis and guide, mediate and support consultation as per need
- Experience is immersive and doctors are kind, listen, and provide comprehensive treatment

CHO

Knowledge

- Have adequate information on eS, its benefits for health system
- Understand when and how to introduce and use eS appropriately for relevant use cases

Motivation

- Recognize personal benefits (social, instrumental and financial) of e-S in helping deliver care to communities
- Do not perceive eS a threat to their authority
- Self efficacy to learn, deliver, and adapt on the job

Enabling Environment

- Inflow of patients with relevant use cases for eS use
- Ease of seamless tech experience
- Availability and adequate representation of relevant doctors
- Availability of medicines prescribed by hub doctors in the HWCs

Behaviour change model for uptake of telemedicine services

Closing out

Next Steps

- In session 3.3, we will focus on implementing community engagement mindsets and methods
- Please share your feedback over menti