Knowledge SUCCESS’s “Equitable Approaches & Tools in Knowledge Management”

Hosted by Data for Impact (D4I)
Health Equity in Global Health Monitoring, Evaluation, Research, & Learning (MERL) Webinar Series

Thursday, June 15, 2023, at 8am EDT
What D4I Does

D4I strengthens capacity to generate and use new high-quality health and related development sector data, use routine and other existing data, investigate program effectiveness, support adaptive management, and learn from evidence.

**Generate Evidence**
Use routine and other existing data and generate new data through rigorous methods tailored to budget, timeline, and context

**Strengthen Capacity**
Strengthen capacity through fostering collaboration, experimental learning, mentoring, peer networks tailored to partners’ needs

**Ensure Data Quality**
Focus on ensuring high-quality data for effective decision making and program outcome improvement

**Integrate Gender**
Integrate gender throughout the project to ensure high-quality data for assessment of health and gender outcomes

**Promote Data Usage**
Visualize and communicate data in ways that are compelling, user-friendly, and actionable

**Learn**
Encourage collaboration, improved results, and timely progress updates through idea exchange and shared learning
D4I’s Health Equity in Monitoring, Evaluation, and Learning Webinar Series

1. Recent health equity-focused work under The Demographic and Health Surveys (DHS) Program in September 2022
2. Promoting health equity in the Armenia D4I counter-trafficking in persons (C-TIP) activity in December 2022
3. Validation of a reproductive empowerment scale using longitudinal data in March 2023
4. **Equitable approaches and tools in knowledge management**

*All webinar recordings are available at [data4impactproject.org]*
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www.data4impactproject.org
Equitable Approaches and Tools in Knowledge Management

Knowledge SUCCESS

June 15, 2023
Zoom Logistics

Live French and English interpretation is available! Click the “interpretation” icon at the bottom of your screen and select your language of choice.

L'interprétation française et anglais en direct est disponible ! Cliquez sur l'icône «Interprétation» au bas de votre écran pour sélectionner votre langue.
Closed Captioning (sous-titrage codé)

Please select closed captioning if you wish to see live captioning of the session.
Webinar Speakers

Ruwaida Salem, MPH
Knowledge Solutions Team Lead
Knowledge SUCCESS
Johns Hopkins CCP

Natalie Apcar, MSc.
Program Officer II
Knowledge SUCCESS
Johns Hopkins CCP
The Pitch Panelists

Onyinye Edeh, MPH
Strong Enough Girls Empowerment Initiative (SEGEI), Nigeria

Sramana Sabnam
Population Foundation of India

Laura Leeson
Projet Jeune Leader, Madagascar
Agenda

● Overview of tools for equitable knowledge management
● How Knowledge SUCCESS has used the equity tools
● Challenges to equitable knowledge management in India, Madagascar, and Nigeria: The Pitch Panelists
● Q&A
Overview of Tools for Equitable Knowledge Management
Our goal:
To make it relevant, easy, attractive, and timely for FP/RH professionals to find and share the information they need.
What Is Knowledge Management?

Systematic process of collecting and curating knowledge, and connecting people to it, so they can act effectively and efficiently.
Relationship between KM and M&E

KM helps to:
● Organize the body of knowledge coming from M&E studies
● Support effective use of M&E results

Goal of both KM and M&E:
● Collaborative learning & improvement of programs and policy
What is equity in health?

• Absence of unfair, avoidable and remediable differences in health status among groups of people
• Achieved when everyone can attain their full potential for health and well-being

Source: https://www.who.int/health-topics/health-equity

Image source: HIPs Strategic Planning Guide
What is Equitable KM?

The absence of unfair, avoidable, and remediable differences in knowledge creation, access, sharing, and use among groups of health workforce members, whether those groups are defined socially, economically, or environmentally.

Equity is achieved when all people in the health workforce have the information, opportunities, skills, and resources they need to define and participate in knowledge access, creation, sharing, and use to improve health programs.

How can equitable KM improve health programs?

Shift negative and detrimental forms and effects of “power over” toward positive expressions of power and agency:

- “Power to” take action
- “Power with” others to take collective action
- “Power within” to recognize your own self-worth and capacity to take action

The shared power structures and inclusive approaches will create more successful KM interventions and health programs.

Image source: PowerCube
What does equity integration in KM look like?

Two organizing frameworks:

- Knowledge Management for Global Health Logic Model
- Knowledge Management Road Map

www.kmtraining.org/building-better-programs-guide
www.kmtraining.org/the-knowledge-management-pocket-guide
KM for Global Health Logic Model

Problem Statement: Inefficient, ineffective, and inequitable access, creation, sharing, and use of knowledge limits the quality of health policy, programs, and practice.

