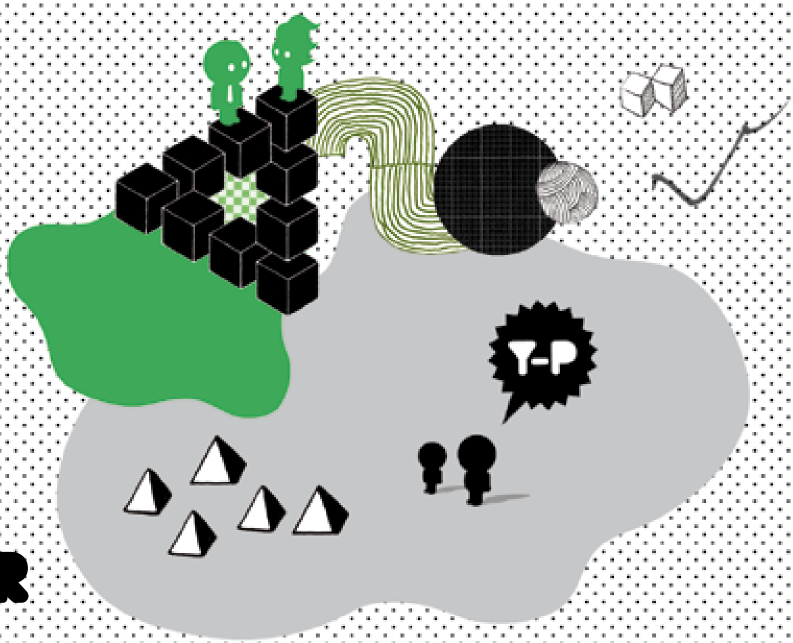
Y-PEER MANUAL

Advanced Peer Education Training Manual for Programme Managers on Project Proposal Development



Y-PEER
YOUTH PEER Education Network

This manual was written by Srdjan Stakić, Ed.D. and Marija Vasileva-Blažev. It was produced in response to requests from Y-PEER members around the globe who expressed the need for enhanced skills related to project proposal writing.

Early drafts of this manual were pilot tested in workshops held in 2009 in Tashkent, Uzbekistan, Ohrid, Macedonia and Beirut, Lebanon. Feedback from facilitators and participants alike were taken into account. The Tashkent facilitator team included: Azamat Baialinov, Galina Chirkina, Stakić, Vasileva-Blažev, Olesya Kochkina, Olga Andreeva, and Bakhrom Radjabov. The Ohrid facilitator team included Baialinov, Cydelle Berlin, Ph.D., Maja Kiselinova, Stakic and Vasileva-Blažev. The Beirut facilitator team included Wessim Amara, Wesam Hassan, Nessryne Jalalia and Stakić. Our gratitude goes to all workshop participants and organizers.

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Introduction

The training program offers a variety of training tools and other resources for youth peer educators. These tools are designed to build capacity and support for young people working in and leading peer education programmes and projects.

Over the course of the development of the Y-PEER network, many of our youth members have taken on management roles, which have allowed them to develop new projects and establish creative partnerships. This manual is dedicated to those individuals within the Y-PEER network (and beyond) whose duties require them to go beyond coordination and facilitation of training to the actual development of project proposals.

Staying true to its Y-PEER origins, this workshop is based on experiential learning. Participants will have an opportunity to examine, challenge and advance their own knowledge and skills in practical ways. They can expect to improve their ability to lead peer education projects and to complete a project proposal with projected budgets, staffing and other related topics.

Objective
The goal of this workshop is to build skills needed for successfully designing project proposals related to peer education for SRH promotion and HIV prevention in developing countries.

Participant profile
Participants should be individuals who have had or expect to have significant input in design, implementation, monitoring and evaluation of peer education projects. Prior peer education experience is encouraged, and participants are expected to have or be ready to begin a leadership role in the Y-PEER network on the national or international level.

Perhaps the most essential ingredient for success in this training program is an interest in and talent for management.

Workshop process
Each participant is expected to come prepared with knowledge of their national Y-PEER network and its activities or other related national efforts.

The workshop will focus on a number of steps necessary for developing a project proposal. Additionally, some exercises that are not directly related to project proposal development were included in this manual. This was done due to the fact that pilot workshops showed the need for building group cohesiveness amongst participants, further exploring values, etc. Each facilitator is encouraged to examine these exercises and make a decision whether or not they are applicable to their context. Furthermore, basic exercises such as “introductions,” “ground rules,” “ice breakers,” “team building exercises,” “energizers” and others are not explained in detail here since those are already included in the Y-PEER Peer Education Training of Trainer’s Manual available at www.youthpeer.org.

Sources

Select sections of the training manual were adapted or taken directly from original sources. These documents are listed here in alphabetical order:

- AIDS Alliance, NGO Support Toolkit, www.aidsalliance.org/sw5748.asp
- Alin, F; de Boer, S; Freer, G. et al., How to Build a Good Small NGO, www.networklearning.org
- National Cancer Institute, U.S. Department of Health and Human Services, National Institutes of Health, Theory at a glance: A guide for health promotion practice, 2nd Edition, 2005.
- U.S. Department of Health and Human Services, National Institutes of Health, Ryan White, CARE Act Needs Assessment Guide, http://hab.hrsa.gov/tools/needs.htm 1999
- Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide, 2004, W.K. Kellogg Foundation

Day 1

09:00 – 09:30
Registration

09:30 – 10:30
Workshop overview & expectations

10:30 – 11:00
Introductions

11:00 – 11:30
Break

11:30 – 12:15
Setting ground rules

12:15 – 13:00
Y-PEER Presentation

13:00 – 14:30
Lunch

14:30 – 14:40
Energizer

14:40 – 16:15
Introduction to peer education

16:15 – 16:45
Break

16:45 – 17:30
Team building exercise

17:30 – 17:45
Closing Day 1,
Day 2 overview

Day 2

09:00 – 09:20
Morning energizer,
Day 1 summary &
Day 2 overview

09:20 – 10.30
Identify problems (Snow Ball exercise)

10:30 – 11:15
Theory of behaviour change and peer education

11:15 – 11:45
Break

11:45 – 13:00
Assessing needs & conducting literature review

12:15 – 13:00
Assessing needs

13:00 – 14:30
Lunch

14:30 – 14:40
Energizer

14:40 – 16:40
Exercise: Assessing needs & constructing literature review

16:40 – 16:10
Break

16:10 – 17.15
Second part of Assessing needs & Construct your literature review

16:10 – 17.15
Second part of assessing needs & constructing literature review

17:15 - 18:00
Closing Day 2,
Day 3 overview

Day 3

08:00 – 09:00
Breakfast

09:00 – 09:20
Morning energizer & updates

09:20 – 09:50
Feedback on literature review

09:50 – 10:30
Working with especially vulnerable young people: Power Walk

10:30 – 11:00
Large group discussion: Target audience

11:00 – 11:20
Break

11:20 – 12:15
Small group discussion: Target audience and characteristics

12:15 – 13:00
Goals & objectives

13:00 – 14:30
Lunch

14:30 – 15:30
Small group discussion: Goals & objectives

15:30 – 16:15
Networking with stakeholders

16:15 – 16:30
Break

16:30 – 17:00
Overview of innovative approaches

17:00 – 17:45
Values clarification: Do you agree?

17:45 – 18:00
Closing Day 3,
Day 4 overview

Day 4

09:00 – 09:20
Morning energizer, Day 3 summary & Day 4 overview

09:20 – 10:00
Logic model overview

10:00 – 11:00
Logic model: Work in groups

11:00 – 11:30
Break

11:30 – 13.30
Monitoring & evaluation overview I & II

13.30 – 14.30
Lunch

Free afternoon

Day 5

09:00 – 09:20
Morning energizer, Day 4 summary & Day 5 overview

09:20 – 11:00
Group presentations & feedback

11:00 – 11:30
Break

11:30 – 12:00
Staffing list

12:00 – 13.00
Exercise: Group budget

13:00 – 14:30
Lunch

14:30 – 15:00
Fundraising

15:00 – 16:15
Recruiting team members

16:15 – 16:45
Break

16:45 – 17:45
Group discussion & exercise: Feedback & supervision

17:45 – 18:00
Closing Day 5, Day 6 overview

Day 6

09:00 – 09:20
Morning energizer, Day 5 summary & Day 6 overview

09:20 – 11:00
Group work

11:00 – 11:30
Break

11:30 – 13:00
Presentations

13:00 – 14:00
Lunch

14:00 – 15:00
Presentations

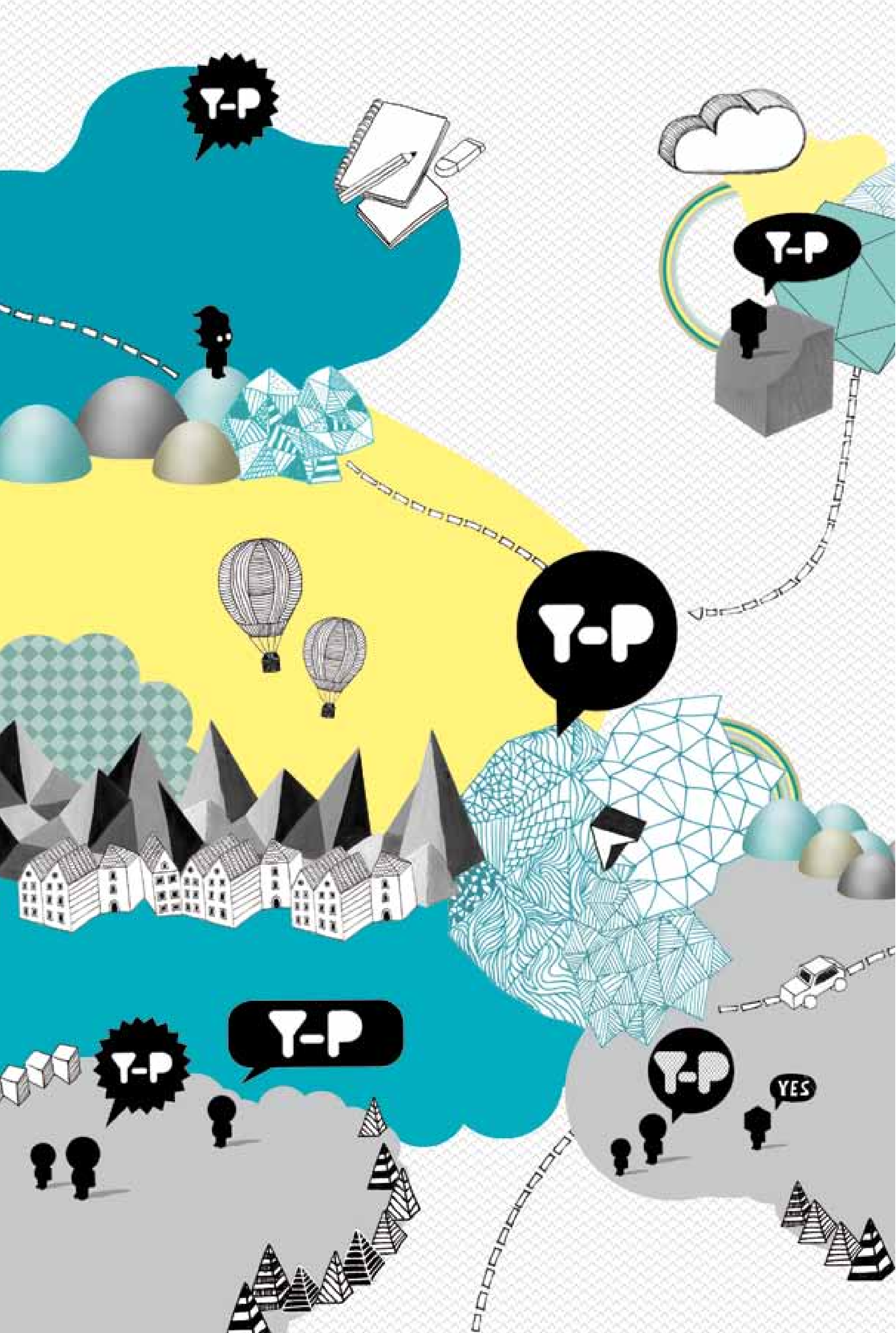
15:00 – 15:30
Break

15:30 – 16:30
Presentations

16:30 – 17:30
Feedback/ discussions

17:30 – 17:45
Evaluation

17.45 – 18.30
Certificates & Closing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Y-P
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YES

Day 1

09:00 – 09:30
Registration

09:30 – 10:30
Workshop overview & expectations

10:30 – 11:00
Introductions

11:00 – 11:30
Break

11:30 – 12:15
Setting ground rules

12:15 – 13:00
Y-PEER Presentation

13:00 – 14:30
Lunch

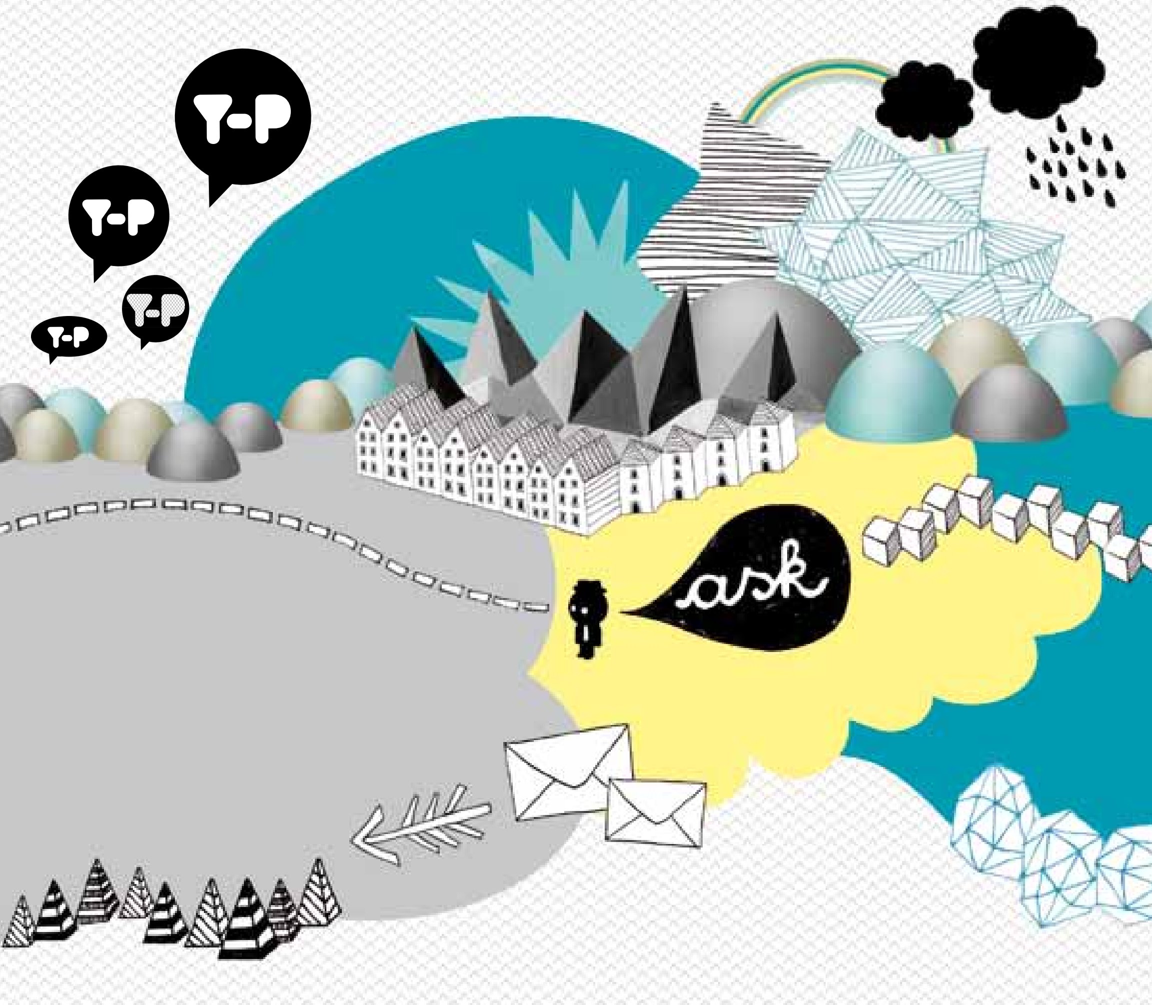
14:30 – 14:40
Energizer

14:40 – 16:15
Introduction to peer education

16:15 – 16:45
Break

16:45 – 17:30
Team building exercise

17:30 – 17:45
Closing Day 1, Day 2 overview



Workshop overview and expectations

Methods
Group discussion

Resources
Agenda,
Flip chart & markers

Preparation/ Resources
None

Time
60 min.

