Workshop Report

"Change through Culture"

Organized by Grandmother Project-

Change through Culture

Mbour, Senegal from January 28 to February 02,

2018

www.grandmotherproject.org

Reflections of workshop's participants

"Any problem that happens in a community, a society or a nation finds its solution in the culture. These projects would benefit from a greater involvement of the Elders, the guardians of cultural values, in problem solving so that results are lasting. "
Bassirou Séne, Save The Children, Senegal

"Seniors are essential actors for development. They play a central role in the functioning of society. Involving them in global public policies will help to transform the weaknesses of Western countries into forces. "
Ousmane Niang, ESEA/UCAD, Senegal

"Development projects must enhance and empower the grandmothers to be the catalysts for positive change for the well-being of children and women."
Aly Hamet Gueye, WVI, Mauritania

"We have seen a certain sluggishness of the local steering committees of the intervention villages, an effort to bring together influential and elderly people who hold cultural values could be something to explore in order to optimize the expected results." **Demba Baldé, PINKK, Senegal**

"We are used to passing messages to women to change behaviour without involving elders, and we often face failures because women make commitments and are motivated to try the lessons of effective practice, but they cannot do it because of their surroundings, which reminds them of what has always been done in the past. "
Nana Bulungu, Save The Children, RDC

"We are now convinced that the success of our interventions depends on the way the community understands and accepts our programs, but above all our sincere willingness to involve them in all our efforts."
Mohamadou Abass N'gaide, WVI, Mauritania

Introduction:
This report on the "Change through Culture" workshop organized by *Grandmother Project* from the 28th of January to the 2nd of February 2018 in Mbour, Senegal, presents: the workshop goals and objectives; an overview of the workshop content; feedback from participants on the various topics addressed; and the results of the workshop evaluation completed by participants

Grandmother Project (GMP) – Change through the Culture is an American and Senegalese NGO that develops community-based approaches that reinforce positive cultural values and roles that value community knowledge and experience and build the capacity of community analyse problems and decide for themselves how to tackle them. GMP's work is based on four pillars.

The pillars of Grandmother Project - Change Through Culture
1) The inclusion of culture in any development program,
2) Recognition and effective involvement of elders (grandmothers and grandfathers) in community programs,
3) Reinforcement of communication between the generations
4) The use of communication approaches based on dialogue and consensus building.

Purpose of the Change Through Culture Workshop

To stimulate participants' reflection on the key aspects of culture to be considered in community-based programs, to promote sustainable changes in norms and practices related to the well-being of women and children, and to build confidence and communities to foster endogenous development.

The objectives of the workshop:

Objective 1: Discuss the place of culture in community life and in development programs

Objective 2: Discuss the role of seniors in African societies and their place in development programs

Objective 3: Identify the role of grandmothers in families and communities and their involvement in development programs for women and children

Objective 4: Identify the factors that explain why grandmothers are not involved in development programs for women and children

Objective 5: Identify the differences between individualistic and collectivist societies and their inclusion in development programs in collectivist societies

Objective 6: Discuss the difference between a "linear" approach and a "systemic" approach to promote change in communities

Objective 6.2: Define "a developed community"

Objective 7: Discuss the three factors that contribute to the success of community programs

Objective 8: Discuss the unexpected negative effects of many development programs

Objective 9: Learn from the results of the Change Through Culture approach in the areas of health, protection, education and social infrastructure

Objective 10: Present the key concepts that support the Change Through Culture approach

Objective 11: Introduce the five steps of the Culture Change approach to promote the well-being of women and children

Objective 12: Discuss the rapid study to analyse the roles and influences of family and community actors (Step 1)

Objective 13: Conduct an analysis exercise of roles and influences related to the given problem (Step 1)

Objective 14: Discuss the importance of valuing the role of grandmothers in promoting positive change (Step 2)

Objective 15: Discuss two opposite (opposing) communication approaches that can be used with communities (Step 3)

Objective 16: Analyse the relevance of the model change of knowledge -attitudes-practices

Objective 17: Discuss the communication approach that promotes dialogue and consensus for lasting changes in social norms (Step 3)

