

Piloting the Guiding Principles for CEI

Progress Report 2 Template: Due 11 November 2024

Please use the following headings to structure your progress report for the pilot and space beneath to write. Plans are to be submitted to ceiglobalhealth@nihr.ac.uk by the deadline indicated. Thank you.

Title of your pilot

Please give your pilot study title

Art for Impact: Community-Driven Creations for TB and Mental Health Awareness

Pilot lead(s)

Please give the name(s) of the pilot lead(s)

Dr. Zeeshan Kibria

Dr. Saima Aleem

Pilot team members

Please let us know if there have been any changes to the members of the team or their roles in the pilot since submitting your first pilot progress report

Upon the directions of Dr. Zohaib Khan, CONTROL Co-lead, Fatima Khalid was relieved from the pilot team due to her prior commitments in CONTROL study process evaluation and Maria Marjan was added to the pilot team as her replacement.

Do you feel your pilot plan is on track? *If you have answered no, please elaborate.*

Yes

Updates to pilot plan

Please let us know if there have been any changes to your plans since your first progress report. This may include changes to (i) the type of CEI activity, (ii) location, (iii) people involved, (iv) principles being tested (v) approach to testing the principles, (vi) how you are capturing learning.

Please also detail why it has been necessary to make these changes.

If you have not made any changes, please leave this section blank.

	Change	Why
Type of CEI activity		
Location		
People involved		
Principles being tested		
Approach to testing		

Capturing learning		
<div> <div>Piloting the Principles</div> <div> Principles Glossary </div> </div>		
Learnings	<p>Please detail any learnings from your pilot since your first progress report in relation to each of the Principles you're testing.</p> <ul style="list-style-type: none"> We would particularly like to hear about your interactions with the communities and how the Principles are being applied in the community / informing your work. 	
<p>Build open, trustworthy, and beneficial relations with the community</p> <p>output: culturally sensitive art-based product development based on community inputs and feedback</p> <p>☒ A cornerstone of the CONTROL study's community engagement initiative and CEI pilot project was its commitment to listening and projecting community voices and working closely with community members to co-create, design, and deliver TB and mental health awareness messages using community-selected art genres that align with the local culture. Incorporating the participatory approach during all the field activities allowed all the community members to voice their needs, preferences, and concerns, ensuring the project resonates with the community's reality and values. For instance, during field activities, while videos were widely preferred for their accessibility and potential reach, printed materials (e.g., flipbooks, and flyers) were also favored by those without digital access. The participatory mechanisms and feedback process over the type of art genre best fit for the community, its content, language, etc demonstrated the community's trust and buy-in due to an inclusive environment, mutual respect validating the communities' voices at every stage and reinforcing a sense of collective ownership that their opinions were duly recorded and valued.</p> <p>☒ To ensure equal participation from male and female community members yet following local cultural norms and values, separate sessions were held in male and female hujras. This encouraged females to share their perspectives and lived experiences openly, especially when in the same communities, female voices are neither heard nor given value for any decision-making. Their openness to voice their opinions was enabled by the trusting environment established by the CEI team.</p> <p>☒ The co-creation workshop that followed the field activities was the next step to strengthen open, trustworthy inclusive engagement through collaborative decision-making. The co-creation workshop had over 30 participants including male and female religious scholars, housewives, shopkeepers, teachers, youth representatives, lady health workers, male and female Afghan refugees, artists, writers, Afghan female and community representatives from</p>		

the sites where field activities were conducted to ensure transparency and to ensure the reflections they will share with their communities will elaborate why certain decisions were made and how the consensus was developed on final art-genre. The field activities details, findings from focus group discussions, and the top three art genres based on community feedback were presented in the co-creation workshop.





- ☒ The highlight of the co-creation workshop was that community members took ownership and led the discussion guiding the CEI team regarding the final medium, content, language, duration, and mode of delivery. These inputs have helped the team develop the culturally sensitive, art medium for awareness regarding TB and mental health.

Facilitate power-sharing

output: *the final product will be developed based on feedback from community members during the activities and in the co-creation workshops.*

- ☒ As discussed previously, the community feedback regarding appropriate art genres for community awareness and co-creation of content, its language, duration, and mode of delivery was the foundation to pilot NIHR CEI guiding principles. All the activities were designed for the community to take the lead and guide the team regarding their needs, and how awareness regarding TB, and mental health can be spread in the best possible way while ensuring the sustainability of their preferred art medium. To ensure power sharing at all stages, the team prioritized equal participation, transparency, and respect for all participants' voices during the co-creation workshop.
- ☒ For this reason, the introduction activity was designed to create a more inclusive, equitable, and collaborative environment. By having participants introduce each other

instead of themselves, the activity redistributed the social power typically held by dominant or outgoing individuals during standard self-introductions. The participants were given three to five minutes to socialize and select another participant of their choice, get to know each other, and then introduce each other during the round of introduction. This established a more egalitarian environment where every participant felt equally valued, included, and empowered to contribute.