Objectives
- To provide overview of the workshop
- To learn participants' expectations

Activities/Process
Ask the participants what they expect of the workshop. You might ask them to write their expectations on a piece of paper and share them with a neighbour, then work together in pairs to report on their expectations to the large group. Use your creativity to ensure that everyone actively participates and starts getting to know one another through such collaborative work.

Take notes on the flip chart of the group's expectations. Once everyone has shared, explain the objective of the workshop and go over the agenda. Point out that some of the expectations will be met, while others might not due to the scope of the workshop.

Take home messages
The objective of this training is to build skills needed for successfully designing project proposals that relate to peer education for SRH promotion and HIV prevention in developing countries. Participants will gain firsthand insight into how a project proposal is developed from start to finish.

Introductions

Time
30 min.

Setting ground rules

Time
45 min

Y-PEER Presentation

Methods
Presentation

Resources
PowerPoint Presentation (not included)

Time
45 min.

Objectives
To ensure that all participants have the same understanding about the structure and purpose of the Y-PEER network

Process/Activities
Give presentation using the PowerPoint slides and allow participants to ask questions.

Take home messages
Describe the mission and goals of Y-PEER, its organizational structure and leadership system, geographic and subject-matter reach, funding sources and growth opportunities.

Because of the constant changes to the Y-PEER network, the PowerPoint presentation (which is available online at www.youthpeer.org) is not included in this manual.

Facilitator's note
This is the time when you may announce a call for volunteers to conduct energizers throughout the workshop. Set up a sign in sheet on a flip chart and post it on a wall visible to everyone.

Energizer

Time
10 min.

Team building exercise

Time
45 minutes

Knowing the peer education basics

Methods
Discussion

Resources
Flip chart & markers
PowerPoint presentation

Time
25 min.

Objectives
To review the basic principles of peer education and ensure that all participants have the same basic understanding

Process/Activities
Ask participants questions about the topics outlined below in the section Take home messages then let them brainstorm and summarize their ideas. Add your input as necessary.

Alternatively, you may use the attached PowerPoint presentation as the basis for discussion.

Take home messages

What is peer education?
Peer education is the process whereby well-trained and motivated people undertake informal or organised educational activities with their peers. Those activities, occurring over an extended period of time, are aimed at developing young people's knowledge, attitudes, beliefs and skills to enhance their quality of life and enable them to be responsible for and to protect their own health.

Peer education can take many different forms. It can take place in small or large groups or through individual contact. Locations may include schools, universities, clubs, churches, workplaces, streets, markets, shelters or other places. Finally, the goals of peer education efforts may be different. Throughout this manual, we will be concentrating on peer education for promoting sexual and reproductive health; however, topics may be much more diverse, including drug and alcohol use, water sanitation, vocational information, and more.

Who is a peer educator?
Peers are people who belong to the same social group as others. The social group may be based on one or more of the following characteristics: age, sex, sexual orientation, socio-economic or health status, race, ethnicity, etc.

What is the effectiveness of peer education?
Peer education is one of the oldest methods of passing information from one individual to another. Think of the first human who learned how to start a fire (and lived to tell about it). He or she decided to share that knowledge and skill with a peer. And here we are today. For generations we have understood that our peer group has a strong influence on the way we behave. This is true of both risky and safe behaviours. I can learn a "negative" behaviour just as easily as I can learn a "positive" behaviour from a peer. Not surprisingly, young people

get a great deal of information from their peers on issues that are especially sensitive or culturally taboo. Peer education makes use of peer influence in a positive way.

Peer educators do not have to be friends with the peers they are educating. This is easy to explain: Think about the effect television stars have on what we wear, read and learn. We don't know them, but we look up to them; in some ways we even identify with them (or wish to identify with them). This shows you a bit of the complexity about who a peer really is and what the scope of peer education can be.

What are some of the types of educational activities?

Three major characteristics define the nature of any peer education activity. These include activity (what?), location (where?) and follow up (then what?). Choosing the specifics amongst these three characteristics (what, where and then what) will depend on what you want to accomplish – or your objectives – and the target audience you are trying to reach (who?).

You may opt for one-on-one peer education, small group work, discussion sessions or large presentations. However, your projects are likely to be more effective if you can increase the interest and motivation of your participants. This could be done by embracing innovative approaches – ones that merge pedagogy (or learning) and entertainment. Examples of such projects include:

- Theatre, dance, poetry or other live performances
- Film or television screenings
- Open debate sessions
- Arts and crafts festivals

It is important to remember that such entertainment-based projects must be properly processed with audience members. For example, after a play or a film, a peer educator should lead a discussion about the presentation and help participants identify take-home messages. Peer education can take place in formal (schools, churches, shelters, etc.) or informal (town centres, markets, dance clubs, etc.) settings.

There will be more discussion about choosing the optimal location for your projects; however, the most important rules to remember are these:

- It must be convenient for members of your target audience.

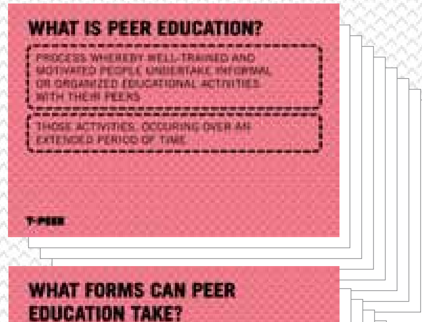
It must allow you (and them) enough security, space and privacy to get your message across. Regardless of the type or location of an activity, peer educators should remember that following up is a critical process of learning, for two reasons:

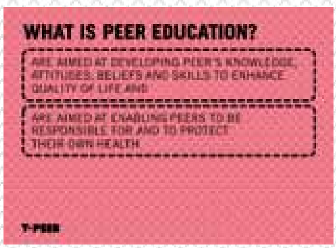
1. People learn better and remember longer after they have heard the same message in different ways. Therefore, reaching a particular group (or an individual) only once with a message is often not enough to have a significant impact on his or her behaviour.

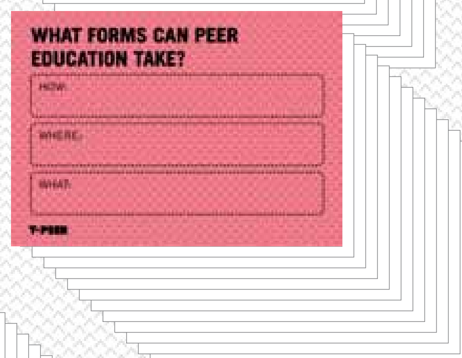
2. Linking participants with services provides an excellent next-step in the prevention and treatment continuum. For most of our projects, our objective is to teach people new knowledge, change their attitudes and get them to enhance their health behaviours. With that in mind, some participants may already be in need of additional services, such as those related to mental health or family planning, HIV testing and counseling, etc. Following up with these participants and ensuring that they have been referred to correct services is a key aspect of a high quality peer education project.

Trainer's Note
For more on peer education approach check the Y-PEER Peer Education Toolkit at www.youthpeer.org

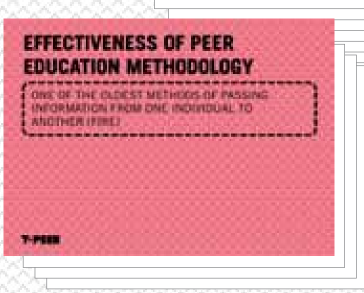

KNOWING PEER PROGRAMMES

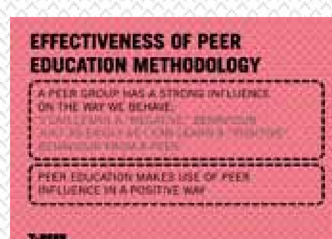

WHAT IS PEER EDUCATION?
PROCESS WHEREBY WELL-TRAINED AND MOTIVATED PEOPLE UNDERTAKE INFORMAL OR ORGANIZED EDUCATIONAL ACTIVITIES WITH THEIR PEERS
THOSE ACTIVITIES, OCCURING OVER AN EXTENDED PERIOD OF TIME


WHAT IS PEER EDUCATION?
ARE AIMED AT DEVELOPING PEER'S KNOWLEDGE, ATTITUDES, BELIEFS AND SKILLS TO ENHANCE QUALITY OF LIFE AND
ARE AIMED AT ENABLING PEERS TO BE RESPONSIBLE FOR AND TO PROTECT THEIR OWN HEALTH


WHAT FORMS CAN PEER EDUCATION TAKE?
HOW:
WHERE:
WHAT:


WHO IS PEER EDUCATION?
PEOPLE WHO BELONG TO THE SAME SOCIAL GROUP
THE SOCIAL GROUP MAY BE BASED ON ONE OR MORE OF THE FOLLOWING CHARACTERISITICS:
• AGE
• SEX
• SEXUAL ORIENTATION
• SOCIO-ECONOMIC OR HEALTH STATUS
• RACE
• ETHNICITY
• ETC.


EFFECTIVENESS OF PEER EDUCATION METHODOLOGY
ONE OF THE OLDEST METHODS OF PASSING INFORMATION FROM ONE INDIVIDUAL TO ANOTHER (FIRE)


EFFECTIVENESS OF PEER EDUCATION METHODOLOGY
A PEER GROUP HAS A STRONG INFLUENCE ON THE WAY WE BEHAVE.
PEER EDUCATION MAKES USE OF PEER INFLUENCE IN A POSITIVE WAY

Y-P
Y-P
WHERE
Y-P
Y-P
Y-P
Y-P

Day 2

09:00 – 09:20
Morning energizer, Day 1 summary & Day 2 overview

09:20 – 10.30
Identify problems (Snow Ball exercise)

10:30 – 11:15
Theory of behaviour change and peer education

11:15 – 11:45
Break

11:45 – 13:00
Assessing needs & conducting literature review

12:15 – 13:00
Assessing needs

13:00 – 14:30
Lunch

14:30 – 14:40
Energizer

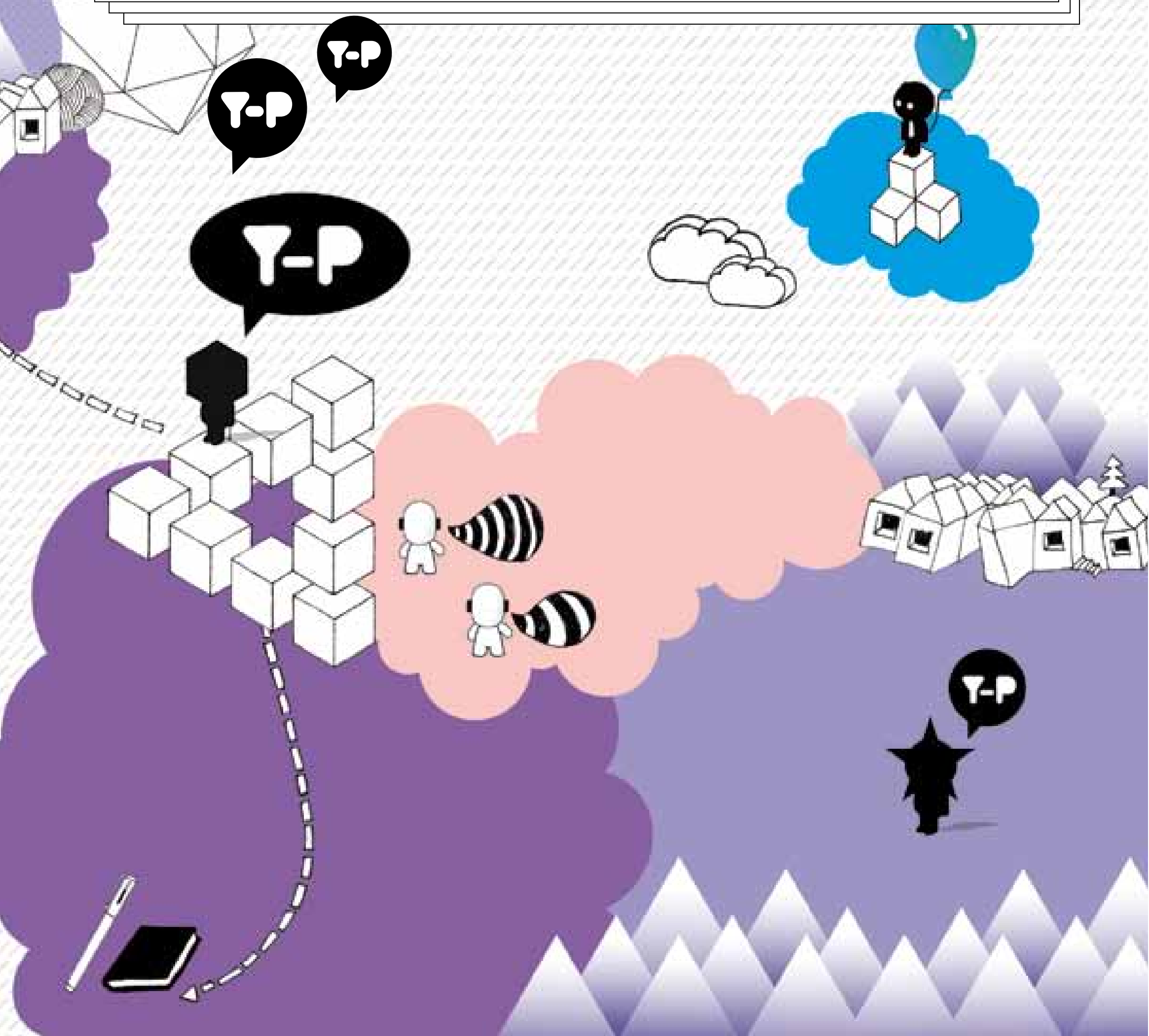
14:40 – 16:40
Exercise: Assessing needs & constructing literature review

16:40 – 16:10
Break

16:10 – 17.15
Second part of Assessing needs & Construct your literature review

16:10 – 17.15
Second part of assessing needs & constructing literature review

17:15 – 18:00
Closing Day 2, Day 3 overview



Identify problems (Snowball exercise)

Methods
Interactive exercise

Resources
Pieces of blank paper and pens, enough for each participant

Time
70 minutes

Objectives
For the group to jointly identify major problems affecting young people and write statements as a group summarizing the problems.