Objective 18: Discuss principles of adult education that promote community engagement and change (Step 3)

Objectives 19: To discuss communication tools based on dialogue and critical reflection

Objective 20: Discuss the communication and influence dynamics between older and younger women in the community (Step 3)

Objective 21: Share the Grandmothers Leadership Experience (Step 4)

Objective 22: Discuss the influence of formal and informal leaders in the process of maintaining and changing social norms (Step 4)

Objective 23: Discuss key aspects of the monitoring, of evaluation and lifelong learning. (Step 5)

Objective 24: Identify the attitudes and skills of development workers who promote community development and positive sustainable change

Objective 25: Identify the factors that contribute to the ownership and sustainability of the programs

Objective 26: Reflect on the application of the elements of the Culture Change approach in your programs

Participants in the workshop came from four (04) countries in the region, namely: Senegal, Mauritania, Niger and the Democratic Republic of Congo. The majority work in non-governmental organizations that implement nutrition / health, education and / or child protection programs. With the support of UNICEF who would like the Change through Culture approach to be taught in training schools, a Researcher Teacher from the National School of Applied Economics (ENEA), Community Development Department and a Physician from the Population Development and Reproductive Health Institute (IPDSR) were able to participate in the workshop.
The Change Through Culture approach was developed by the NGO Grandmother Project from a series of successful experiments involving grandmothers in nutrition and community health programs in Senegal, Mali, Mauritania, in Djibouti, Laos and several other developing countries.
In each of the previous experiences, the involvement of grandmothers helped to increase community confidence in the knowledge and experience of grandmothers and to increase program outcomes.
The program content of the workshop was organized around twenty-six (26) themes related to the 27 objectives (presented above).

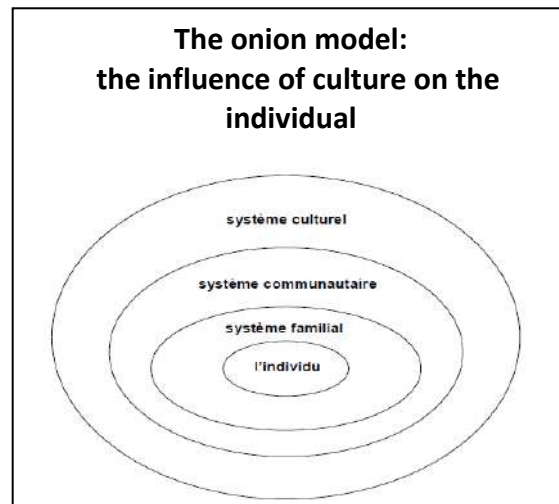**The pedagogical approach used during the workshop:**
In the workshop a participatory adult learning methodology was used which called on participants to: reflect on their own attitudes and experiences in community programs; discuss the concepts that support a partnership approach with GMs; and reflect upon the possibility of using elements of this approach in their respective programs. The presentation and discussion of the approach developed by GMP was conducted through a series of participatory learning activities, namely: individual

exercises, in pairs, in small groups or with all participants, the analysis of cases, mini-presentations, role-plays and simulations. All learning activities were interactive. Organized around twenty-six (26) themes, the content of the different sessions is briefly described below. Findings and comments from some participants related to each theme discussed are presented below.

1. The place of culture in the life of communities and in development programs

In a group exercise, participants discussed the place of culture in community life and in development programs. They reflected on three quotes that talk about the importance of culture in African societies. Each group drew conclusions about the extent to which development programs in their countries take culture into account.

During this discussion, the "onion model" was presented (see box). This diagram shows the primordial influence of culture on individuals in relation to all aspects of life.

The onion model:
the influence of culture on the individual

système culturel

système communautaire

système familial

l'individu

"In the context of our work, it is useful to integrate the structural aspects of culture into baseline surveys".
Ndeye Astou Badiane, Save The Children, Senegal

"Culture has a place of choice in the life of an African, it is an essential factor in its own development".
Nana Hadiza Miko, CRS, Niger

2. The Role of elders in African Societies and in development programs

This session revolved around the analysis of several quotes on the role of elders in collectivist, non-Western societies, and more particularly in African societies.

