

MOMENTUM

Country and Global Leadership



NET MAPPING TOOL

Template for net mapping exercise



MOMENTUM works alongside governments, local and international private and civil society organizations, and other stakeholders to accelerate improvements in maternal, newborn, and child health services. Building on existing evidence and experience implementing global health programs and interventions, we help foster new ideas, partnerships, and approaches and strengthen the resiliency of health systems.

This tool is made possible by the generous support of the American people through the U.S. Agency for International Development (USAID) under the terms of the Cooperative Agreement #7200AA20CA00002, led by Jhpiego and partners. The contents are the responsibility of MOMENTUM Country and Global Leadership and do not necessarily reflect the views of USAID or the United States Government.

Suggested Citation

Adapted from *Net-Map toolbox: Influence Mapping of Social Networks*¹ by Katie Meyer, with input from Callie Simon, *Net Mapping Tool*. (2023). U.S. Agency for International Development, MOMENTUM Country and Global Leadership.

MOMENTUM Country and Global Leadership adapted this tool with Youth for Sustainable Development (YSD) and Youth Advocacy on Rights and Opportunities (YARO) as part of our work on youth-led social accountability in Kenya and Ghana. This version of the tool can be adapted and used by other youth-led organizations (YLOs) in their own youth-led social accountability work.

NET MAPPING TOOL

FACILITATOR INSTRUCTIONS AND REPORT FORM

BACKGROUND

PURPOSE AND OBJECTIVES: To help people understand, visualize, and discuss ways to improve youth participation in social accountability mechanisms, particularly surrounding the ways different actors influence outcomes. Net mapping is an interview-based mapping tool that individuals and groups can use to clarify their own view of a situation, foster discussion, and develop a strategic approach to their networking activities.

FACILITATORS & PARTICIPANTS: The YLO should identify different stakeholder groups to consult in the net mapping exercise. These could include community-based organizations, governmental agencies/offices, health workers, opinion and community leaders, youth-serving organizations, youth-led organizations, and young people, among others. YLO staff trained on the net mapping exercise will then facilitate the exercise with different stakeholder groups separately.

TIMELINE: 2 hours: 5 minutes introductions and purpose, 25 minutes per question (4 questions, total of 1 hour 40 minutes), 15 minutes debrief.

SUPPLIES: Large paper sheets, markers, stickers, sticky pads/notecards, and tape. A camera to take photos of the mapping sheets is preferred but not required.

METHODOLOGY

Facilitators will use the interview questions, listed below, to discuss youth participation (or lack thereof) in social accountability mechanisms for family planning and reproductive health (FP/RH) information and services. A facilitator will ask the question while another YLO staff member takes notes. The notetaker will take detailed notes on what is written/marked on the mapping sheet and also key points from the discussion that are not included on the sheet. At the end of the exercise, if possible, the notetaker should take a photo of the final mapping illustration, but this is not required.

This activity's overarching question is: what factors are helping and/or hindering youth participation and leadership in social accountability mechanisms for health and FP/RH in particular. Additionally, we will examine how different stakeholders view youth-led social accountability's contributions to positive youth development. There are four sets of questions that the net mapping tool uses to gather information on the overarching issue and secondary issue. For each question, there are probing questions to help facilitate the conversation.

- Place a large sheet of paper in front of your participants before asking them the first set of questions. Distribute markers/pens, sticky pads/note cards, stickers, and any other materials. Explain that they will be using these materials for this activity. This is a group activity, so decisions on what to put/place on the paper should be made together.
- For the first set of questions, we want participants to describe who is involved in social accountability mechanisms that affect youths' access and use of FP/RH information and services. They will use the sticky pads/notecards to write the names of actors involved on notecards and, once agreed upon, place them on the large sheet of either with the sticky pad or tape. These are all our actor cards.
- For the second set of questions, explain to the participants that we will be looking at how all the people and organizations on the actor cards are linked to each other by connecting the actor cards with arrows

indicating that something (e.g., information, money) flows from one actor to the other. In cases where actors exchange something, the arrow has two heads (or however they want to designate the difference). In cases where the two actors exchange more than one thing, you can draw a link that has a number of arrow heads of different colors (or however they want to designate the difference). Present the kinds of links by color and explain what each color represents. For example, information could be in blue, money in green, and advice in red. It makes sense to start with the link that you expect to be the least common, finish that color, and then continue with the next. If you are unsure which link is the least common, it is fine to start with whichever link you want.