Process/Activities
Ask each participant to quietly think about any and all problems affecting young people in their countries. Examples may go beyond sexual and reproductive health, HIV and gender equality to include drug use, violence or poverty, to name a few. Instruct participants to write one problem per sheet of paper and crumple it into a ball.

After that, invite the group to have a snowball fight! This produces a lot of excitement and energy. Let participants play for 3-4 minutes and then invite them to collect the "snowballs" and return to their seats.

Ask the members of the group to read aloud the problems without repeating those that were previously mentioned. Together with your co-facilitator, write down the problems on a flip chart. After everyone has taken a turn, ask participants whether any problems can be grouped together. Some clear categories will arise (problems relating to health services, for instance) while other issues may not be easily categorized or may overlap.

Continue summarizing the problems until you have consensus on approximately four or five topics. Tell participants they will be working in small groups over the next few days on a proposal addressing one of these topics; each small group will decide together which topic to pick. This selection will take place a bit later in the workshop. Also, briefly summarize the take-home messages below.

Take home messages
While problems in our society are numerous, complex and often interrelated, it is important to remember that every society also has numerous resources to deal with such issues. In the upcoming days, we will be examining each of these problems in detail and looking at theory and evidence - based interventions to recommend solutions.

Theory and practice

Methods
The mini-lecture, general discussion

Resources
PowerPoint Presentation

Preparation/ Resources
PowerPoint slides, prepare relevant examples

Time
45 minutes

Objectives
- To introduce participants to theories of behaviour change
- To discuss theories and their application in practice

Participants will be able to answer the questions:
1. Why do we need to know about theories of teaching adolescents?
2. How do we justify our teaching approach?
3. What kind of scientific theory can help us shape our work? And how do these theories differ from one another?

Process/Activities
This session is based on a set of PowerPoint slides that are included in this manual. Often, participants find discussion of theories boring. However, by stressing the importance of behaviour change theories, participants may find themselves more engaged. Selecting relevant examples is crucial to the success of this session.

We have included a set of examples in this workbook; however, you are encouraged to add your own or invite participants to come up with new ones so as to engage them in the process as much as possible.

Take home messages
What is theory?
A theory is a systematic approach to understanding or predicting events or situations by illustrating the relationships between variables. Theories must be applicable to a broad variety of situations. They are, by nature, abstract, and are not content specific. For example, a theory used for designing a peer education project for HIV prevention may also be used for a cancer screening initiative.

Most health promotion theories were adapted from the social and behavioural sciences, but they often require a familiarity with epidemiology and the biological sciences. Health behaviour and promotion theories draw upon various disciplines including psychology, sociology, anthropology, consumer behaviour and marketing.

Why is theory important to health promotion and health behaviour practice?
Effective public health, health promotion, and chronic disease management projects help people maintain and improve health, reduce disease risks and manage chronic illness.
They can improve the well-being and self-sufficiency of individuals, families, organizations and communities. Most commonly, they require changing behaviour at the individual, organizational and community level.

Not all health projects and initiatives are equally successful. Those most likely to achieve desired outcomes are based on a clear understanding of healthy goals and the environment in which they occur. Practitioners use strategic planning models to develop and manage these programmes and continually improve them through meaningful evaluation. Health behaviour theory plays a critical role throughout the project planning process.

Cultural considerations

Most theories have been developed and tested in the West; for that reason they may be culturally biased. Still, every theory can be adapted and be seen as an "empty shell". It comes to life when it is "filled" with specifics like goals, problems and target audience. In adapting theory to practice, planners must consider issues of cultural sensitivity and appropriateness.

How can theory help plan an effective project?

Theory gives planners tools for moving beyond intuition to design and evaluate health behaviour and health promotion interventions based on an understanding of behaviour.

Using theory as a foundation for project planning and development is consistent with the current emphasis on using evidence-based interventions in public health. Theory provides a road map for studying problems, developing appropriate interventions and evaluating success. It can offer insights that translate into stronger projects and help explain what influences health behaviours, including social and physical environments. Theory can also help planners identify the most suitable target audiences, methods for fostering change and outcomes for evaluation.

Researchers and practitioners use theory to investigate answers to the questions of why, what and how health problems should be addressed. Theory guides the search for reasons why people do or do not engage in certain health behaviours; it helps pinpoint what planners need to know before they develop public health projects; and it suggests how to devise project strategies that reach target audiences and have an impact. Theory also helps to identify which indicators should be monitored and measured during project evaluation. For these reasons, project planning, implementation and monitoring processes based in theory are more likely to succeed than those developed without the benefit of a theoretical perspective.

Fitting theory into practice

No single theory dominates health education and promotion, nor should it. The goals, problems, behaviours, populations, cultures and contexts of public health practice are broad and varied. Some theories focus on individuals as the unit of change. Others examine change within families, institutions, communities or cultures.

Adequately addressing an issue may require more than one theory and no one theory is suitable for all cases.

Effective practice depends on using theories and strategies that are appropriate to a situation.

Our greatest challenge is learning to analyze how well a theory or model fits a particular issue. Planners should have a working knowledge of specific theories and familiarity with how they have been applied in the past. The practitioner who uses theory develops a nuanced understanding of realistic project outcomes.

Planners should not begin with a theory, even if the theory is widely accepted or popular at the moment. The process of changing health behaviour should start with a thorough assessment of the situation including the desired outcome and the type of behaviour to be addressed.

For additional information on theories of behaviour change, see the Y-PEER Peer Education Training of Trainers Manual.

Y-PEER

THEORIES RELATED TO PEER EDUCATION

THEORY OF REASONED ACTION

THE INTENTION OF A PERSON TO ADOPT A RECOMMENDED BEHAVIOUR IS DETERMINED BY:

THEORY OF REASONED ACTION

- A PERSON'S SUBJECTIVE BELIEFS AND HIS OR HER BELIEFS ABOUT THE CONSEQUENCES OF THE BEHAVIOUR.
- A PERSON'S NORMATIVE BELIEFS, THAT IS, HOW A PERSON'S VIEW IS SHAPED BY THE NORMS AND STANDARDS OF HIS OR HER SOCIETY AND BY WHETHER PEOPLE IMPORTANT TO HIM OR HER APPROVE OR DISAPPROVE OF THE BEHAVIOUR.

THEORY OF REASONED ACTION

IN THE CONTEXT OF PEER EDUCATION, THIS CONCEPT IS RELEVANT BECAUSE YOUNG PEOPLE'S ATTITUDES ARE HIGHLY INFLUENCED BY THEIR PERCEPTION OF WHAT THEIR PEERS DO AND THINK.

ALSO, YOUNG PEOPLE MAY BE MOTIVATED BY THE EXPECTATIONS OF RESPECTED PEER EDUCATORS.

SOCIAL LEARNING THEORY

PEOPLE LEARN:

- THROUGH DIRECT EXPERIENCE.
- INDIRECTLY, BY OBSERVING AND MODELING THE BEHAVIOUR OF OTHERS WITH WHOM THE PERSON IDENTIFIES.
- THROUGH TRAINING THAT LEADS TO CONFIDENCE IN BEING ABLE TO CARRY OUT BEHAVIOUR (SELF-EFFICACY).

SOCIAL LEARNING THEORY

IN THE CONTEXT OF PEER EDUCATION, THIS MEANS THAT THE INCLUSION OF INTERACTIVE EXPERIMENTAL LEARNING ACTIVITIES ARE EXTREMELY IMPORTANT, AND PEER EDUCATORS CAN BE INFLUENTIAL TEACHERS AND ROLE MODELS.

DIFFUSION OF INNOVATIONS THEORY

- THIS THEORY ARGUES THAT SOCIAL INFLUENCE PLAYS AN IMPORTANT ROLE IN BEHAVIOUR CHANGE. THE ROLE OF OPINION LEADERS IN A COMMUNITY, ACTING AS AGENTS FOR BEHAVIOUR CHANGE, IS A KEY ELEMENT OF THIS THEORY.
- THEIR INFLUENCE ON GROUP NORMS OR CUSTOMS IS PREDOMINANTLY SEEN AS A RESULT OF PERSON-TO-PERSON EXCHANGES AND DISCUSSIONS.

DIFFUSION OF INNOVATIONS THEORY

IN THE CONTEXT OF PEER EDUCATION, THIS MEANS THAT THE SELECTED PEER EDUCATORS SHOULD BE TRUSTWORTHY AND CREDIBLE OPINION LEADERS WITHIN THE TARGET GROUP. THE OPINION LEADER'S ROLE AS EDUCATOR IS ESPECIALLY IMPORTANT IN INFORMAL PEER EDUCATION, WHERE THE TARGET AUDIENCE IS NOT REACHED THROUGH FORMALLY PLANNED ACTIVITIES BUT THROUGH EVERYDAY SOCIAL CONTACTS.

THEORY OF PARTICIPATORY EDUCATION

THIS THEORY STATES THAT EMPOWERMENT AND FULL PARTICIPATION OF THE PEOPLE AFFECTED BY A GIVEN PROBLEM IS A KEY TO BEHAVIOUR CHANGE.

THEORY OF PARTICIPATORY EDUCATION

IN THE CONTEXT OF PEER EDUCATION, THIS MEANS THAT MANY ADVOCATES OF PEER EDUCATION BELIEVE THAT THE PROCESS OF PEERS TALKING AMONG THEMSELVES AND DETERMINING A COURSE OF ACTION IS KEY TO THE SUCCESS OF A PEER EDUCATION PROJECT.

HEALTH BELIEF MODEL

THIS MODEL SUGGESTS THAT IF A PERSON HAS A DESIRE TO AVOID ILLNESS OR TO GET WELL (VALUE) AND THE BELIEF THAT A SPECIFIC HEALTH ACTION WOULD PREVENT ILLNESS (EXPECTANCY), THEN A POSITIVE BEHAVIOURAL ACTION WOULD BE TAKEN WITH REGARDS TO THAT BEHAVIOUR.

BASIC PRINCIPLES INCLUDE: **PERCEIVED SUSCEPTIBILITY, PERCEIVED BARRIERS, AND PERCEIVED BENEFITS.**

HEALTH BELIEF MODEL

IN THE CONTEXT OF PEER EDUCATION, THE MOST RELEVANT CONCEPT IN THE HEALTH BELIEF MODEL IS THAT OF PERCEIVED BARRIERS. A PEER EDUCATOR COULD REDUCE PERCEIVED BARRIERS THROUGH REASSURANCE, CORRECTION OF MISINFORMATION, INCENTIVES AND ASSISTANCE.

SOCIAL ECOLOGICAL MODEL FOR HEALTH PROMOTION

ACCORDING TO THIS MODEL, BEHAVIOUR IS VIEWED AS BEING DETERMINED BY THE FOLLOWING:

- INTRAPERSONAL FACTORS
- INTERPERSONAL PROCESSES AND PRIMARY GROUPS
- INSTITUTIONAL FACTORS
- COMMUNITY FACTORS
- PUBLIC POLICY

SOCIAL ECOLOGICAL MODEL FOR HEALTH PROMOTION

IN THE CONTEXT OF PEER EDUCATION, THIS MEANS THAT IT IS IMPORTANT TO RECOGNIZE THAT PEER EDUCATION IS JUST ONE PIECE OF THE PUZZLE. WHILE PEER EDUCATION CAN BE AN IMPORTANT INTERVENTION TO AFFECT INTRAPERSONAL AND INTERPERSONAL CHANGE, IN ORDER TO BE SUCCESSFUL, PEER EDUCATION ACTIVITIES MUST BE COORDINATED WITH OTHER EFFORTS DESIGNED TO INFLUENCE INSTITUTIONS, COMMUNITIES, AND PUBLIC POLICY.

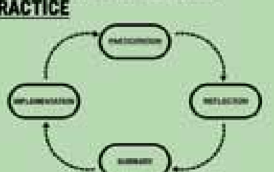
IMBR MODEL: INFORMATION, MOTIVATION, BEHAVIOURAL SKILLS, AND RESOURCES

THE IMBR FOCUSES LARGELY ON THE **INFORMATION (THE "WHAT"), THE MOTIVATION (THE "WHY"), THE BEHAVIOURAL SKILLS (THE "HOW"), AND THE RESOURCES (THE "WHERE") THAT CAN BE USED TO TARGET AT-RISK BEHAVIOURS.**

IMBR MODEL: INFORMATION, MOTIVATION, BEHAVIOURAL SKILLS, AND RESOURCES

IN THE CONTEXT OF PEER EDUCATION, THIS MEANS THAT A PROGRAMME THAT DOES NOT HAVE A COMPREHENSIVE APPROACH INCLUDING ALL FOUR IMBR CONCEPTS PROBABLY LACKS ESSENTIAL COMPONENTS FOR REDUCING RISKY BEHAVIOUR AND PROMOTING HEALTHIER LIFESTYLES.