> **Participants' conclusion:** To succeed in development programs, it is important to involve elders in order to benefit from their wealth of experience and because they can be catalysts for change on a community level.

"Seniors are indispensable in the implementation of development projects".

Omar Mané, Ninnaba, Senegal

"Until now, development programs have focused heavily on child participation and citizen participation. Elders, especially grandmothers, have never been taken into account in this process of citizen participation, they were put in the background.
Peterson Paul, Save The Children, Senegal

3. The role of grandmothers in families and communities and their involvement in development programs for women and children

In a working group exercise, participants reflected on the roles played by grandmothers in the communities they work with. Each group has created a diagram that shows the different roles they play in the family and in the community such as: counsellor, mediator, protector and resource person for women and men.

> **Participant Conclusion:** Grandmothers play an important role in decision-making based on their experience and expertise in the family and community.

"Grandmothers must be involved from the beginning to the end of projects / programs, it is a way to make our results sustainable".
Aly Hamet Gueye, WVI, Mauritania

"During our childhood, we spent moments of gentleness, tenderness and attention with our grandmothers".
Alou Diaby, IPDSR / UCAD, Senegal

4. The factors that explain why GMs has little involvement in development programs targeting women and children.

In a trio, the participants brainstormed to list the different factors that explain the low involvement of grandmothers in development programs for women and children. After the restitution, participants realized that these factors were mostly prejudices.

> **Participants' conclusion:** All the reasons that led to not involving grandmothers in development programs are prejudices.

"The failure of grandmothers to be involved in interventions is one of the factors that contribute to the failure of many projects and programs to achieve results."

Nana Hadiza Miko, CRS, Niger

5. Differences between individualist and collectivist societies and their inclusion in development programs in collectivist societies

A paired exercise allowed participants to rank characteristics of both types of society on a two-column chart. Participants also reflected on the types of societies in which the communities they work with live.

> **Participants' conclusion:** African societies are more collectivist than individualist and in developing strategies, it is important to take into account the characteristics of these societies. Programs often aim at changing individual behaviour whereas in collectivist societies the individual is strongly influenced by his group. For this reason, it is more appropriate to adopt approaches that target groups to promote collective change in standards.

"Flexibility and adaptability are important. Organizational models in Africa need to be conceptualized according to context and socio-cultural realities."
Ousmane Niang, ESEA / UCAD, Senegal

6. The difference between a linear approach and a systemic approach to problem analysis and program development

In many community programs, the linear approach used targets risk groups that are often referred to as "target groups". For example, in a program to reduce pregnancy, if a linear approach is used, it is the girls who are targeted. In this case, other categories of people, such as boys, grandmothers and mothers who may also have influence over these different issues, would not be targeted.

In a small group exercise, participants made a "systemic" analysis of identifying the set of people who influence issues such as excision, breastfeeding and early marriage.

> **Participants' conclusion:** It is important to identify the most influential people in the communities and involve them in the programs for achieving sustainable results.

"Achieving the goals of development projects depends much more on the involvement and participation of influential people than on the participation of groups at risk."

Bassirou Séne, Save The Children, Senegal

7. Characteristics of a "developed community"

All development organizations and state institutions want communities to grow. But the question is: what is the conception of a developed community? As development agents working at the community level, it is important to define the characteristics of a developed community. It is from such definition that the objectives of policies and programs can be defined.

Community Development Specialists propose this definition:

"In a developed community, the population leads a set of actions and efforts to improve their living and living conditions. In these actions and efforts, there is: the involvement of all social strata; committed leaders; a good level of organization; the capacity for self-management and permanent consultation between leaders and other members of the community ".

> **Participants' conclusion:** A community cannot develop without committed and competent leaders.

8. The three factors that contribute to the success of community programs

American researchers in community development have analysed many programs, whether in the health sector, agriculture, education, child protection, etc. and identified three factors that contribute to their success. These are: 1) community characteristics; 2) characteristics of the approach adopted; and 3) characteristics of development agents. Participants discussed the importance of each.