- ☒ Considering the maximum number of participants representing the diverse community, the power shift was more to the community members themselves ensuring they were not influenced by the co-creation workshop venue or research team. This ceded control and reinforced the notion that the pilot project was a partnership, not an externally imposed intervention.
- ☒ It was heartwarming for the team to witness the community members developing storyboards, tag lines, and coming up with different characters, and content. The team incorporated the round robin method very every member shared their viewpoints in both verbal and written variations, ensuring balanced inputs.







Lessons Learnt:

1. The pilot project demonstrated the importance of actively involving community members in every stage of the project, from design to delivery. By incorporating a participatory approach, community members get an opportunity to have a direct voice in selecting and tailoring TB and mental health awareness messages using art forms that resonate with their culture.
2. Recognizing and respecting local cultural norms is critical to achieving inclusive participation, especially in communities where male and female voices are typically separated and female voices are often unheard.
3. The co-creation workshop exemplified transparency and collaboration. By presenting field activity findings and incorporating community feedback into final decisions on preferred art genres, the project validated the input of each participant. The transparency not only builds trust but also equips community representatives with insights they can share back with their communities, reinforcing the shared decision-making process.

Co-creation workshop report:



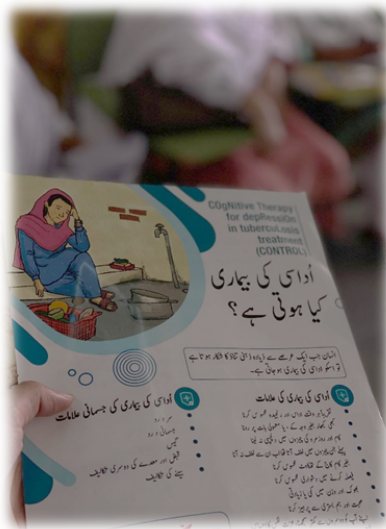
Co-creation
workshop.pdf

Highlights	<p>Please detail any highlights / successes from implementing / using the Principles in your pilot since your first progress report.</p> <ul style="list-style-type: none"> What strategies have you used to maintain or improve your engagement and involvement with people and communities?
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Flexibility and creativity

output: *three different art-based media will be shared i.e. visual, performing, and digital art so that all potential media will be used and the final product will be the one that is more acceptable to the community.*

During all the field activities, the team displayed multiple examples of visual (posters, flipbooks, illustrations), performing (role-plays, skits, music), and digital (videos, animations, social media posts) art to give participants a sense of what's possible to spread awareness. This experience sparked creativity by helping community members see how each form could be adapted to meet their needs. This approach also encouraged community members to openly discuss the pros and cons of each media as per their community structure and cultural requirements instead of restricting them to one choice.





Together we co-created:

- ☒ Based on the field activities and co-creation workshop, the **video** was selected as the most appropriate and sustainable art genre to spread awareness regarding TB and mental health. The community members guided the pilot team regarding the storyboard, taglines, and characters. During the co-creation content development group activity, the groups shared different stories and characters, and the name of the leading character in the final video was selected from one of the group's storyboards.



- ☒ In the co-creation workshop, the presence of community members from the Afghan refugee camps and local areas where field activities were conducted was a strategy to keep those communities informed about the proceedings of the co-creation workshop and the importance of their feedback.
- ☒ By the end of all the field activities and co-creation workshop the slogan **“Together We Co-created”** became a lifelong cherish able experience for all the community members and pilot project team.
- ☒ The video will be a true representation of not only “together we co-created” but also will project “for the community by the community” reinforcing the true spirit of co-creation.



Afghan Female Representation:

- ☒ The team had invited a female Afghan refugee journalist whose presence created a sense of encouragement for the male and female Afghan refugee participants that like local Pakistani nationals, female Afghan refugees have equal opportunity to progress and pursue the career of their choice.
- ☒ She recorded the feedback from different members and also broadcasted it over Voice of America Pashto.



<https://www.facebook.com/share/v/Q7ApuVxQ23ACVzYh/?mibextid=jmPrMh>

Challenges

Please detail any challenges or delays to **implementing / using the Principles in your pilot** and how these have / will be overcome.

Given the current law and order situation in Khyber Pakhtunkhwa, it was not possible to conduct a co-creation workshop in the local Afghan refugee community settings, so the workshop was conducted at Khyber Medical University. While community-based activities are ideal to ensure grassroots engagement, the safety and security of all participants were the priority.

Pilot timelines

If you have had to make changes to your pilot timeline, please provide an updated timeline below.
Please note the final case study report is due 15 January 2025.