TRANSLATING THEORY INTO PRACTICE



Assessing needs and conducting literature review

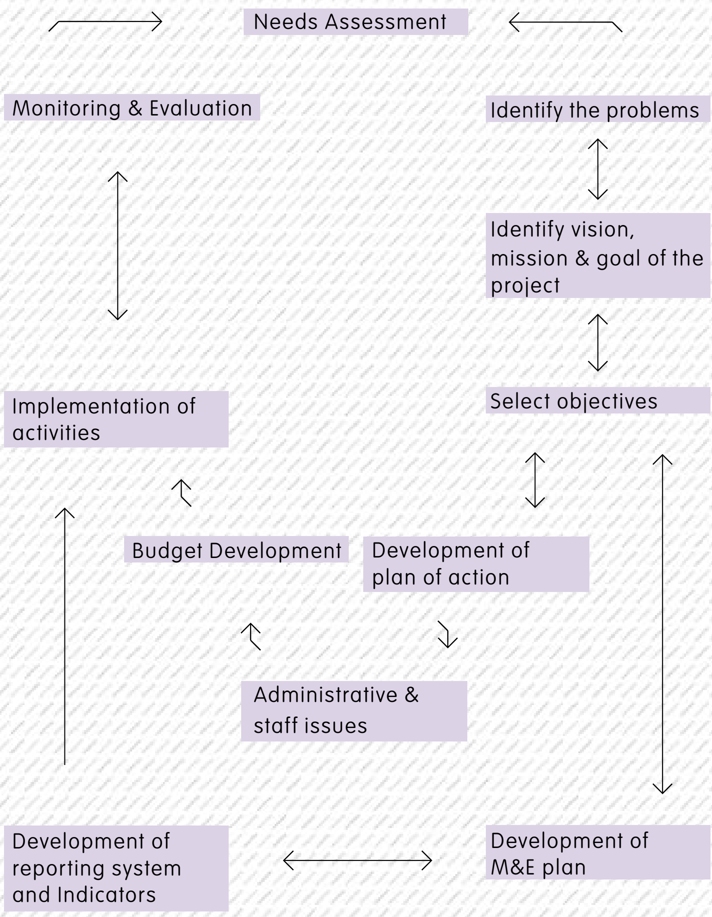
Preparation/ Resources
PowerPoint presentation (literature review)

Time
45 minutes

Objectives
- To help participants understand the project cycle and the role of needs assessment, including literature review
- To discuss the main steps of needs assessment
- To help participants conduct a needs assessment

Activities/Process
Begin by explain the project cycle

Project Cycle



Brainstorm with participants about doing a needs assessment for a project. Write down their ideas. Make sure they understand the target audience, existing services and gaps in service. Use an example to bring the discussion closer to home.

Explain key elements of a needs assessment:

1. Population – number of people, relationship to one another, sex and age
2. Environment – weather conditions
3. Infrastructure – hospitals, schools, clinics, water and sanitation systems, roads
4. Resources – level of material and human resources
5. Beliefs and traditions – religious, cultural, political and social
6. Economy – monetary resources, their distribution and sources
7. Public opinion – individuals' perception of their needs and opportunities

Ask participants why it would be important to conduct a needs assessment before planning a project.

Discuss how to include the target audience in the process. Discuss the different methods of needs assessment:

- Interviews
- Questionnaires
- Focus groups
- Literature review (including scientific journals, newspapers and periodicals, legal and governmental documents, official papers of international organizations and independent experts)
- Mapping
- Video and photo mapping
- Meetings with community leaders
- Official and independent statistics
- Reports

LITERATURE REVIEW

EFFECTIVENESS OF PEER EDUCATION METHODOLOGY

- ONE OF THE OLDEST METHODS OF PASSING INFORMATION FROM ONE INDIVIDUAL TO ANOTHER (FIRE)
- A PEER GROUP HAS A STRONG INFLUENCE ON THE WAY WE BEHAVE:
  I CAN LEARN A "NEGATIVE" BEHAVIOUR JUST AS EASILY AS I CAN LEARN A "POSITIVE" BEHAVIOUR FROM A PEER
- PEER EDUCATION MAKES USE OF PEER INFLUENCE IN A POSITIVE WAY

PEER PROGRAMMES UNDER EXAMINATION

- HAS ANYONE HAD THEIR PEER EDUCATION PROGRAMME QUESTIONED BY A PERSON IN POWER?
- HAS ANYONE HAD TO DEBATE THE BENEFITS OF THEIR PEER EDUCATION PROGRAMME?
- HAS ANYONE DOUBTED THEIR OWN PEER EDUCATION PROGRAMME'S EFFECTIVENESS?

PEER PROGRAMMES UNDER EXAMINATION

- IN ORDER TO "DEFEND" PEER EDUCATION PROGRAMMES
- IN ORDER TO CONVINCE STAKEHOLDERS REGARDING EFFECTIVENESS OF PEER PROGRAMMES
- WE MUST KNOW THE SCIENCE BEHIND THEM

HOW CAN WE LEARN ABOUT PEER EDUCATION PROGRAMMES?

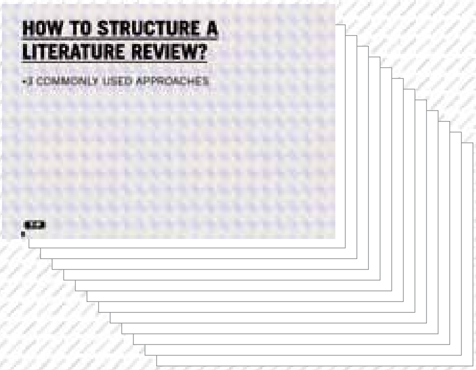
- UTILIZING OUR OWN AND OUR COLLEAGUES' EXPERIENCE, INFORMALLY TALKING TO TARGET AUDIENCE MEMBERS, ETC.
  ANECDOTAL EXPERIENCE
- READING PUBLISHED DOCUMENTS (REPORTS, CASE STUDIES, PROJECT EVALUATIONS, ETC.)
  EVIDENCE-INFORMED LESSONS LEARNED
- READING ARTICLES PUBLISHED IN PEER REVIEWED JOURNALS
  EMPIRICAL EVIDENCE

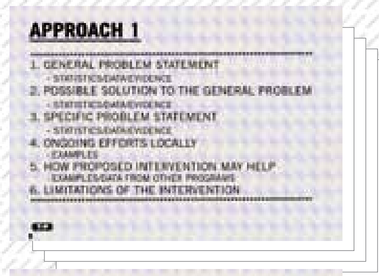
WHAT IS A LITERATURE REVIEW?

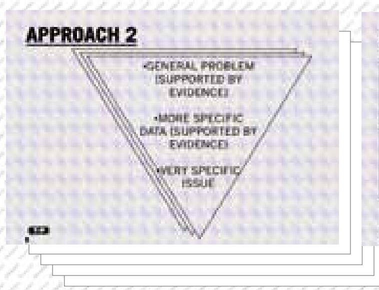
- A SYSTEMATIC EXAMINATION OF AVAILABLE RESOURCES THAT
- PROVIDES BACKGROUND ON THE PROBLEM
- GIVES INFORMATION ON WHAT HAS BEEN DONE ALREADY
- IDENTIFIES GAPS
- MAKES AN ARGUMENT FOR YOUR METHOD AS THE OPTIMAL SOLUTION TO THE PROBLEM

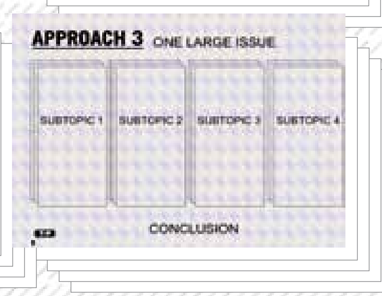
OBJECTIVITY IN RESEARCH

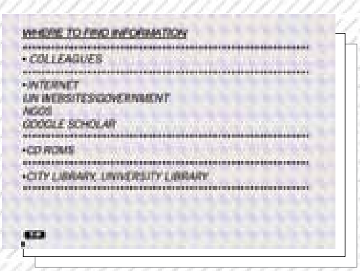
- WE SHOULD NOT REPORT ONLY ON THOSE FINDINGS THAT SUPPORT OUR VIEWS
- IDENTIFYING CHALLENGES AND IDENTIFYING STRATEGIES FOR OVERCOMING THOSE CHALLENGES IS A SURE WAY OF IMPRESSING YOUR FUNDERS

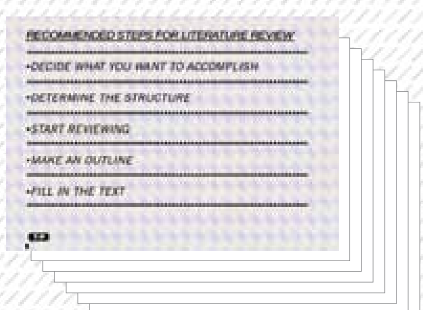

HOW TO STRUCTURE A LITERATURE REVIEW?
•3 COMMONLY USED APPROACHES


APPROACH 1
1. GENERAL PROBLEM STATEMENT
- STATISTICS/DATA/EVIDENCE
2. POSSIBLE SOLUTION TO THE GENERAL PROBLEM
- STATISTICS/DATA/EVIDENCE
3. SPECIFIC PROBLEM STATEMENT
- STATISTICS/DATA/EVIDENCE
4. ONGOING EFFORTS LOCALLY
-EXAMPLES
5. HOW PROPOSED INTERVENTION MAY HELP
-EXAMPLES/DATA FROM OTHER PROGRAMS
6. LIMITATIONS OF THE INTERVENTION


APPROACH 2
•GENERAL PROBLEM (SUPPORTED BY EVIDENCE)
•MORE SPECIFIC DATA (SUPPORTED BY EVIDENCE)
•VERY SPECIFIC ISSUE


APPROACH 3 ONE LARGE ISSUE
SUBTOPIC 1
SUBTOPIC 2
SUBTOPIC 3
SUBTOPIC 4
CONCLUSION


WHERE TO FIND INFORMATION
• COLLEAGUES
•INTERNET
UN WEBSITES/GOVERNMENT
NGOS
GOOGLE SCHOLAR
•CD ROMS
•CITY LIBRARY, UNIVERSITY LIBRARY


RECOMMENDED STEPS FOR LITERATURE REVIEW
•DECIDE WHAT YOU WANT TO ACCOMPLISH
•DETERMINE THE STRUCTURE
•START REVIEWING
•MAKE AN OUTLINE
•FILL IN THE TEXT

Evaluation

- What is needs assessment?
- What does your needs assessment plan look like?
- How are you going to involve your target group?
- What kinds of information are you going to use?
- How will you collect information?
- What are you going to do with the results of your needs assessment?

Take home messages

The objective of this stage is to conduct a good needs assessment that may serve as the backbone of your project.

Needs assessment is a process of collecting information about the needs of people, identifying current resources available to meet those needs, and determining what gaps in services exist.

This requires obtaining information from multiple sources about current conditions – including problems, gaps in services and the resources/ approaches being used to address these needs. Here is the three-step process:

- Identify the client base through epidemiologic and socioeconomic data as well as information obtained from surveys, focus groups and individual interviews. You might discover, for instance, a group of people affected by issues related to sexual and reproductive health and HIV/AIDS, their characteristics and needs, and their access to health care.
- Identify existing services and organizations and assess their ability to deliver prevention and care.
- Identify gaps in services. You can do this by comparing the available services to the needs you have identified including those of specific populations in the community.

Literature review

Preparation/ Resources
One computer with Internet access per group

Time
3 hours

Objectives
To define and conduct a literature review

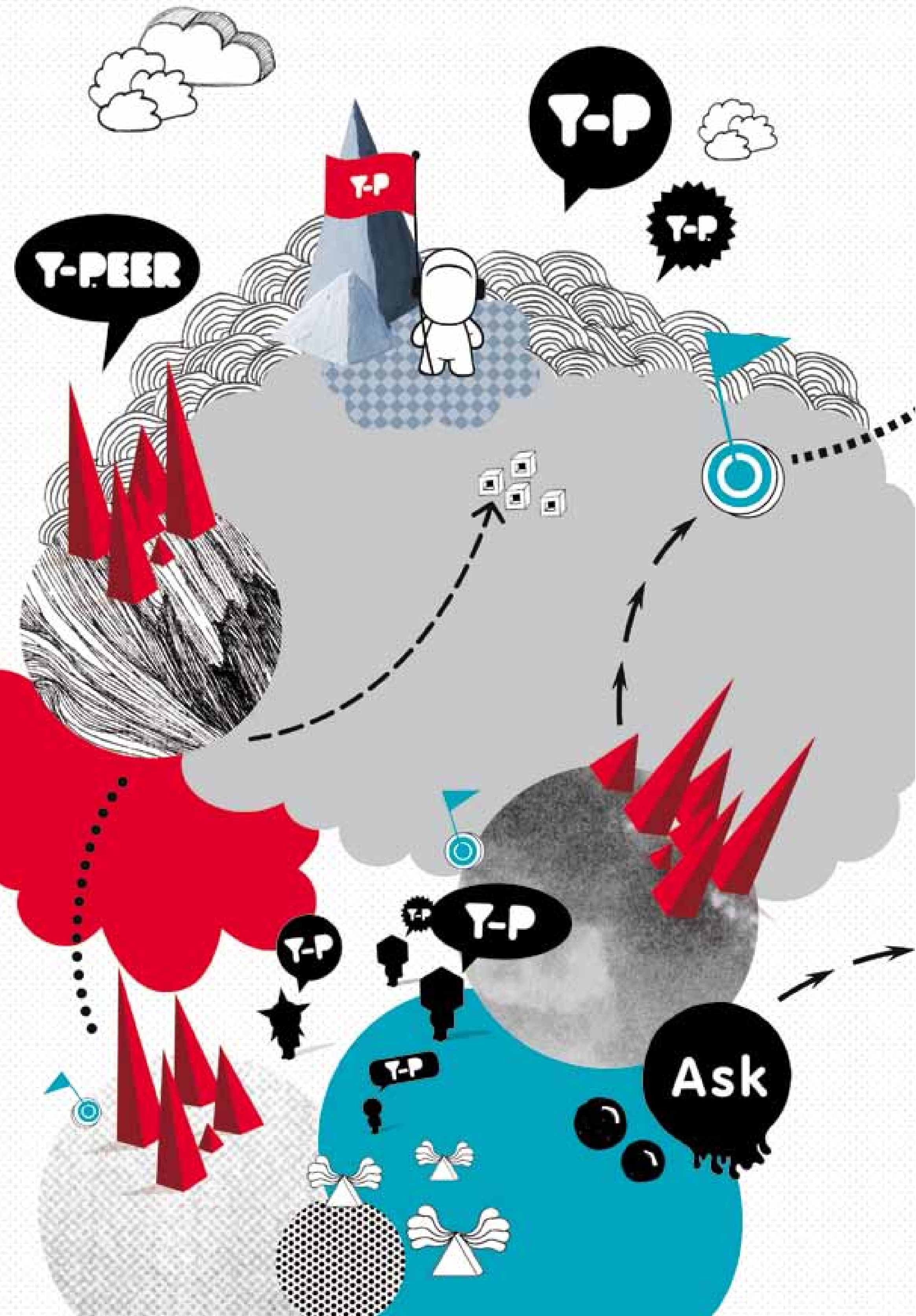
Activities/Process
Divide participants into groups of five. Instruct participants to (1) decide on a topic as a group, (2) decide on the structure of their literature review (as per the previous session's slides) and (3) utilize national and international resources as well as their own experiences in developing a two-page literature review

Facilitators may choose to evaluate the literature reviews overnight and provide groups with feedback the next day.