> **Participants' conclusion:** Successful programs require a well-organized community, an appropriate methodology and committed and competent development agents.

"It is important for a development program / project to take into account the characteristics of communities, the methodology used must be adopted and development agents must adapt to socio-cultural realities. Otherwise our programs will be seen by communities as exogenous factors that upset the entire social and cultural system.

Paul Peterson, Save The Children, Senegal

"The consideration of community characteristics from the development of projects / programs is a key factor in achieving the expected results".

Demba Baldé, PINKK, Senegal

9. The unexpected negative effects of many development programs

The results of the research entitled "Time to listen" were presented and discussions revolved around the following five key results:

• Development programs have increased community dependency and passivity.

• Development workers do not have the time to build trust with communities.
• Programs do not take into account existing structures / leadership in these communities.

• Agents have their own schedule and they are in a hurry to implement their activities.

• There is too much money in programs that needs to be spent too quickly.

Participants' conclusion: It is important for projects and programs to give themselves enough time to listen to the communities in order to build trust and avoid unintended negative effects.

"It is particularly interesting to discover new readings and approaches on the factors of failure and success of development programs."

Ousmane Niang, ESEA / UCAD, Senegal

10. The results of the Change Through Culture approach in the areas of health, protection, education and social infrastructure

The GMP approach targets two types of results, regardless of the program area:

1. Changing standards and practices for health, protection, education or other topics.
2. Strengthening social cohesion in families and communities and their ability to initiate actions together to promote the well-being of the family / community.
A table of results of the GMP approach in the areas of health, child protection, education and social infrastructure was presented and participants gave their opinion on the results obtained.

> **Participants' conclusion:** The Change Through Culture approach is producing convincing and promising results in the areas of health, education and the protection of children.

"The Grandmother Project results show that the Change Through Culture approach delivers results in all areas."

Aminata Mimi Seydi, ADC Badiene Gox Velingara, Senegal

11. The key concepts behind the approach Change through Culture

After the presentation of the key concepts, GMP's Theory of Change which is based on these different concepts has been shared.

Behind every strategy is a theory of what it takes to promote change in the community. Usually theories of change are designed from the point of view of organizations and how they think change can be achieved. GMP's theory of change instead reflects how communities perceive the process of change when a new idea / innovation is presented to them. To develop his theory of change, GMP started with five (05) postulates.

> The assumptions supporting the **Theory of Change** Grandmother Project
>
> 1. In collectivist societies, community members are interrelated and interdependent.
> 2. Human resources capable of driving positive and lasting change exist in any community.
> 3. In any community, there are formal and informal leaders in each generation who are centres of decision and influence.
> 4. Cultural and spiritual authorities have an enormous influence on social norms.
> 5. Generally, individuals change their behaviours only under the influence of other members of their community

> **Participants' conclusion :** Taking these concepts into consideration in development programs could facilitate desired changes within communities**.**

"It is helpful to know the experiences of communities before they want to change them."

Bassirou Séne, Save The Children, Senegal

12. The Five (5) Steps of the Change Through Culture Approach for Promoting the Welfare of Women and Children

The approach developed by GMP to promote changes in norms and practices community-based is organized around five key steps. For each step, facilitators explained its rationale and they also gave examples of activities.

Steps of the GMP approach
1. Analysis of the role and influence of family and community actors related to the well-being of women and children
2. Enhancing the culture and role of elders, especially grandmothers, in promoting the welfare of women and children
3. Community dialogue on priority topics related to children and women to reach consensus on practices to be encouraged and discouraged
4. Strengthening the capacity of grandmother leaders to promote change of norms and practices in the community
5. The evaluation and documentation of results against changes: norms and practices; social cohesion and community skills

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Conclusion of the participants: The five (05) steps are essential for the implementation of adequate strategies.

"To achieve lasting change, it is necessary to go through the five steps of the Change Through Culture approach."