- For the third set of questions, participants will be looking at how influential or powerful each actor is in affecting change for youth involvement in social accountability mechanisms. It is important that everyone understands the definition of power prior to assigning power to each actor. Influence and power are about the ability of the actor to have an effect upon a specific issue, not about formal hierarchies. Sources of power can be diverse—ranging from legitimate decision-making capacity, through giving advice or incentives, or by bending/breaking the rules. Once everyone agrees on the definition of power, the participants will be asked to assess the amount of power for each actor regarding the two main issues (how actors influence youth participation and leadership in social accountability mechanisms and what abilities do youth have to make their own decisions about their lives). Participants can decide on which sticker to use to indicate power. The more power the actor has, the more stickers they should have on the paper next to their actor card. Actors can have as many stickers as participants want. Two actors can have the same amount of power or no power at all (no stickers). After assigning the actors' influence, facilitators will ask participants the probing questions to facilitate discussion. This information will begin to look at some of the positive youth development domains, including youth assets and agency.
- The fourth set of questions looks at the goals of the actors in relation to increasing youth participation and leadership in social accountability mechanisms. You will provide some goals of the youth-led social accountability project to the participants and ask them to tell you which of these pre-defined goals each actor is likely to support. Participants can add additional sticky notes, abbreviations, or symbols for each goal the actor is likely to support next to their actor card on the mapping sheet. This information examines some of the other positive youth development domains, including youth contributions and the enabling environment of youth.
- The final discussion/debrief includes questions to ask to the participants after they have finished the net mapping exercise.
- The final map and completed notetaker template should be shared with all participants and can be used to help inform your program design and implementation, including who to consult for certain activities.

NOTETAKER TEMPLATE

Facilitator(s) Name:	
Notetaker Name:	
Stakeholder group:	
Date of session:	
Verbal assent and/or consent obtained from all participants:	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Question 1: Who is involved?</p> <p><i>Facilitator instructs participants to write all actors on cards and post them on the sheet of paper.</i></p>	<p>Name all individuals, groups, and organizations that are involved in youth participation and leadership in social accountability for family planning/reproductive health (FP/RH).</p> <p>Probing question:</p> <p>1) Who else participates in social accountability? <i>Note: the participants can add more cards if they come up with other actors.</i></p> <p>2) Who determines who participates in social accountability?</p> <p>3) Who is responsible for hearing and acting on the inputs/demands of youth during social accountability processes? <i>Note: participants do not need to agree on how the actors respond to the inputs/demands, only who is responsible for hearing and acting on those inputs/demands.</i></p> <p>4) What youth are we referring to? Older/younger youth? Male/female youth? Youth in leadership positions? Youth with disabilities? <i>Note: if the participants did not put youth/youth volunteers/youth-led organizations on the mapping sheet, ask why youth are not on their sheet.</i></p>
What was discussed?	
What did they agree on?	
What did they disagree about?	
What was their consensus?	
How did they come to that decision?	
<p>Question #2: How are they linked?</p> <p><i>Facilitator instructs participants to draw arrows to show linkages between actors.</i></p>	<p>How are all these people and/or organizations linked to each other?</p> <p>Probing questions:</p> <p>1) How are they connected?</p> <p>2) Is anything exchanged between them? (information/money/command/advice)</p>
What was discussed?	
What did they agree on?	
What did they disagree about?	