Inputs:
- People
- Data & Information
- Technology
- Financial resources
- Infrastructure

Processes/Outputs:
- Knowledge Assessment
- Knowledge Generation
- Knowledge Sharing
- Knowledge Synthesis
- Knowledge Capture

Reach
- Engagement
- Usefulness

Outcomes:

Initial Outcomes:
- LEARNING: Awareness, Attitudes, Intention
- ACTION: Decision-making, Practice, Policies

Intermediate Outcomes:
- SYSTEMS IMPROVED
- BEHAVIOR CHANGED

Assess needs, monitor, evaluate, and learn

Long-Term Outcome: Health practices and health outcomes improved through efficient, effective, and equitable knowledge management.
### Key Equity Prompts

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Processes</th>
<th>Outputs</th>
</tr>
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<tbody>
<tr>
<td>Whose voices are included or excluded in KM systems?</td>
<td>What is considered knowledge, and who makes those decisions?</td>
<td>Accessibility&lt;br&gt;Who has access to the KM tools and techniques, and are there differentials based on people's identities? Consider cost, format, language, timing, and technology.</td>
</tr>
<tr>
<td>What kinds of data and information are being captured, and who makes those decisions?</td>
<td>Who is involved in the different stages of the KM cycle: generating &gt; assessing &gt; synthesizing, capturing &gt; sharing knowledge? Consider how power and privilege influence these decisions.</td>
<td>Quality&lt;br&gt;Are the KM tools and techniques of high quality? Is the information scientifically accurate and recent?</td>
</tr>
<tr>
<td>What kinds of information and communication technologies do people use, and does use vary by their identities?</td>
<td>With whom is knowledge shared, how, and in what forms? Are the methods and forms tailored to people's unique needs?</td>
<td>Are the KM tools and techniques, and the information included within them, relevant to people's specific needs (e.g., includes context-specific examples and details on the “how”)?</td>
</tr>
<tr>
<td>How much funding and time are allocated to KM and to making KM equitable?</td>
<td>Are there policies and regulations or gender and other social norms that influence the flow of information?</td>
<td>Accessibility&lt;br&gt;Who has access to the KM tools and techniques, and are there differentials based on people's identities? Consider cost, format, language, timing, and technology.</td>
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</table>

**Availability**<br>What types of KM tools and techniques are available? What types are used by people of different identities?

**Acceptability**<br>Does the content use an appropriate tone for the specific audience? Does it avoid stereotyping people or reinforcing inequitable social norms or power dynamics?

**Are culturally relevant examples used?**<br>Do KM events respect the different cultures of attendees?
Checklist for Assessing Equity in KM Initiatives

- Raise awareness about potential inequities in KM and suggest how to address them
- Assess strengths and weaknesses in your KM initiative as they relate to equity and identify where to focus your efforts to achieve more equitable KM

www.kmtraining.org/checklist-for-assessing-equity-in-km
Step 3: Create and Iterate

Components

- Asking and Telling KM Approaches (e.g., interactive KM events and activities)
- Publishing and Searching KM Approaches (e.g., publications, websites, databases)

Illustrative checklist questions

- Do KM event facilitators, moderators, speakers, hosts, panelists reflect diverse backgrounds or experiences?
- Are you creating content in a range of formats to meet people’s different learning preferences?
Using the Equity Tools at Knowledge SUCCESS
How our teams have used these tools

<table>
<thead>
<tr>
<th>Equity Tools</th>
<th>How they were used</th>
</tr>
</thead>
<tbody>
<tr>
<td>KM for Global Health Logic Model Equity Prompts</td>
<td>Survey questions to measure the Availability, Accessibility, Acceptability, and Quality (AAAQ) of Learning Circles</td>
</tr>
<tr>
<td>Equity Checklist</td>
<td>Practical tool to identify strengths and weaknesses in the design &amp; implementation of our KM activities</td>
</tr>
</tbody>
</table>
Sample Equity-Centered Survey Questions

Rate the following statements on a scale of 1-5, from Strongly Disagree to Strongly Agree:

- I believe Learning Circles was respectful of my culture.
- I did not experience any language barriers to actively participating in Learning Circles.
- I believe the experiences and insights shared in Learning Circles were relevant to my own context.
# Key Learning Circles Assessment Results