Aly Hamet Gueye, WVI, Mauritania

13. The rapid study to analyse the roles and influences of family and community actors (Step 1)

Every study is based on a **conceptual framework** that defines the information that needs to be collected. The GMP conceptual framework has been shared. It defines three types of information that must be collected:

• Cultural norms and practices
• The roles of family members
• Cultural values and traditions related to the welfare of women and children.

Participants discussed the relevance of collecting such information. A simulation exercise on the roles and degree of influence of different family and community stakeholders was conducted.

This rapid study has two objectives: 1) to collect these different types of information; and 2) to increase respect and appreciation of the cultural context on the part of the team conducting the survey.

Participants' conclusion: The rapid survey not only provides qualitative information, but also strengthens relationships between development agents and community actors.

"The identification of the influential actors is very important, because it makes it possible to make a good diagnosis of the actions to carry out".
Omar Mané, ADC Ninnaba, Senegal

14. The importance of valuing culture and the role of elders, especially that of grandmothers (Step 2)

In this stage, it is a question of valuing the culture, the elders and especially the grandmothers. The enhancing of these elements can be done in several ways. But the focus should be on: 1) the attitudes and behaviours of agents towards culture and elders and 2) certain activities that can be used to show respect and value culture and elders.

In a program, valuing culture and seniors, especially grandmothers, helps to increase community engagement with this program and development workers. The fact that the community is involved contributes to their participation, their ownership of the program, their openness to new ideas and the possible change of standards and practices. This approach motivates grandmothers to participate and open up.

Participants' conclusion: The fact of taking into account the cultural aspect by valuing seniors and especially grandmothers makes it possible to put them in trust and their recognition by the community.

"By putting grandmothers in a position of respect and trust, they share their knowledge and experiences without reservation."
Mamadou BA, Cultural Actor, Vélingara

"The valorization of endogenous knowledge and experiences allows for better ownership of programs by communities and a better understanding of the normative and structural aspects of culture by development agents".

Peterson Paul, Save The Children, Senegal

"The success and sustainability of programs will be achieved through the appreciation of culture and the recognition of positive cultural practices. A valued person is prouder and more open to change. "
Ndeye Astou Badiane, Save The Children, Senegal

15. Two opposite approaches to counter communication that can be used with communities

In developing a communication strategy / community education, we must reflect on who we must involve, and what communication approach to use.
In the exercise called "social analysis", the participants identified the categories of people that influence a particular problem and should be involved in communication / education activities on this issue. Through a paired exercise, participants reflected on "what approach to communication should be adopted?". They organized words into two categories that describe a directive approach and a dialogical approach.

In any community program, communication / education activities are crucial. Communication methods differ and they have a different impact on different communities.

Participants' conclusion: We need to revisit the concepts and approaches we use with communities to get them to own programs.

"We are implementing strategies in the areas of health and nutrition, but the structural aspect of communities is not taken into account."
Zeine Abidine Ba, WVI, Mauritania

16. The Relevance of the Knowledge-Attitude-Practice Change Model Frequently Used in Collectivist Societies

A role-playing game that involves a woman who is pregnant at first and then takes care of her new-born baby has been observed. The woman participated in a talk led by a matron on the AME, she retained and repeated all the benefits of AME and even made the commitment to exclusively breastfeed her child at birth. But when she announced her decision to practice AME after her delivery, a group of grandmothers gave her a presentation on the drawbacks of AME and ultimately, she was not able to practice AME because of the pressure from the grandmothers.

Discussions revolved around the knowledge-attitudes-practices method, which aims to change individual behaviour. But can acquiring new knowledge lead to a change in behaviour?

Participants' conclusion: The individual is influenced by his entourage; the acquisition of new knowledge is not enough for a change of behaviour.

"The behavioural change through the methodology knowledge, attitudes and practices long advocated by many organizations and institutions has shown its limitations because the structural aspect of the family is not taken into account".
Mohamadou Abass N'Gaide, WVI, Mauritania

17. The communication approach based on dialogue and consensus for lasting changes in social norms (Step 3)

Benjamin Paul, after evaluating many programs, concluded that they did not take into account the cultural realities of communities and even talked about the "empty jar myth". Communities are seen as empty jars and development agents think that it is enough to fill them with new ideas so that the change of behaviour takes place.