<p>What was their consensus?</p>	
<p>How did they come to that decision?</p>	
<p>Question #3: How influential are they?</p> <p><i>Facilitator instructs participants to mark actor cards with stickers to show levels of influence.</i></p>	<p>How much power does each actor have?</p> <p>Probing questions:</p> <p>1) How does each actor influence youth participation and leadership in social accountability mechanisms? (e.g., decision-making capacity, giving advice/incentives, bending or breaking rules, etc.)</p> <p>2) Looking at youth, what abilities do they have to make or influence their own decisions about their lives, set their own goals, or act upon decisions to achieve their desired outcomes? Is it only specific youth who have this power or do all youth have this level of power (e.g., young adolescents, out-of-school youth, youth with diverse sexual orientations)? <i>Note: if the participants did not put youth/youth volunteers/youth-led organizations on the mapping sheet, ask why youth are not on their sheet and what level of power youth have in relation to other actors.</i></p> <p>3) Verbalize what you see: for example, “I see you have assigned four stickers to the district health manager, followed by two stickers for the health worker, and no stickers for the youth volunteer.” Encourage participants to adjust anything with second thoughts. Then starting with the most powerful actor, begin asking questions about the sources and effects of power, such as:</p> <p>3a) I see you have given this actor the most power of all actors. Why? Where does their influence come from?</p> <p>3b) You say that these two have the same level of power. What happens if they disagree? Is their power based on the same things? Does it have the same range?</p> <p>3c) You have linked this actor to many others, but say they do not have much power, why is that?</p>
<p>What was discussed?</p>	
<p>What did they agree on?</p>	
<p>What did they disagree about?</p>	
<p>What was their consensus?</p>	
<p>How did they come to that decision?</p>	

<p>Question #4: Do our goals and objectives align with these actors?</p> <p><i>Facilitators tell participants to mark actor cards with stickers to support for stated goal and objectives.</i></p>	<p>Do the goals and objectives of our project align with the actors we have identified? [Insert youth partner], in collaboration with the USAID-funded project MOMENTUM Country and Global Leadership, has developed a set of goals and objectives for this project to reach. Which actors support the overall goal and why or why not? Which actors support which objectives and how might they contribute to these objectives? Which actors might hinder or create challenges for achieving these objectives and how might they hinder/create challenges for these objectives?</p> <p>Goal: Enhance and scale youth social accountability mechanisms in [insert region/district] to improve the quality of FP/RH services and responsiveness of the health system to the needs of young people.</p> <p>Objective 1: Increase awareness of youths' FP/RH rights and entitlements among young people and key stakeholders.</p> <p>Objective 2: Increase youth involvement in youth-led social accountability mechanisms.</p> <p>Objective 3: Increase coordination of youth-led social accountability work among key stakeholders.</p> <p>Objective 4: Improve learning around how youth-led social accountability mechanisms operate and their impact on FP/RH outcomes for young people.</p>
<p>What was discussed?</p>	
<p>What did they agree on?</p>	
<p>What did they disagree about?</p>	
<p>What was their consensus?</p>	
<p>How did they come to that decision?</p>	

FINAL DISCUSSION/DEBRIEF:

1. What observations do you have about your responses on the map? Did anything surprise you?
2. What about the responses from others?
3. How would your responses have changed if we had asked about the participation and leadership of adolescents (aged 10–19 years old) in social accountability mechanisms versus older youth (20–24 years old)? Of youth with disabilities? Of youth who are out-of-school?
4. What are your initial reactions to the results of the map?
5. What objectives and interventions would you revise or add to the project to address the challenges/barriers you identified?
6. How can these actors help support [insert youth partner] in reaching their goals and objectives?

REFERENCE

1. Schiffer, Eva. (2007). *Net-Map toolbox: Influence Mapping of Social Networks*. International Food Policy Research Institute. <https://netmap.files.wordpress.com/2008/06/net-map-manual-long1.pdf>



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