Facilitation Guide on Venn Diagramming

Objectives:

- To explore the understanding, experience and response towards health and wellbeing of young people living in informal settlements in Freetown, Sierra Leone.
- To initiate discussion on what ways these health and wellbeing issues can be improved from the perspective of young people living within the community.

Key Questions for talking points:

- Which organisations and local institutions, groups and influential individuals do take/influence decisions that directly/indirectly affect the provision and access to health service in this community?
- Which institutions do the participants regard as most important in potentially helping/constraining marginalized people to have access/claim their right to health services?
- Which additional institutions are active inside this community which could be helpful in making health care delivery more suitable and accessible to you and your household?
- What institution(s) or individual(s) do you think best work in improving the health and wellbeing of young people within your community?

How to facilitate the process?

Day one

Introduction -starting the process

1. Separate the participants into four groups by gender (2 young women and 2 young men) and socio-economic status (mainly influence & wealth) with between 8 to 12 members per group. Hold a discussion session per group for the two groups (1 young women and 1 young men) - conducted at different times or places. Each group will be facilitated by one facilitator, and one Co-Researcher should take over the role of note taker or co-facilitator. It would be helpful as groups are facilitated by Co-Researcher with some knowledge on the Arise Project.

2. The facilitator begins with introducing her/himself, the team, and the PhD project. Explain about informed consent and ask if the participants understand/agree with it. Inform participants that we would want to record the proceedings and ask for their consent. Ask if we could proceed after the consent procedures

3. Clearly explain the objectives of this discussion and how long it might take. Make sure that you have all the materials needed for this discussion including (but not limited) to flipchart papers, papers cut into circles with 3 different sizes (small, medium, and big; at least 12 circles for each size times 4 subgroups), color markers (black, blue, red, green, etc.), tack-all/tapes and a voice recorder. Participants may also be allowed to either draw or write with a stick on a soft ground if they deem fit.

4. Start each group session by explaining to the participants the objective of producing a Venn Diagram to identify institutions and governance actors whose actions relate to their health and wellbeing, eg. potential to affect health service delivery and access in their community.

5. Explain to the participants that the note-taker will write down carefully what people discuss. Note that the key purpose here is to understand the different points of view of participants and not to get right or wrong answers.

6. Make sure that all the participants are given an information sheet and two assent forms each. The information sheet is taken away whiles both assent forms are filled, signed and one taken by the researcher whiles the other one taken by the participant.

Steps to follow during facilitation

1. Ask the participants to list (on a blank sheet of paper) all institutions, organizations, groups and influential individuals found in the community (make sure that small and non-formal organizations are also covered). Also ask for organizations/groups outside (the community) that have activities/interventions in the community.

2. Ask participants to identify institutions, organizations, groups and individuals that are involved/related to health service delivery from the list they made (step 5). On the flip chart, mark these institutions/organizations/groups/individuals.

3. Ask a participant in the group to draw a big circle in the center of a big flipchart paper to represent themselves (the community).

4. Ask the participants to discuss and assess the importance of each institution, organization, group or individual to them. It might include resourcing, influence, power or a simple reflection of the groups' perspective/experience but above all, importance here relates to the nature of the relationship between the groups/actors. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask the participants to compare the sizes of the circles and to let them adjust them so that the sizes of the circles represent the importance of the institution, organisation, group, or individual in terms of their potential to influence health service delivery and wellbeing of individuals

5. Ask the participants to choose a symbol for every organisation or institution so that everybody will understand which institution is being talked about during the discussions. Mark the circles with the chosen name or symbol.

6. One key feature of the Venn Diagram is to assess the accessibility felt by community residents to the institutional, organizational, or other influential actors. Ask the participants to place each card a distance from the center card (representing the community) to reflect this accessibility. For example, the Member of parliament or big businesses might be inaccessible, but they can either be important or not very important in health decisions about the community.

7. Another feature of the Venn Diagram is to establish the relationship/interactions between the central card (i.e. the community) and the other cards. Ask the participants to explain the nature of the relationship (positive/negative, strong/weak, one way/two ways etc.) they have with each institution, organization, group etc. by using different types of lines, which illustrate the strength and direction of each relationship. For example, a dashed line for a weak relationship; single line for a medium relationship, and a thick single line for a strong relationship.

8. How do all these features affect the health and wellbeing of young people within this community especially the vulnerable groups?

8. Make sure you have a key/legend explaining the different pictures and symbols used on the diagrams

9. Conclude the first day of activity by reviewing the discussion results. Thank participants for their participation and time. Inform them of a follow up session where they will be merged with other participants to compare maps and ideas generated.

Day two

Steps to follow during facilitation

1. On the second day of mapping, combine the 2 young women and 2 young men group participants into one group of almost similar characteristics to compare their maps and discuss outcomes of the first day of mapping. Young men can be done early and young women later vice versa.

2. Ask participants from each group to display their maps and present their thoughts to the general participants in the venue

3. Evoke discussion by asking participants about differences and similarities in their maps; Ask them what they think about the relationships/interactions between the different governance actors and with the community

5. Ask participants about what governance arrangements they think should be changed/improved or retained

6. End session by asking participants to identify ways institutions or power could be better utilized to address health and welfare challenges in the community and for that of the young people.