Paolo Freire, the grandfather of adult education, singled out the banking approach that presents the problems of the communities as well as the solutions, which contributes to the submission and the spirit of dependence of the communities, the approach dialogue that engenders dialogue and critical reflection and contributes to self-confidence, self-reliance and consensus building.

To help communities reach consensus on practices and norms to be adopted or rejected, two components of a communication strategy are recommended:

> 1) Catalyse reflection and dialogue within existing communication networks

> 2) Create new communication networks

Participants' conclusion: There is always a need for dialogue within groups, between groups, by mobilising discussions so that community members can reach consensus on existing standards and new innovations.

"The dialogical approach allows more to highlight its benefits, engage in a banking approach or myth of the empty jar inevitably leads to failure."
Mamadou Ba, Cultural Actor, Vélingara, Senegal

18. Adult education principles that promote engagement and change in communities (Step 3)

Most development programs work with adults and / or adolescents. A key principle of adult's education is that every adult has experience and for this reason, communication / education activities should enable them to share their previous experiences and knowledge and at the same time reflect on new information.

> **Participants' conclusion:** Adult's education should be built on their experiences and knowledge. The learning process needs to reflect on current and proposed practices and norms.

"For adult's education, you have to learn how to adapt learning tools to their context and to their practices and standards. Development agents have always assembled groups of actors in places that do not fit with their socio-cultural realities (classrooms, meeting rooms). It is important to consider the habits and practices of these groups."

Nana Hadiza Miko, CRS, Niger

"The learning characteristics of adults must be known by any development actor in order to better communicate with communities and lead them to identify and solve their own problems."

Dr. Alou Diaby, IPDSR UCAD, Senegal

19. Communication tools based on dialogue and critical reflection (Step 3)

The big market allowed participants to immerse themselves in four of GMP's flagship activities that are based on the principles of adult's education

1. The Wisdom of Grandmothers
2. Intergenerational forums
3. Code images propelling group discussion of problems seeking solutions
4. The endless stories

Following explanations of the four activities, participants revisited the characteristics of adult's education activities that promote learning.

> **Participants' conclusion:** In our development programs and projects, we must use communication tools based on dialogue and critical reflection in order to generate exchanges and reach consensus on issues identified by the communities.

"When communication tools are dialogue-based, they promote active community participation."

Mamadou Ba, Cultural Actor Vélingara, Senegal

"Intergenerational dialogue is a fertile ground to maintain in order to reach the long-awaited changes".

Ibrahima Ly, Save The Children, Senegal

20. Communication and influence dynamics between older women and younger women in the community (Step 4)

A peer-to-peer exercise has stimulated reflection on the endogenous communication system that exists in communities between women of childbearing age and grandmothers. The discussion also highlighted the role and influence of grandmothers' leaders, who exist in any community, rural or urban.

> **Participants' conclusion:** In both urban and rural settings, the relationship between grandmothers and women of childbearing age does not change. Programs must take into account this communication dynamic.

"Field workers should always keep in mind that there is a dynamic of communication and influence between women of childbearing age and grandmothers, to avoid the fact of involving only FAP at the expense of the big ones."
Aminata Mimi Seydi, ADC Badiene Gox Velingara, Senegal

21. The characteristics of grandmothers' leaders in communities and strategies to strengthen their role in promoting positive change (Step 4)

The participants reflected on the existence of grandmothers' leaders, their role, their characteristics and how they can be used in development programs.
The presentation on GMP's experience in under-the-tree training of Grandma Leaders enabled participants to learn about the five objectives of the training and the teaching methodology used with illiterate grandmothers.

> **Participants' conclusion:** Projects / programs must value the leadership of grandmothers to improve their interventions.

"On a community level, to improve our nutritional interventions, we need to focus on the leadership of grandmothers leaders. It is our responsibility to gather information from them for the development of strategies for infant nutrition, and use tools such as songs, stories to entice the interest of grandmothers and enjoy their expertise to improve our interventions ".