Take home message
There are different ways of conducting a literature review and there is usually a wealth of information available. It is important to consider your topic and only include the most essential information in your literature review. Also, remember to provide full citations of all your sources.

Trainer's Note
Participants will remain in the groups in which they were divided on Day 2 for the rest of the workshop. It's important for trainers to make sure that each group has about the same number of experienced and junior members representing different regions. To whatever extent possible, make sure that there are an even number of men and women in each group.

Also, it is recommended that each group have its own facilitator to help participants with the training and provide feedback.


Y-P
Y-PEER
Y-P
Y-P
Y-P
Y-P
Y-P
Y-P
Ask

Day 3

08:00 – 09:00
Breakfast

09:00 – 09:20
Morning energizer & updates

09:20 – 09:50
Feedback on literature review

09:50 – 10:30
Working with especially vulnerable young people: Power Walk

10:30 – 11:00
Large group discussion: Target audience

11:00 – 11:20
Break

11:20 – 12:15
Small group discussion: Target audience & characteristics

12:15 – 13:00
Goals & objectives

13:00 – 14:30
Lunch

14:30 – 15:30
Small group discussion: Goals & objectives

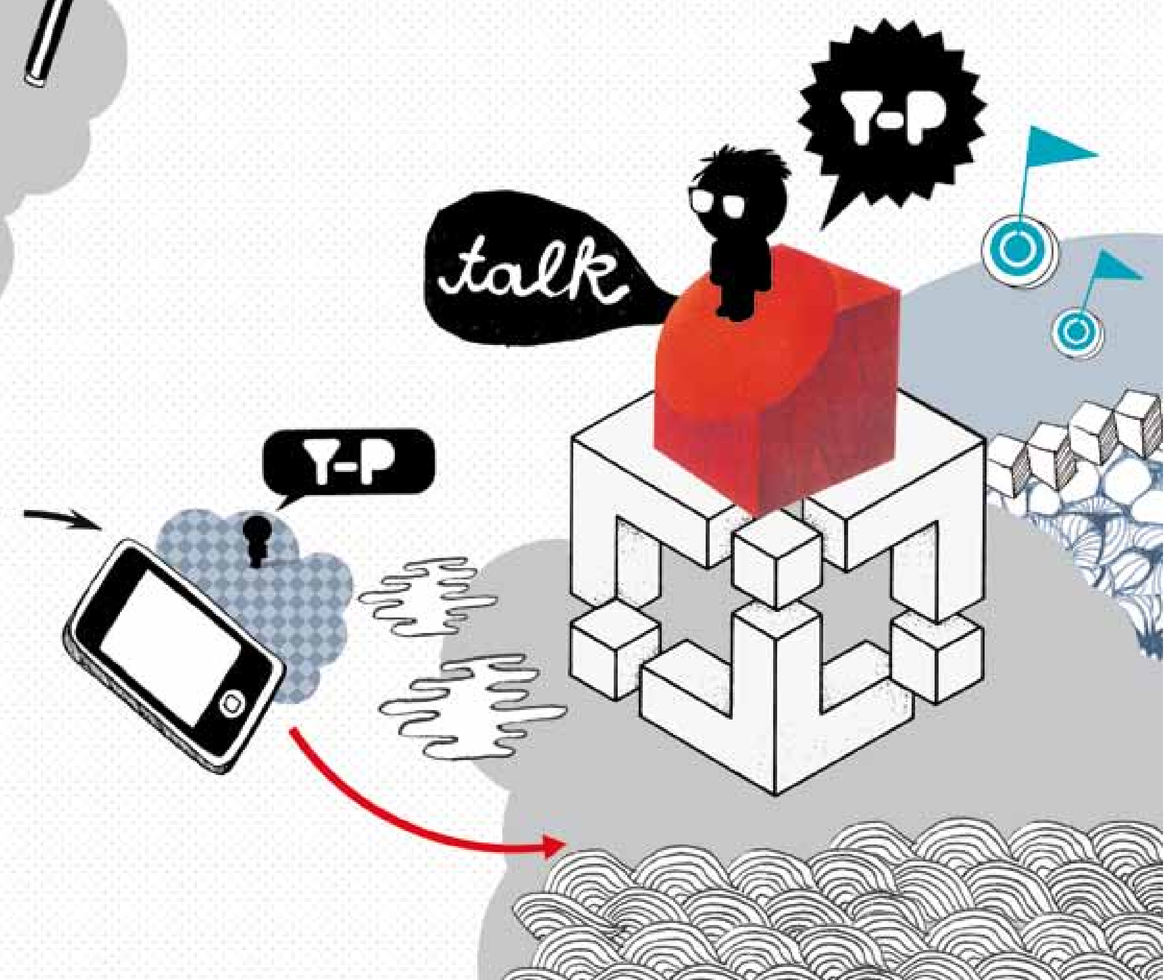
15:30 – 16:15
Networking with stakeholders

16:15 – 16:30
Break

16:30 – 17:00
Overview of innovative approaches

17:00 – 17:45
Values clarification: Do you agree?

17:45 – 18:00
Closing Day 3, Day 4 overview



Feedback on Literature Review

Preparation/ Resources
Analyze the literature reviews

Time
30 minutes

Objectives
To provide feedback on the first exercise

Activities/Process:
Talk to each group separately about their literature review and explain how they could improve their work. Be mindful of their emotions as this is their first assignment in this workshop.

Working with especially vulnerable young people: Power Walk

Preparation/ Resources
Index cards, CD player, music; flip chart & markers; list of statements

Methods
Role-playing exercise

Time
40 minutes

Objectives
- To raise awareness about the inequality of opportunities in society
- To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups
- To help participants identify vulnerable and marginalised groups and promote empathy with those who are different from oneself

Activities/Process
List each person below on an index card or piece of paper. (Adapt as necessary for your cultural context.)

- Mayor of a small town (male)
- Social assistance employee in municipality (female)
- Member of a committee for minors (female)
- School teacher (female)
- Boy in detention facility, age 14
- Girl in residential institution, age 13
- Uncle who is guardian of a niece
- Single mother with three children, ages 12, 6, and 2
- Girl with disability, age 10
- Boy, intravenous drug user, age 16
- School principal (male)
- Teacher in boarding school (female)
- Street kid, age 10
- HIV-infected pregnant woman, age 23
- Primary school girl, age 13
- Primary school boy, age 14
- Adolescent girl, looking for a job, age 16
- Victim of cross-border human trafficking, girl, age 17
- Police officer (male)
- Violent father
- Judge in juvenile justice system
- Medical doctor (female)

- Father with disability
- Migrant worker with a family of four (male)

This exercise requires a big space, so if room is not available indoors, you might want to take the group outside.

Training note

- Make this exercise relevant by adapting the characters and questions to your local context.
- When doing this activity outdoors, make sure that the participants can hear you, especially if you are working with a large group.
- In the imagining phase, some participants may say that they know little about the life of the person they have to role-play. Tell them that this does not really matter and that they should use their imagination and do the best they can.
- The impact of this activity lies in seeing the sharp differences in the lives of the characters the group members are portraying. If you have fewer participants than roles, shorten the list of characters. Be sure that there is a balance in the characters between those who have access to resources and services and those who don't. This also applies if you have a large group and have to devise more roles.

Part 1

Create a calm atmosphere by playing soft background music or by asking participants to remain silent. Hand out the role cards at random, one to each participant. Tell them to read their card but not show it to anyone else. Invite them to sit down.

Now ask them to begin to get into the role. To help, read some of the following questions out loud, pausing after each one to give them time to reflect and develop a picture of themselves as this person:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays? What excites you? What are you afraid of?

Now, stop the music.

Part 2

Ask participants to remain absolutely silent as they line up beside each other (as if on a starting line). Tell them that you are going to read a list of statements. Every time that their character can agree to the statement, they should take a step forward. Otherwise, they should stay where they are. Ask participants to remember the number of steps they take until the end of the exercise. Now read aloud the statements listed below, one at a time. (Adapt these as necessary for your cultural context.)

- I can influence decisions made at the municipal level.
- I get to meet visiting officials from ministries.
- I get new clothes when I want.
- I have time and access to watch TV, go to the movies, spend time with friends.
- I am not in danger of being sexually abused or exploited.
- I get to see and talk to my parents.
- I can speak at town meetings.
- I can pay for treatment in a private hospital if necessary.
- I went to or expect to go to secondary school.
- I will be consulted on issues affecting children/young people.
- I am not in danger of being physically abused.
- I sometimes attend workshops and seminars.
- I have access to plenty of information about HIV/AIDS.
- I can provide a child what he or she needs.
- I have access to social assistance if necessary.
- I can talk to an adult I trust when I have problems.
- I am not isolated.
- I can report cases of violence, abuse and neglect of children when I find them.
- I can provide for and protect my children.

After reading all the statements, ask the group to take note of their final positions: Some participants will have moved a long way forward, while others are further behind. Ask the "power walkers" (those at the front) to reveal what roles they are playing. Then ask those in the back to reveal their roles.

Give participants a couple of minutes to come out of their roles before debriefing the group.

Part 3

Bring the group back together for the debriefing. Before they take their seats, ask them to record the number of steps they took on a table on the flip chart. When everyone is seated, ask how they felt about the activity. Then, have them discuss the following questions:

How easy or difficult was it to play the different roles? How did they imagine what their character was like?

How did people feel stepping forward? Not stepping forward? How did those who made very few or no steps feel as they watched all the others moving forward? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

Why are some people at the front and some at the back? Does the exercise mirror society? How?

What factors might account for these disparities?

Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

How does gender account for the different end positions?
Discuss what first steps could be taken to address inequalities in society. How can we reach the people at the back? How can we reduce their vulnerability?

Developing vision, mission, goals & objectives

Preparation/ Resources
PowerPoint presentations
Flip charts, markers & coloured papers

Time
1.5 hours

Objectives
- To define the mission, vision, goal and objectives in a project.
- To work on problem statements and determine each group's mission, vision, goal and objectives based on those problems.

Activities/Process
Give presentation on mission, vision, goals and objectives (MVGO).

Brainstorm with the big group on the definitions of MVGO.

Trainer's Note
Use Y-PEER mission and vision.

Group work
Divide participants into groups. Each group will take the problem statement they identified on Day 1 and will start identifying the mission, vision, goal and objectives for the project. Participants may need support from facilitators during this work. Either visit each group frequently and give them pointers, or consider having a facilitator work with each of the groups. Clearly, it is beneficial to have participants do the work themselves, with the facilitators only providing guidance. After the small groups have finished their work, invite them to present (briefly) to the large group. Open the floor to questions and comments.

Take home points
Once you can identify your mission and clearly articulate your vision, the goals will become obvious. The more explicit the goals and objectives, the stronger the proposal will appear to others.

Examples of a vision and mission include:

Vision: A school where students feel safe, cared for, and successful.

Mission: To create a peer project in which students help other students be successful and feel a sense of belonging to the school and community.

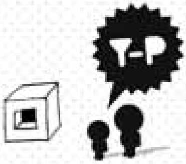
For now, goals can be expressed in general terms and modified prior to completing the proposal. Each goal will need to the greatest extent possible measurable behavioural objectives. Examples of a goal and an objective include:

Goal: To assist trainees in improving their facilitation skills.

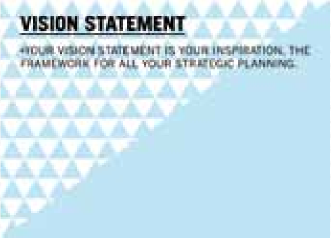
Objective: Trainees will improve their facilitation skill score by 10 percent as measured on a facilitator skill pre- and post-instrument.

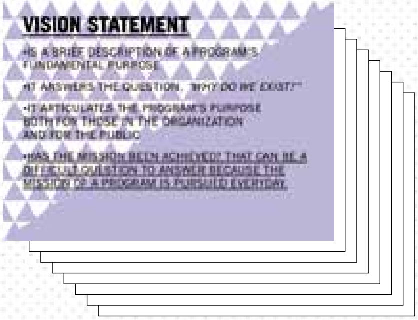
A meaningful objective includes statements of intent about:

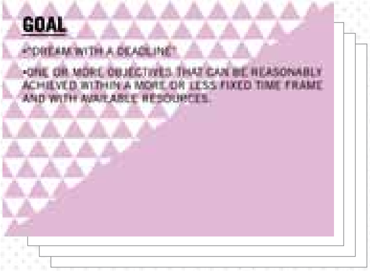
- What will change
- How much change will occur
- Who will change
- When will the change occur



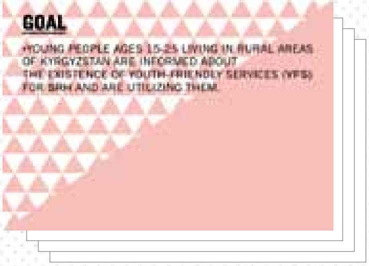

DEVELOPING VISION, MISSION, GOALS
AND OBJECTIVES

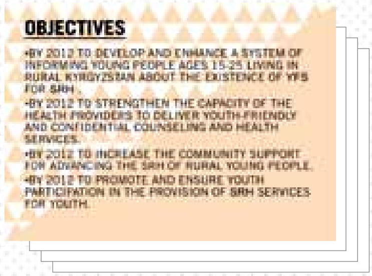

VISION STATEMENT
•YOUR VISION STATEMENT IS YOUR INSPIRATION, THE FRAMEWORK FOR ALL YOUR STRATEGIC PLANNING.