<table>
<thead>
<tr>
<th></th>
<th>Results</th>
<th>Equity Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Availability</strong></td>
<td>Challenging to meet the significant demand.</td>
<td>Share guidance and tools so others can implement Learning Circles</td>
</tr>
<tr>
<td><strong>Acceptability</strong></td>
<td>Respectful of participants’ culture</td>
<td>Continue with separate Francophone cohorts.</td>
</tr>
<tr>
<td><strong>Accessibility</strong></td>
<td>- Format of activities easy to complete.</td>
<td>Extend Francophone sessions by half-hour.</td>
</tr>
<tr>
<td></td>
<td>- Internet connection needed.</td>
<td></td>
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<tr>
<td></td>
<td>- Not enough time in the sessions for equal participation for Francophone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>participants.</td>
<td>Recently adapted the program for face-to-face implementation.</td>
</tr>
<tr>
<td></td>
<td>- No language barriers to participate.</td>
<td></td>
</tr>
<tr>
<td><strong>Quality</strong></td>
<td>Useful program, insights and experiences easily adaptable to own contexts.</td>
<td></td>
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</tbody>
</table>
Implementing the checklist at Knowledge SUCCESS

- Teams complete the checklist and then meet quarterly to discuss progress
- Equity Team regularly checks-in with activity teams to support them in using the checklist
- The accompanying How-To guide allows users to figure out how to apply a specific checklist item to their scenario
Our equity strengths

- Web accessibility and language inclusivity
- Authorship of content pieces are transparent with a focus on giving credit to those who developed it.
- Creating content in a range for formats, free of technical jargon, and thoughtful/sensitive about images.
- Consideration of participant time zones and holidays when planning events.
Next Steps for Continued Improvement

- Allow time to reflect and learn about how to strengthen equity.
- Asking participants in online and in-person events about a range of accommodation needs, and offering options/tools for those needs.
- Equitable partnership
- Continue supporting and strengthening opportunities for co-creation of activities among the FP/RH community that is inclusive

Image Source: Startups Magazine
Recommendations for other teams

- Review the checklist broadly and determine if any sections are not relevant for your particular activity or for this particular time
- Consider whether anonymous, individual completion of the checklist may be helpful
- Ensure all team members are involved in the process to consider different perspectives
- Summarize strengths and areas for improvement
- Identify and prioritize action points
- Review progress on action points
The Pitch Season 2
KM Champion Innovators
About The Pitch Competition

Organizations – based in sub-Saharan Africa and/or Asia – are awarded up to USD $50,000 via a subaward process to implement knowledge management innovations for family planning and reproductive health programs.
Funding KM Solutions, In Context

- Provide seed funding to KM Champions working in FP/RH at the national and regional level.
- Break down barriers impacting the widespread implementation of KM by showcasing creative and practical ideas.
- Financially support the development of innovative KM solutions by the organizations best placed to lead them.

Pitch: Funding knowledge champions in family planning
A bilingual multi-lingual podcast series that documents and shares the knowledge and real-life stories of 20 indigenous FP/RH leaders in Nigeria and Niger while facilitating knowledge exchange with global experts and highlighting what works and what doesn’t work through reflections from lessons learned from failures in FP/RH programs.

**Goal:** To advance youth-led, intergenerational, cross-cultural, and cross-regional learning that will promote equity in FP/RH information access and use and bring about transformational reproductive health outcomes.
**Project Activities**

- **Co-Creation Workshop** (May)
- **Launch Event** (June)
- **Storytelling and Social Media Workshop & Podcast Recordings** (June)
- **National recruitment of FP/RH Champions** (June)
- **Advocacy visits, Episode releases, Radio features** (July-September)
- **Close-Out Event** (September)
Key Highlights

- **20 young champions** identified and their stories shared from Nigeria and Niger
- **First-of-its-kind indigenous language storytelling podcast** for FP sensitization and advocacy
- Positioned indigenous **young people as problem solvers and FP experts**
- Published **English and French transcripts** of each episode alongside the audio
- Strengthened knowledge exchange between **Anglophone and Francophone Africa**
- **Radio** features discussing inclusion and parental engagement
- Podcast and champions showcased on **ICFP 2022 LIVE Stage in Pattaya, Thailand**
### Podcast Statistics

#### Indi-Genius Website:

<table>
<thead>
<tr>
<th>Number of visits:</th>
<th>Number of plays:</th>
<th>Number of subscribers:</th>
<th>Most played episode:</th>
</tr>
</thead>
<tbody>
<tr>
<td>379</td>
<td>121</td>
<td>12</td>
<td><em>Is Nigeria's FP2030 Commitment Youth-Friendly?</em> By Bless-me Ajani (21 views)</td>
</tr>
</tbody>
</table>