Nana Bulungu, Save The Children, DRC

"Recognizing the important role of grandmothers in transmitting cultural values within communities is a significant step in the process of behaviour change desired by our projects and programs."

Demba Baldé, PINKK, Senegal

22. Stages of collaboration with community leaders (Step 4)

In any community, formal and informal leaders influence other members of the community and the social norms that dictate to others (eliminate others) acceptable and unacceptable behaviours. The importance of identifying these two types of leaders and the different stages of collaboration with them was discussed.

Participants' conclusion: There is a need to identify and collaborate with formal and informal leaders in implementing interventions at the community level.

"The identification and involvement of informal leaders, especially among elders, is a guarantee of the success of the program. This is why grandmothers' leaders are essential in the implementation of development programs.
Bassirou Séne, Save The Children, Senegal

"We have to work not only with formal leaders, but also with the informal ones, taking into account the communication and influence networks according to the themes".
Demba Baldé, PINKK, Senegal

"Informal leaders can not only mobilise behavioural change, but they are also reliable resources for the success of our interventions."
Mohamadou Abass N'Gaide, WVI, Mauritania

23. Key aspects of monitoring, evaluation and lifelong learning in a Culture Change approach (Step 5)

The two components of evaluation and documentation are:

1) Changes in health / nutrition / protection practices, etc.

2) Changes in the ability of community actors to organize and promote improved practices.

24. Attitudes and skills development agents that promote positive lasting change

Development agents are the interface between a program and communities. For example, several exercises have been conducted to identify the essential qualities, attitudes, skills and behaviours of development agents that foster community development.

> **Participants' conclusion:** Projects / programs should focus on building the capacity of their development agents in relation to cultural values, experiences and experiences of communities.

"Community development workers must respect the cultural values of communities and constantly see if our interventions fit with the culture of the people and if they achieve the expected results."
Ndeye Astou Badiane, Save The Children, Senegal

25. Factors contributing to the ownership and sustainability programs

Individually, participants identified the factors that contribute to communities' ownership of programs. Then, from the list of factors that contribute to community ownership, participants were asked to identify three factors that they consider important to strengthen in their community programs / projects.

> **Participants' conclusion:** Respect and involvement of communities throughout the project/program implementation process can contribute to the ownership and sustainability of these projects and programs.

26. The application of the elements of the change through culture approach in the respective programs of the participants

Participants shared the recommendations they intend to make to their structures. For each organization, we present two.

1) PINKK, Senegal
• Consider social norms, cultural values, community practices and attitudes in carrying out project activities.

• Better identify informal leaders in our intervention sites and involve them more.

2) Ninnaba, Senegal:
• Strengthen the capacity of the members of our organization on the Change through Culture approach.

• Bring our partners to accept the integration of the cultural aspect in our interventions.

3) World Vision, Mauritania:
• Integrate the Change Through Culture approach into our key sectors of our interventions (Health / Nutrition-WASH, Food Security and Education).

• Orient our staff on the factors that contribute to the success and ownership of our programs.

4) Population Development and Reproductive Health UCAD Institute, Senegal
• Integrate the Change Through Culture approach into student training curricula.

• Suggest that library managers acquire GMP-designed manuals and booklets.

5) School of Applied Economics UCAD, Senegal
• Establish an interuniversity network for the integration of the CpC approach.

• Student Research Briefs at Grandmother Project Change Through Culture

6) Save The Children, Senegal
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The evaluation of the workshop by the participants

At the end of the workshop, participants completed a written evaluation of the workshop. The results of this evaluation are very positive in terms of appreciation of the workshop content by the participants and also of the participative pedagogical approach used. On a scale of one (1) to ten (10), the participants' overall assessment of the workshop was eight point ninety-three (8.93) on average. Regarding the pedagogical approach used, the participants' assessment was nine (9) on average.

The results of the evaluation show that the participants appreciated the workshop from the point of view of the topics covered as well as the interactive teaching approach used. They shared the view that the five days of the workshop had been both enjoyable, stimulating and relevant to their respective programs.