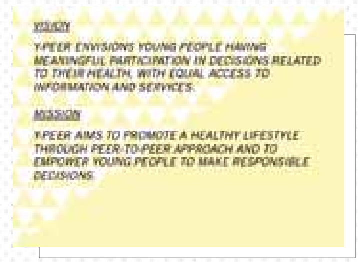

VISION STATEMENT
•IS A BRIEF DESCRIPTION OF A PROGRAM'S FUNDAMENTAL PURPOSE
•IT ANSWERS THE QUESTION, "WHY DO WE EXIST?"
•IT ARTICULATES THE PROGRAM'S PURPOSE BOTH FOR THOSE IN THE ORGANIZATION AND FOR THE PUBLIC
•HAS THE MISSION BEEN ACHIEVED? THAT CAN BE A DIFFICULT QUESTION TO ANSWER BECAUSE THE MISSION OF A PROGRAM IS PURSUED EVERYDAY.

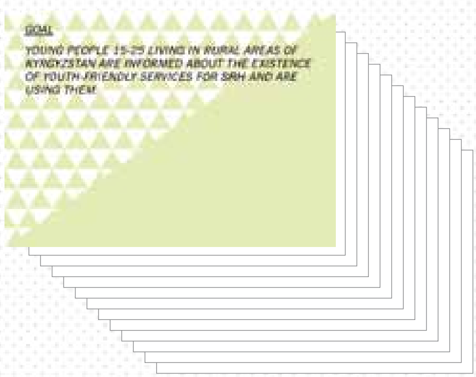

GOAL
•"DREAM WITH A DEADLINE"
•ONE OR MORE OBJECTIVES THAT CAN BE REASONABLY ACHIEVED WITHIN A MORE OR LESS FIXED TIME FRAME AND WITH AVAILABLE RESOURCES.

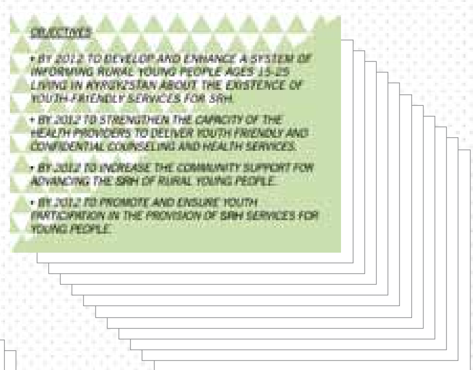

OBJECTIVES
•AN OBSERVABLE AND MEASURABLE END RESULT
•HAS THE GOAL BEEN ACHIEVED? YES OR NO?

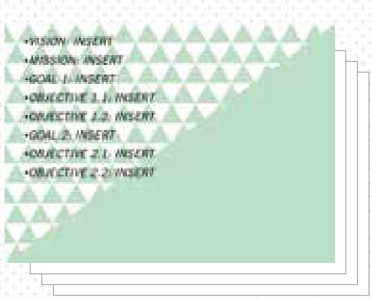

GOAL
•YOUNG PEOPLE AGES 15-25 LIVING IN RURAL AREAS OF KYRGYZSTAN ARE INFORMED ABOUT THE EXISTENCE OF YOUTH-FRIENDLY SERVICES (YFS) FOR SRH AND ARE UTILIZING THEM.


OBJECTIVES
•BY 2012 TO DEVELOP AND ENHANCE A SYSTEM OF INFORMING YOUNG PEOPLE AGES 15-25 LIVING IN RURAL KYRGYZSTAN ABOUT THE EXISTENCE OF YFS FOR SRH .
•BY 2012 TO STRENGTHEN THE CAPACITY OF THE HEALTH PROVIDERS TO DELIVER YOUTH-FRIENDLY AND CONFIDENTIAL COUNSELING AND HEALTH SERVICES.
•BY 2012 TO INCREASE THE COMMUNITY SUPPORT FOR ADVANCING THE SRH OF RURAL YOUNG PEOPLE.
•BY 2012 TO PROMOTE AND ENSURE YOUTH PARTICIPATION IN THE PROVISION OF SRH SERVICES FOR YOUTH.


VISION
Y-PEER ENVISIONS YOUNG PEOPLE HAVING MEANINGFUL PARTICIPATION IN DECISIONS RELATED TO THEIR HEALTH, WITH EQUAL ACCESS TO INFORMATION AND SERVICES.
MISSION
Y-PEER AIMS TO PROMOTE A HEALTHY LIFESTYLE THROUGH PEER-TO-PEER APPROACH AND TO EMPOWER YOUNG PEOPLE TO MAKE RESPONSIBLE DECISIONS.


GOAL
YOUNG PEOPLE 15-25 LIVING IN RURAL AREAS OF KYRGYZSTAN ARE INFORMED ABOUT THE EXISTENCE OF YOUTH-FRIENDLY SERVICES FOR SRH AND ARE USING THEM.


OBJECTIVES
• BY 2012 TO DEVELOP AND ENHANCE A SYSTEM OF INFORMING RURAL YOUNG PEOPLE AGES 15-25 LIVING IN KYRGYZSTAN ABOUT THE EXISTENCE OF YOUTH-FRIENDLY SERVICES FOR SRH.
• BY 2012 TO STRENGTHEN THE CAPACITY OF THE HEALTH PROVIDERS TO DELIVER YOUTH FRIENDLY AND CONFIDENTIAL COUNSELING AND HEALTH SERVICES.
• BY 2012 TO INCREASE THE COMMUNITY SUPPORT FOR ADVANCING THE SRH OF RURAL YOUNG PEOPLE.
• BY 2012 TO PROMOTE AND ENSURE YOUTH PARTICIPATION IN THE PROVISION OF SRH SERVICES FOR YOUNG PEOPLE.


•VISION: INSERT
•MISSION: INSERT
•GOAL 1: INSERT
•OBJECTIVE 1.1: INSERT
•OBJECTIVE 1.2: INSERT
•GOAL 2: INSERT
•OBJECTIVE 2.1: INSERT
•OBJECTIVE 2.2: INSERT

Target Audience

Preparation/ Resources
Flip charts & markers

Methods
Discussion & Small-group work

Time
1.5 hours

Objectives
- To define the term 'target audience'
- To determine the specific characteristics of different target groups
- To discuss the involvement of the specific target groups in needs assessment

Activities/Process:

Discussion

Begin by brainstorming with participants to define what a target group is.

One youth group provided this definition: "Target group – the group of people with specific problem/needs and common characteristics, whom we target in our activities in order to change their behaviour, attitudes and their quality of life."

Then ask the participants what groups they are already working with. Ask why we try to segregate people in populations and sub-populations. What positive or negative effects can this have on programming? Include in the discussion how an epidemic can define a target group.

In conclusion point out that one person can be a representative of several target groups and thus exposed to multiple vulnerabilities.

Preparation/Resources:
Prepare a flip chart or presentation slide with characteristics of target groups:

- Age, territory, quantity
- Social characteristics (including culture, mentality, traditions)
- Economic characteristics
- The Government Policy regarding the target group
- Projects targeting the group
- Important environmental issues
- Access of the group to services
- Other characteristics

Interactive exercise

Divide participants in five working groups and instruct them to discuss characteristics of the following target groups: high school students, college students living in dorms, unemployed young people, street children and young people living with HIV. Invite them to use the categories outlined on the flip chart. After each group has completed its work (approximately 15 minutes), invite them to present their conclusions. Then begin discussion of how and when to involve target groups in a project.

Evaluation:

1. What is a target group?
2. How can an epidemic define a target group?
3. What kind of characteristics can a target group have?
4. When and how do outreach workers involve a target group?

Take home points

Target population is a large segment of people whose behaviour you are hoping to change. For example, you might wish to change behaviour of all young people attending schools within your city. Your target audience or target group is a part of the target population that is actually going to be exposed to your project. For example, your target audience will be 8th grade young people who attend the two specific schools in which you have permission to work as a peer educator.

Due to behavioural choices, but also social, economic and physiological factors, different people are exposed to different levels of risk related to HIV and other STIs (sexually transmitted infections), pregnancy, violence and other social and health issues. Epidemiological trends can point to specific populations and sub-populations that may be at increased risk. These trends may also help us address specific populations, which are still not highly affected by various issues (HIV infection, for example) in order to prevent diseases from becoming big problems. For example, HIV infection rates are typically high amongst injecting drug users. HIV prevention projects may target these individuals in order to decrease new infections. However, in some areas, young people may not be exhibiting high HIV prevalence. Still, we choose to direct HIV prevention projects at these individuals in order to ensure that the disease will not become widespread within this group.

Any population (much like any individual) can have specific physiological, social, economic, political and other characteristics that may put them at higher or lower risk for HIV infection. Ultimately, however, it is personal behaviour that places us at greatest risk of direct exposure to HIV and other infections. (Naturally this is not true for cases of rape or other forms of coerced sexual intercourse.)

In order to best target our projects and to promote the rights and responsibilities of target audience members, public health projects should partner with target audience representatives at the very beginning. Representatives of the target audience should serve as partners in all parts of the programming cycle, including planning, implementation, monitoring and evaluation.

Networking with stakeholders: Aliens are coming!

Preparation/ Resources
Flip charts, papers, markers for the discussion after the role playing

Time
45 minutes

Exercise type
Role playing followed by discussions

Objectives

- To inform the participants about the advantages of networking
- To motivate group on developing new partnerships within their own projects
- To learn how to establish and sustain networking partners
- To learn each party's responsibilities within a network

Activities/Process

First start by dividing all the participants into six groups, then give each group the name of an entity that may be involved in the project – for instance, the UN, religious leaders, governmental ministries, youth group, NGO directors, private sector donors.

The facilitator should tell the groups that Earth is threatened by aliens from Mars who are coming to occupy it. The whole population of Earth is trusting in the six groups to defend the planet and work together to negotiate with the aliens. There is only one spaceship that will carry one representative from each group to negotiate with the aliens. But before the spaceship can take off, they have to agree on certain controversial topics.

Each group will have time to discuss the topics before selecting a representative to go on the spaceship. The spaceship meeting will highlight the different points of view among the six representatives from Earth and their reaction to the others' opinions.

Next, the facilitator leads a discussion with the whole group about what happened in the spaceship, and how we can link that to the critical skills involved in networking. Then the group should brainstorm on the questions below.

Examples for two topics:

1. Condoms should be available for young people anytime and everywhere.
2. Needle exchange should be available in all health-care centers

Group discussion

- How can we establish connections and further develop networks?
- Are we already networking with stakeholders?
- What are our responsibilities within the network of each individual or organizational member?

Take home points

A social network is made of individuals (or organizations) called "nodes," which are tied (connected) by one or more relationship. These include friendship, kinship, financial exchange, dislike, sexual relationships and relationships of beliefs, knowledge and prestige.

Social network analysis views social relationships in terms of network theory about nodes and ties. Nodes are the individual actors within the networks, and ties are the relationships between the actors. The resulting structures are often very complex. There can be many kinds of ties between the nodes. Research in a number of academic fields has shown that social networks operate on many levels, from families up to the level of nations, and play a critical role in determining the way problems are solved, organizations are run, and the degree to which individuals succeed in achieving their goals.

A social network can be used to measure social capital – the value that an individual gets from the network. Concepts such as this are often displayed in a social network diagram, where nodes are the points and ties are the lines.

Innovative programmatic approaches

Preparation/ Resources

PowerPoint presentations

Time

30 minutes

Objectives

- To discuss approaches to programming education.
- To present innovative approaches to programming such as "edutainment."

Activities/Process

Use PowerPoint slides to provide background information. Invite participants to ask questions about the presentations.

Evaluation

What are some innovative approaches you could use in your work?


INNOVATIVE PROGRAMMATIC APPROACHES:
EXAMINING BEHAVIOR CHANGE COMMUNICATION & ENTERTAINMENT EDUCATION
T-PEER
ENTERTAINMENT-EDUCATION
OBJECTIVES:
• TO LEARN THE BASICS OF ENTERTAINMENT - EDUCATION INCLUDING MONITORING AND EVALUATION
• TO LEARN HOW EE FITS WITHIN THE LARGER PICTURE OF PEER EDUCATION
T-PEER
FORMS OF ENTERTAINMENT-EDUCATION
• PRINT MEDIA
• TELEVISION / FILM / THEATER
• RADIO
• CONCERTS
• WORKING WITH CELEBRITIES
• GAMES
• SMS
• INTERNET
T-P
T-PEER
PRINT MEDIA
• BROCHURES
• EDITORIAL IN NEWSPAPERS
• JOURNALIST-PRODUCED ARTICLES ABOUT VARIOUS TOPICS
• SERIES ABOUT VARIOUS ASPECTS OF A LARGER TOPIC
T-PEER
TELEVISION / FILM / THEATER
• SHORT-FORM PROGRAMMING
• LONG-FORM PROGRAMMING
T-PEER
SHORT FORM PROGRAMMING VS. LONG FORM PROGRAMMING
SHORT-FORM PROGRAMMING
• PUBLIC SERVICE ANNOUNCEMENTS
• SKITS
• TEASERS
• TELEVISION DISCUSSIONS
• SATIRICAL SHOWS
• INDIVIDUAL TOPICS COVERED IN LONG-RUNNING SHOWS
T-PEER
SHORT FORM PROGRAMMING VS. LONG FORM PROGRAMMING
LONG-FORM PROGRAMMING
• TALK SHOWS
• SITUATION COMEDIES / SERIAL DRAMAS
• FILMS FOR TV
• FILMS FOR WIDE SCREEN
T-PEER
BENEFITS AND DOWNSIDES OF SHORT-FORM
• LESS EXPENSIVE
• LESS FINANCIAL RISK
• NOT AS EFFECTIVE
T-PEER
TWO APPROACHES TO PRODUCTION
• SABIDO-MODEL
• ENTERTAINMENT-ORIENTED MODEL
T-PEER
BENEFITS AND DOWNSIDES OF LONG-FORM
• MUCH MORE EXPENSIVE
• GREATER RISK
• MUCH MORE EFFECT ON SOCIAL NORMS DUE TO LENGTH AND EMOTIONAL INVOLVEMENT
T-PEER

SABIDO-MODEL

- PRELIMINARY RESEARCH OUTLINES GENERAL SOCIAL ISSUES AND INFORMATION NEEDS
- SHOWCASES REALITIES OF AUDIENCE MEMBERS
- DEVELOPS CHARACTERS – IT DOESN'T SEEM TO BE ABOUT THE ISSUES, AND IT DRAWS LARGER AUDIENCES

SABIDO-MODEL

- SPECIAL WORKSHOPS FOR WRITERS FOR DEVELOPMENT OF:
  1. CHARACTERS
  2. SETTINGS
  3. STORY LINE
- ALL MUST BE RELEVANT TO AUDIENCE MEMBERS