#### Instagram:

<table>
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<th>Number of followers:</th>
<th>Most viewed episode:</th>
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</thead>
<tbody>
<tr>
<td>2295</td>
<td>386</td>
<td>198</td>
<td><em>Do persons with disabilities really need Sex Education too?</em> By Enitan Oluwa (249 views)</td>
</tr>
</tbody>
</table>
Rejoignez-nous pour un échange Indi-Genius

Vendredi 29 juillet
10h00-11h00 GMT
11h00-12h00 WAT
En direct sur Instagram @Indi.Genius_Podcast
Conversation en anglais et en français

EN VEDETTE
(de gauche à droite)
Mubarak Idris
Directeur des campagnes numériques
Initiative Bridge Connect Africa
Mariama Abdou Gado
Point focal jeunesse FP2030, Niger
Djenebou Diallo
Responsable du plaidoyer, OPCU

MODÉRÉ PAR
Onyinye Edeh
Directeur exécutif SEDEI

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Population Foundation of India
Family Planning Resource Bank in Hindi

Bridging the Knowledge Gap through Vernacular Language Access
602.2 million people speak and understand Hindi in India, surpassing any other vernacular language.

Family Planning Resource Bank in Hindi is an innovative solution by Population Foundation of India that promotes equity in knowledge sharing and facilitates access to crucial information and evidences in family planning and reproductive health.
A key feature of this Resource Bank is a comprehensive dashboard on National Family Health and Welfare (a large-scale survey conducted in a representative sample of households across India). The dashboard provides access to state-wise data on fertility, infant and child mortality, maternal and reproductive health and the utilisation of family planning services.
Engaging UI for enhanced UX

• Integrated language switcher that allows users to change between Hindi and English as per convenience

• Thematically categorised articles enable users to access information in a systematic manner

• The microsite has been configured to adapt the dimensions of desktop, smartphones, and tablets thereby strengthening readability for users
Engaging UI for enhanced UX

Image from the microsite: Population Foundation of India’s digital solution to language barrier in FP/RH knowledge sharing
To know more, visit: www.populationfoundation.in
Projet Jeune Leader
Context-driven knowledge management for youth-focused FP/RH programs

Projet Jeune Leader's local-to-national magazine “Ampitapitao” series in Madagascar
Gaps between Local Knowledge and National Decision-Making
“Hot topics”

Mainstreaming sexuality education

Understanding what does and doesn’t work in youth FP/RH

Preventing and responding to violence in schools

Strengthening youth-friendly healthcare services

“Community” magazines

4

8,498 Comments from community readers

4 “Decision-maker” magazines

Ongoing dissemination, dialogue
WHAT’S YOUR TAKE?

5 Minutes for Education on Life Skills and Politeness

The Ministry of National Education realizes the importance and necessity of educating children to become well-rounded citizens and therefore providing them with a comprehensive education. As such, on September 21, 2021, the Ministry issued a MEMORANDUM that put all public school teachers in charge of education on life skills and politeness.

This education is for 5 minutes, to be provided at the beginning of the school day in primary schools and at the beginning of every class in secondary schools.

In other words, all teachers take part in this “comprehensive” education for students. A timetable was established to that end, and no matter if they teach history or languages or physical education or any other subject, all teachers are designated to teach life skills and politeness.

Over the school year, 25 topics are addressed and students are scheduled to be assessed after every 5 topics.

Reproductive health, an essential topic for Malagasy youth and their futures, is one of those 25 topics scheduled for 5 minutes at every subject change or beginning of the school day during one week of the timetable.

A COMPREHENSIVE EDUCATION FOR PEACEFUL HOUSEHOLDS AND WELL-ROUNDED FAMILIES

TEACHERS:
Have you already taught a lesson for this subject?
How did you decide how to teach each lesson?
What are the impacts of this subject that you noted on your students?

STUDENTS:
Have any of your teachers taught this subject?
How did you feel about it?

PARENTS:
Have you ever heard about this subject?
What do you think about it?
“Sometimes the decision-makers do not know the opinions of youth and the school community but having that really improves the education system.

There is knowledge and data that the decision-maker cannot imagine contained here [in the magazine]; for example, the [Ministerial initiative on life skills]. The Minister did not think that there might be a problem in its implementation.

But you have brought these results which are valuable and can be accepted [by the Minister].”

-Senior Ministry of Education Official
Q & A
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THANK YOU