No changes

Response to NIHR feedback

Please tell us how you have addressed the feedback you received from NIHR on your first progress report.

Please copy the NIHR question/comment and provide your response underneath.

We really appreciate the feedback shared on the first progress report and it was extremely encouraging and motivating for the team. Mentioned below are the response to the comments on first report.

Comments

Response

For the Principle 'Involve the community at the earliest opportunity and throughout the process', it was pleasing to read that the community's contributions were instrumental in shaping the design and content of the field activities. Could you give a specific example of what these

Engaging the CONTROL PPIE advisory group comprising representatives from both local Pakistani and Afghan refugee communities right from the start was not only beneficial but essential in ensuring the process was genuinely collaborative and inclusive. Their feedback was

<p>contributions were and how they changed the design and content?</p>	<p>instrumental in shaping the design and content of field activities.</p> <p>During the content finalization meeting, Afghan members suggested that during Covid-19, the Pakistan government used ringtones, radio, and TV public service messages to share information regarding COVID-19 prevention strategies when even treatment was not available, and it was a perfect example of using the art genre for community awareness. On their suggestion, a COVID example was added to field activity content to ensure the community members get a clear idea of what are different art genres and how they can be used to educate communities regarding different health issues.</p> <p>It was the concept of advisory group members that once the team shares information regarding different art-genre and shows all mediums to community members, an open discussion should be generated encouraging community members to share their perspectives on the pros and cons of different mediums as only they can then decide what is best medium to cater their needs.</p> <p>Regarding the design of field activities, it was a pleasant surprise when advisory group members extended their desire to join the team during all the field activities and time was allocated for their talk as well. Their presence during the field activities further increased the project's credibility with community members and added another layer of trust between the team and communities.</p>
<p>It was interesting to read that participants expressed a strong connection to certain forms of expression. Were there differences between age groups or gender? What forms of expression were preferred</p>	<p>In the KPK culture, traditional storytelling, poetry, and songs are deeply rooted in Pakhtun culture. The elder community members were more connected to traditional storytelling, but younger participants expressed a connection to songs and videos. Similarly, females preferred more in-person face to face communications as they get opportunity to express their views in female inclusive environment.</p>
<p>It was wonderful to see your posts on X about the Pilot project, it really helps to tell the story. In</p>	<p>We have now included the #NIHRCEI in the latest CEI posts on X.</p>

<p>future, if you could include #NIHRCEI in your posts we would be really grateful, as it helps us with monitoring CEI impact.</p>	<p>Mentioned below are few tweets for reference.</p> <p>https://x.com/CONTROL_NIHR/status/1853049709734019580?t=-UtwimAqkBd3nK7I9dKLOA&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1851086718109446256?t=YtyPU_u7IpeOAGPWhjgX1w&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1853040984638021975?t=-UtwimAqkBd3nK7I9dKLOA&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1853040597860282678?t=-UtwimAqkBd3nK7I9dKLOA&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1851082334982062521?t=qBtNTHyHjd6013C3oywUWQ&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1851161440796692874?t=YtyPU_u7IpeOAGPWhjgX1w&s=19</p> <p>https://x.com/CONTROL_NIHR/status/1851501431531917408?t=YtyPU_u7IpeOAGPWhjgX1w&s=19</p>
<p>It was pleasing to read about your session with lady health workers in District Haripur. Please can you tell us if you had to adapt your ways of working, or if there were things you needed to take into consideration when working with this group? In order to show respect and cultural considerations, did you only send female members of your team, or how did you get around the gender issue - did male members of the team also support these sessions? This would be interesting learning.</p>	<p>Considering the schedule of lady health workers, the team contacted the district focal person to get details regarding their schedule and the days when they visit the nearest health facility for reporting or training purposes. The team then contacted the facility in charge to coordinate the session timing, pace, and session format to fit their needs.</p> <p>Considering the cultural norms, the female team members conducted the session with female health workers, and at the same time, the male team members conducted the session with male community members, social mobilizers, volunteers etc.</p>



All the field activities were conducted in the same community with parallel sessions for males and females.



We really enjoyed reading your success story demonstrating how CEI/dialogue has shifted perspective. Was Asad familiar with the community members previously, or how did Asad learn how to communicate effectively with the different community members in order to have these thoughtful exchanges?

Asad was not previously familiar with the community member but while joining the CONTROL study, he brought along the experience of working in different international donor-funded projects where he had close interactions with diverse community members in KPK. He has experience working with marginalized populations including transgenders. His community engagement skills were further polished during the CONTROL study and he added empathy, patience, and logic to his interaction and engagement skills.

He is also the manager for this pilot project and for this project specifically, Asad has established strong communication channels with all the community focal persons to learn the unique backgrounds, needs, and concerns of these communities. This has enabled him to have spontaneous yet thoughtful exchanges.