SABIDO-MODEL

- THREE TYPES OF CHARACTERS
  1. POSITIVE REGARDING AN ISSUE
  2. NEGATIVE REGARDING AN ISSUE
  3. TRANSITIONAL

SABIDO-MODEL

- TRANSITIONAL CHARACTERS
  1. SOMEWHAT NEGATIVE
  2. REPRESENT THE MAINSTREAM VIEW

SABIDO-MODEL

- TRANSITIONAL CHARACTERS
  1. AUDIENCE OBSERVES TWISTS AND TURNS IN THE PLOT
  2. CHARACTERS MAKE CHANGES IN THEIR LIVES – BEHAVIOURS
  3. AUDIENCE CONNECTS EMOTIONALLY
  4. EACH EPISODE IS DRAMATICALLY ENDED WITH A "CLIFFHANGER"

SABIDO-MODEL

- EPILOGUES

OFFER RESOURCE TO SERVICES

ENTERTAINMENT-ORIENTED MODEL

- BASED AROUND STORY LINES
- ENTERTAINMENT IS PRIMARY OBJECTIVE
- EDUCATIONAL MESSAGES ARE INCORPORATED ONLY IN SERVICE OF CHARACTERS

RADIO

- LARGE NUMBER OF PEOPLE REACHED
- REACHES PEOPLE IN THEIR HOMES, CARS, ETC.
- CAN USE VARIOUS TYPES OF PROGRAMMES – SHORT AND LONG, SCRIPTED AND UNSCRIPTED
- AUDIENCE PARTICIPATION / HIGH LEVEL OF ANONYMITY

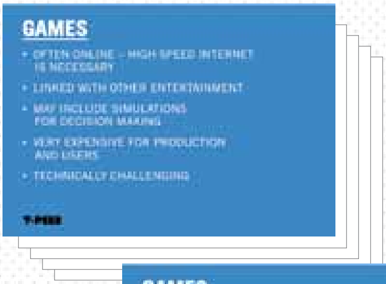
CONCERTS

- LARGE NUMBER OF PEOPLE REACHED
- SONGS CAN BE RECORDED BY VARIOUS ARTISTS (AND SOLD)
- CALL TO ACTION, ADVOCACY, OUTREACH
- REACHES A LOT OF PEOPLE, BUT NOT AS EFFECTIVELY

WORKING WITH CELEBRITIES

- INCREASE VISIBILITY / CELEBRITIES AS AMBASSADORS, SPOKESPEOPLE
- ADVOCACY WITH STAKEHOLDERS AND GENERAL POPULATION
- DIFFICULT NAVIGATING PERSONAL LIVES OF CELEBRITIES
- DIFFICULT NAVIGATING REQUIREMENTS AND BUSY SCHEDULES OF CELEBRITIES
- "TWO LANGUAGES SPOKEN"

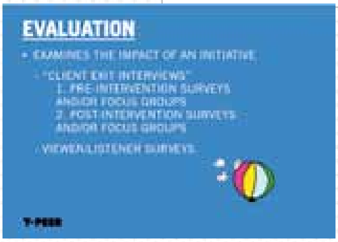

GAMES
• REAL TIME (MULTIPLE OR SINGLE USER)
• COMPUTER BASED
• SYSTEM BASED
T-PEER

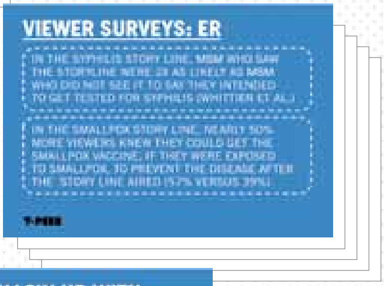

GAMES
• OFTEN ONLINE – HIGH SPEED INTERNET IS NECESSARY
• LINKED WITH OTHER ENTERTAINMENT
• MAY INCLUDE SIMULATIONS FOR DECISION MAKING
• VERY EXPENSIVE FOR PRODUCTION AND USERS
• TECHNICALLY CHALLENGING
T-PEER

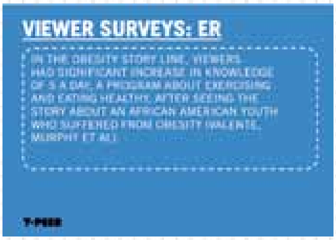

GAMES
• SHORT MESSAGES
• MAY SERVE AS REMINDERS OR CALLS TO ACTION
• WIDELY AVAILABLE IN ALL SEGMENTS OF THE POPULATION
T-PEER

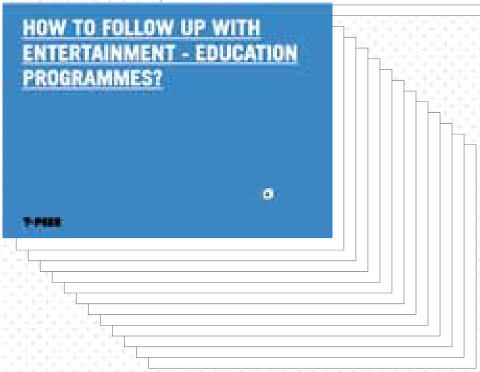

GAMES
• INFORMATION SHARING THROUGH
- WEB SITES, CHAT ROOMS, ETC.
• PERSONAL AND PROFESSIONAL NETWORKING
T-PEER


MONITORING
• OVERSEES THE PROCESS AND MAKES CHANGES AS NEEDED
- QUANTITATIVE
1. VIEWERSHIP / LISTENERSHIP RATING
2. CALLS TO HELP LINES AFTER ADVERTISED IN/AFTER SHOWS
- QUALITATIVE
1. FOCUS GROUP DISCUSSIONS
2. LISTENER/VIEWER LETTER ANALYSES
T-PEER


EVALUATION
• EXAMINES THE IMPACT OF AN INITIATIVE
- "CLIENT EXIT INTERVIEWS"
1. PRE-INTERVENTION SURVEYS AND/OR FOCUS GROUPS
2. POST-INTERVENTION SURVEYS AND/OR FOCUS GROUPS
- VIEWER/LISTENER SURVEYS
T-PEER


VIEWER SURVEYS: ER
IN THE SYPHILIS STORY LINE, MSM WHO SAW THE STORYLINE WERE 2X AS LIKELY AS MSM WHO DID NOT SEE IT TO SAY THEY INTENDED TO GET TESTED FOR SYPHILIS (WHITTIER ET AL.)
IN THE SMALLPOX STORY LINE, NEARLY 50% MORE VIEWERS KNEW THEY COULD GET THE SMALLPOX VACCINE, IF THEY WERE EXPOSED TO SMALLPOX, TO PREVENT THE DISEASE AFTER THE STORY LINE AIRED (57% VERSUS 39%)
T-PEER


VIEWER SURVEYS: ER
IN THE OBESITY STORY LINE, VIEWERS HAD SIGNIFICANT INCREASE IN KNOWLEDGE OF 5 A DAY, A PROGRAM ABOUT EXERCISING AND EATING HEALTHY, AFTER SEEING THE STORY ABOUT AN AFRICAN AMERICAN YOUTH WHO SUFFERED FROM OBESITY (VALENTE, MURPHY ET AL.)
T-PEER


HOW TO FOLLOW UP WITH ENTERTAINMENT - EDUCATION PROGRAMMES?
T-PEER

Values Clarification: Do you agree?

Preparation
Two sheets of flip chart paper, on one of which is written the word ‘agree’ and on the other, ‘disagree’

Time
45 minutes

Objectives
To explore values and attitudes related to issues such as sexuality, HIV/AIDS, and substance use

Activities/Process
Put the two pieces of paper on opposite walls of the room. Ask participants to stand together in the middle of the room.

Explain that you will read aloud some controversial statements, and they have to take a stand on an imaginary line somewhere between ”agree” and “disagree.” Examples of statements:

Examples of statements include:
- All young people should remain virgins until they are married.
- Teenagers should know about condom use and have free access to condoms.
- I would accept a friend who is homosexual.
- I would accept my brother or sister if he or she were homosexual.
- Those infected with HIV have only themselves to blame.
- Prostitution should be banned to prevent the spread of HIV/AIDS.
- Clean needles should be made available on request to drug users who inject their drugs.

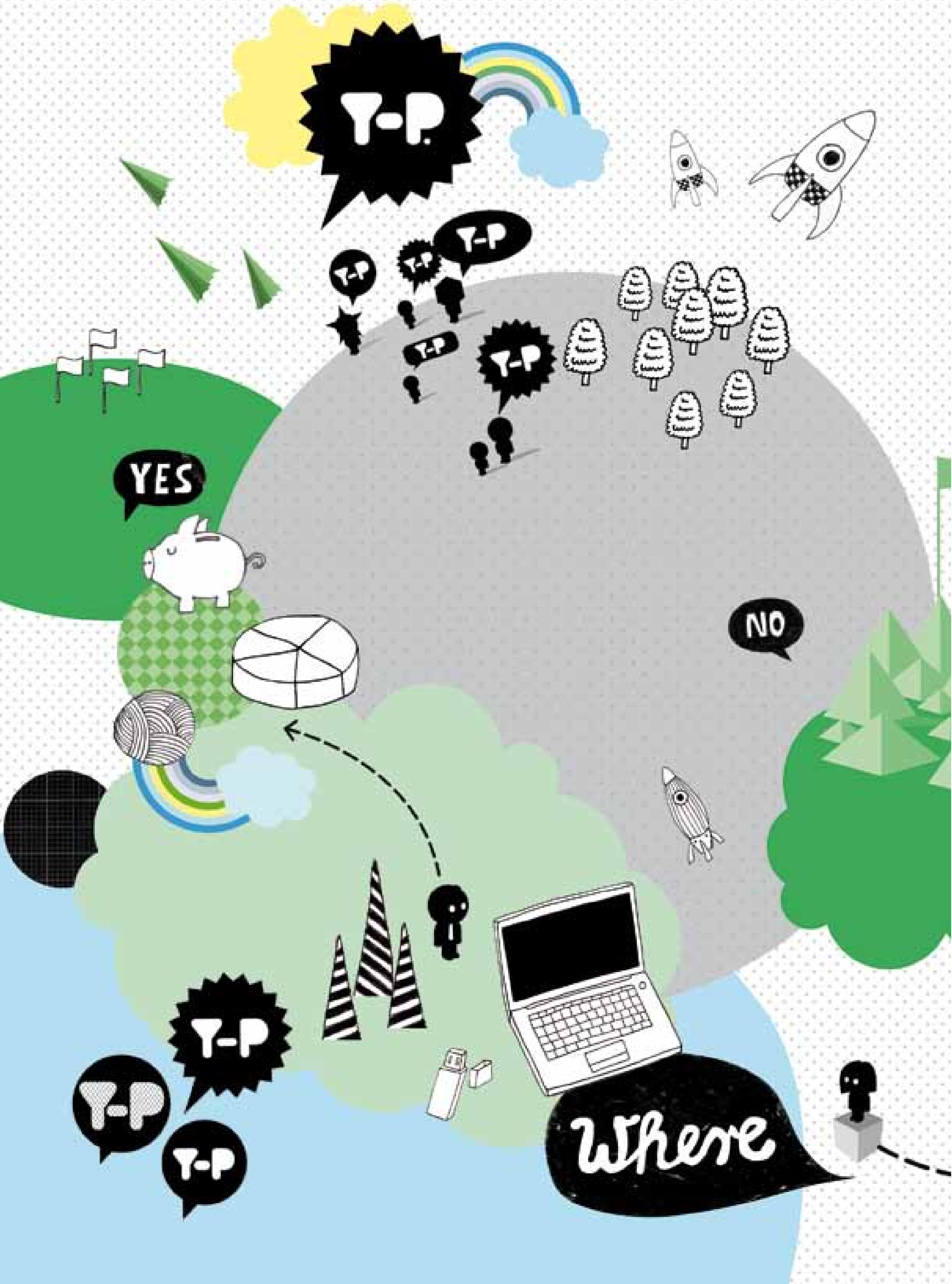
After you have read the first statement, the participants should go to the spot that best describes their response to it. When they are all standing somewhere along the line, ask a volunteer to explain why he or she is standing there. Let three volunteers give their viewpoint; then let the other participants react to these opinions.

Continue with the next statement.

After reviewing all the statements, ask the participants how they felt about exposing their values to other participants, especially if they were in the minority.

You can also give group members the opportunity, after listening to the views of some participants, to move to the position that best expresses their feelings now. Ask them if it was easy to change their position.

Trainer’s Note
Be sensitive to your participants’ feelings before, during and after this exercise. Some of them might feel vulnerable, but may not show it. Make sure that they feel comfortable sharing – or not sharing – information. After the exercise is over, make yourself available to discuss any possible problems with them individually.



Y-P.
Y-P
Y-P
Y-P
Y-P
Y-P
YES
NO
Y-P
Y-P
Y-P
Where

Day 4

09:00 – 09:20
Morning energizer, Day 3 summary & Day 4 overview

09:20 – 10:00
Logic model overview

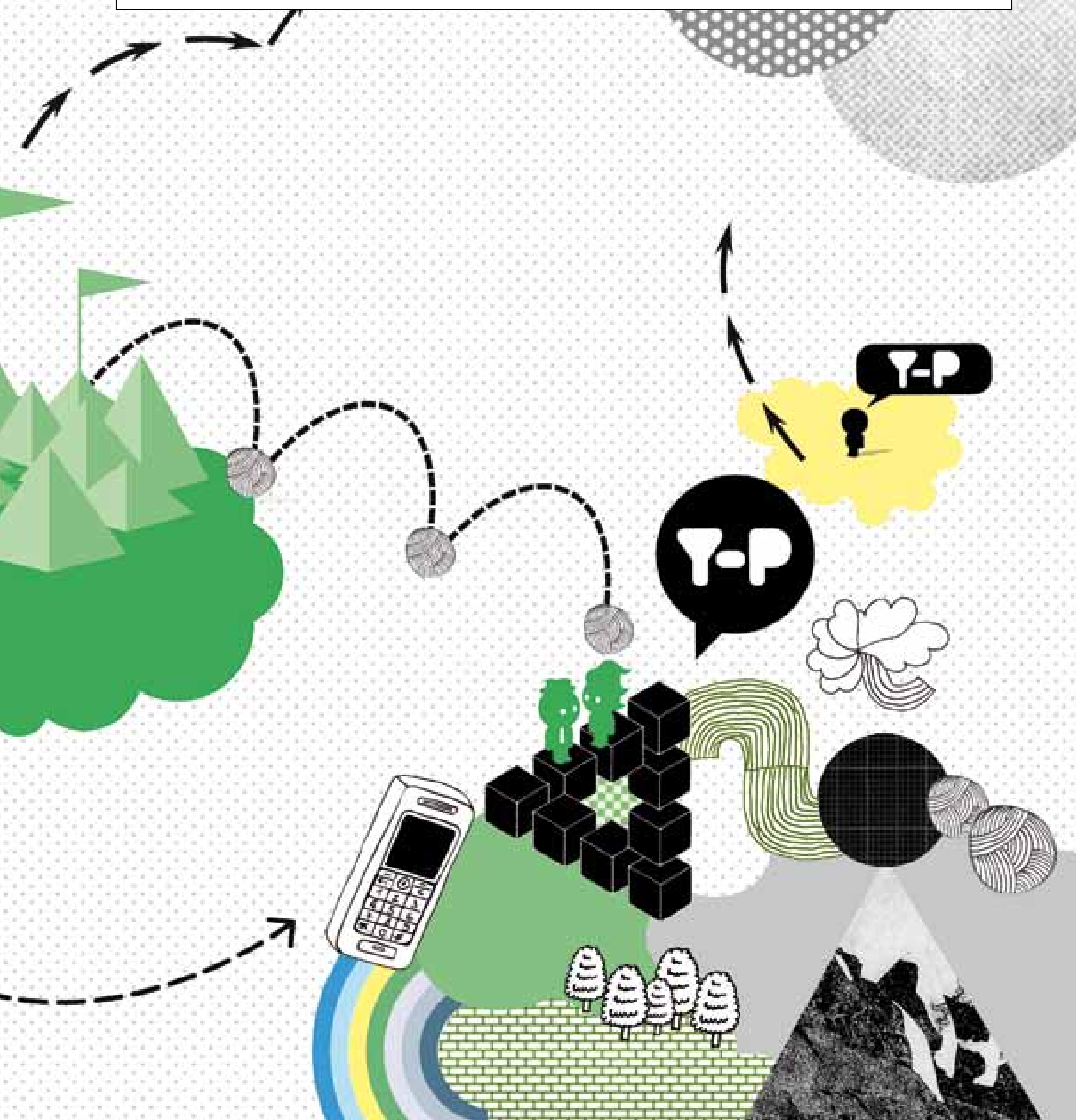
10:00 – 11:00
Logic model: Work in groups

11:00 – 11:30
Break

11:30 – 13.30
Monitoring & evaluation overview I & II

13.30 – 14.30
Lunch

Free afternoon



Logic model

Preparation/ Resources
Handout: Logic model template with examples, Flip charts, PowerPoint slides

Time
1 hour 40 minutes

Objectives
- To define a logic model and its purpose
- To develop a logic model for your project

Activities/Process
The facilitator will start by asking the participant to answer the following questions:

- What do we want to achieve in the long and short term?
- What kind of activities do we want to implement?
- What are the needed resources?

Solicit general ideas from participants related to their ongoing group projects. Explain that they will have more time to think through their "logic model" in the next exercise. Write participants' examples on a flip chart.

After the discussion, use the PowerPoint slides for the presentation about the logic model.

The next step will be the exercise "Take A Stand." In this exercise we will define the difference between an output, outcome and impact, using examples from the participants' statements. Read a statement you noted on the flip chart earlier and ask participants whether it is an output, outcome or impact.

When this is completed, participants will have an opportunity to work in their small groups to fill out the logic model template. We recommend that it is done in the following order:

1: Short-term and long-term outcomes
2: Outputs
3: Impact
4: Activities
5: Resources

Take home points

Resources In order to accomplish our set of activities we will need the following:	Activities In order to address our problem or asset we will conduct the following activities:	Outputs We expect that once completed or under way these activities will produce the following evidence of service delivery:	Impact We expect that if completed, these activities will lead to the following changes in 7–10 years:	Short- & Long-Term Outcomes We expect that if completed or ongoing these activities will lead to the following changes in 1–3 then 4–6 years:

Table 1: Basic logic model template

A logic model is a useful tool to help you answer how your project will be executed and how you will document its effectiveness. It is a systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your project, the activities you plan, and the changes or results you hope to achieve.

Resources/ Inputs	Activities	Outputs	Outcomes	Impact
1	2	3	4	5

Planned work (1, 2)

Intended results (3, 4, 5)

Figure 1: Logical model

The most basic logic model is a picture or another systematic representation of how your project will work. It uses words and/or pictures to describe the sequence of activities necessary to bring about change and how these activities are linked to the results the project is expected to achieve.

The Basic Logic Model components shown in Figure 1 are defined below. These components illustrate the connection between your planned work and your intended results. They are depicted by steps 1 through 5.

Your planned work describes what resources you think you need to implement your project and what you intend to do.

- Resources include the human, financial, organizational and community resources a project has available to do the work. Sometimes this component is referred to as Inputs.

- Project Activities are what the project does with the resources. Activities are the processes, tools, events, technology and actions that are designed to implement the project. These interventions are used to bring about the intended changes or results.

Your intended results include outputs, outcomes and impact. A logic model can help you plan and modify your project.

1. Outputs are the direct products of project activities and may include types, levels and targets of services to be delivered by the program.

2. Outcomes are the specific changes in project participants' behaviour, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while longer-term outcomes should be achievable within a 4 to 6 year time frame. The long-term outcomes should be seen within about 7 to 10 years.

Impact is the effect of project activities in organizations, communities or systems within 7 to 10 years.

Completing the Logic Framework: Demonstrating Your Progress towards Change

According to many funders, grant applications frequently lack solid descriptions of how projects will demonstrate their effectiveness. Some grantees think activities are ends unto themselves. They report the numbers of participants they reach or the numbers of training sessions held as though they were results.

Conducting an activity is not the same as achieving results from that activity. For example, ensuring that your target audience members are being seen by a doctor is different from reducing the number of uninsured emergency room visits. Tracking data like meetings held or patients enrolled in a program does monitor implementation and performance, but those data are outputs (activity data), not outcomes (which refer to the results you expect to achieve in future years).

"Do the outcomes first" is wise advice. Most logic models lack specific short- and long-term outcomes that predict what will be achieved several years down the road. Specifying project milestones as you design the project helps you gather the data required and allows you to periodically assess the program's progress toward its goals.

For that reason, a logic framework is not filled out from left to right. Instead, you should "do the outcomes first." First, let's look at "intended results."

As you implement your project, measuring outcomes enhances project success, making it possible to notice problems early on. These three elements – outputs, outcomes and impact – give you an outline of what is most important to monitor and gauge to determine the effectiveness of your program. You can correct and revise based on your interpretation of the collected data.

Short-term outcomes
Short-term outcomes are results you expect to achieve one to three years after a project activity is under way. Short-term outcomes are specific changes in things like attitudes, behaviours, knowledge, skills, status or level of functioning expected to result from project activities. These usually are expressed at an individual level among project participants.

Long-term outcomes
Long-term outcomes are results you expect to achieve in four to six years and are also specific changes in things like attitudes, behaviours, knowledge, skills, status or level of functioning expected to result from project activities. These usually build on the progress expected after the short-term outcomes.

Outputs
Outputs are the direct results of activities. They are usually described in terms of size and scope of the services or products delivered or produced by the project. They indicate whether or not a project was delivered to the intended audiences at the intended "dose." A project output, for example, might include the number of classes taught, meetings held and materials distributed or the project participation rates or total service delivery hours.

Impact
Impact refers to the results expected seven to 10 years after an activity is under way – the social change your project is working to create. Impacts are the kinds of organizational, community or system-level changes expected to result from project activities and which might include improved conditions, increased capacity and/or changes in the policy arena.

Project rationales or background chapters in grant proposals are usually strong. Grantees tend to have a very good sense of what they want to do.

However, they frequently fail to connect their project to those that have come before.

Focusing on impact links your knowledge of what works – gleaned from "best practices" literature and discussion with seasoned practitioners – with specific descriptions of what your project will do. It requires you to anticipate what will be needed to support project activities.

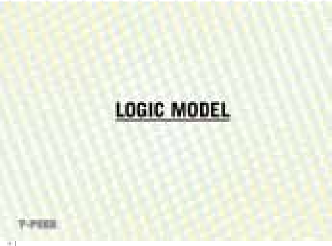
Most logic models list activity items and resources (like planning meetings, curriculum purchase or design, training workshops and service delivery). Management-oriented logic models also include project and evaluation development, staff and volunteer training, recruitment of partners and participants, and the publicity needed to support your work.

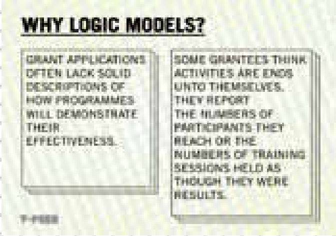
We recommend familiarizing yourself with the literature about the problem your project is designed to address when you specify project activities. From reviewing what has worked in the past, you can more clearly connect the abstract strategies supporting the project to its concrete activities.

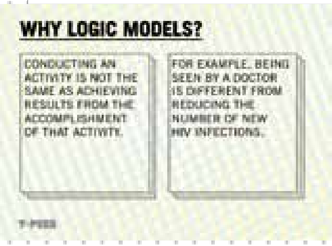
Activities
Based on what you know about effective ways to solve problems or build assets, what specific activities have you planned?

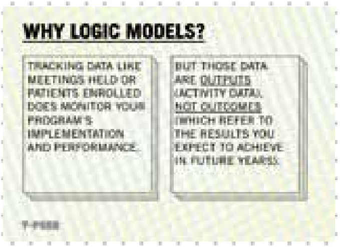
Resources
Once you have specified what you plan to do, determine the resources you have and the ones you will need to support your proposal. For some types of projects, it may also be helpful to describe other factors you are counting on to support your efforts in the community.

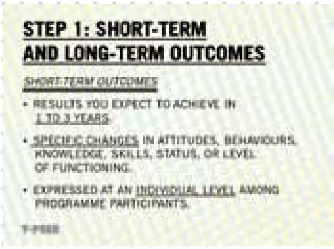
SMART
All results included in your project should be SMART:
- Specific
- Measurable
- Action-oriented
- Realistic

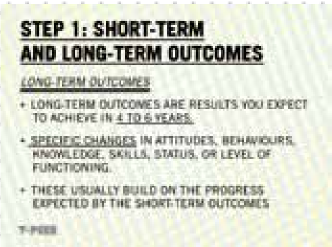

LOGIC MODEL

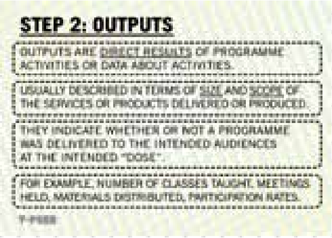

WHY LOGIC MODELS?
GRANT APPLICATIONS OFTEN LACK SOLID DESCRIPTIONS OF HOW PROGRAMMES WILL DEMONSTRATE THEIR EFFECTIVENESS.
SOME GRANTEES THINK ACTIVITIES ARE ENDS UNTO THEMSELVES. THEY REPORT THE NUMBERS OF PARTICIPANTS THEY REACH OR THE NUMBERS OF TRAINING SESSIONS HELD AS THOUGH THEY WERE RESULTS.

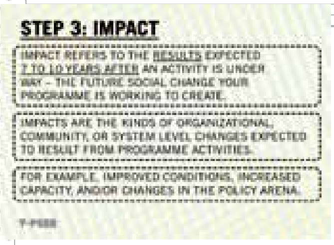

WHY LOGIC MODELS?
CONDUCTING AN ACTIVITY IS NOT THE SAME AS ACHIEVING RESULTS FROM THE ACCOMPLISHMENT OF THAT ACTIVITY.
FOR EXAMPLE, BEING SEEN BY A DOCTOR IS DIFFERENT FROM REDUCING THE NUMBER OF NEW HIV INFECTIONS.

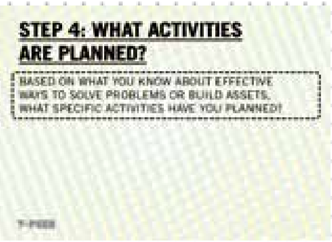

WHY LOGIC MODELS?
TRACKING DATA LIKE MEETINGS HELD OR PATIENTS ENROLLED DOES MONITOR YOUR PROGRAM'S IMPLEMENTATION AND PERFORMANCE.
BUT THOSE DATA ARE OUTPUTS (ACTIVITY DATA), NOT OUTCOMES (WHICH REFER TO THE RESULTS YOU EXPECT TO ACHIEVE IN FUTURE YEARS).

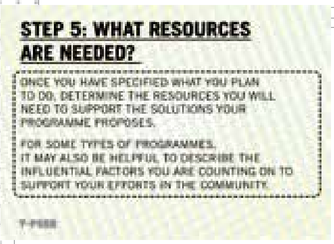

STEP 1: SHORT-TERM AND LONG-TERM OUTCOMES
SHORT-TERM OUTCOMES
• RESULTS YOU EXPECT TO ACHIEVE IN 1 TO 3 YEARS.
• SPECIFIC CHANGES IN ATTITUDES, BEHAVIOURS, KNOWLEDGE, SKILLS, STATUS, OR LEVEL OF FUNCTIONING.
• EXPRESSED AT AN INDIVIDUAL LEVEL AMONG PROGRAMME PARTICIPANTS.


STEP 1: SHORT-TERM AND LONG-TERM OUTCOMES
LONG-TERM OUTCOMES
• LONG-TERM OUTCOMES ARE RESULTS YOU EXPECT TO ACHIEVE IN 4 TO 6 YEARS.
• SPECIFIC CHANGES IN ATTITUDES, BEHAVIOURS, KNOWLEDGE, SKILLS, STATUS, OR LEVEL OF FUNCTIONING.
• THESE USUALLY BUILD ON THE PROGRESS EXPECTED BY THE SHORT-TERM OUTCOMES


STEP 2: OUTPUTS
OUTPUTS ARE DIRECT RESULTS OF PROGRAMME ACTIVITIES OR DATA ABOUT ACTIVITIES.
USUALLY DESCRIBED IN TERMS OF SIZE AND SCOPE OF THE SERVICES OR PRODUCTS DELIVERED OR PRODUCED.
THEY INDICATE WHETHER OR NOT A PROGRAMME WAS DELIVERED TO THE INTENDED AUDIENCES AT THE INTENDED "DOSE".
FOR EXAMPLE, NUMBER OF CLASSES TAUGHT, MEETINGS HELD, MATERIALS DISTRIBUTED, PARTICIPATION RATES.


STEP 3: IMPACT
IMPACT REFERS TO THE RESULTS EXPECTED 7 TO 10 YEARS AFTER AN ACTIVITY IS UNDER WAY – THE FUTURE SOCIAL CHANGE YOUR PROGRAMME IS WORKING TO CREATE.
IMPACTS ARE THE KINDS OF ORGANIZATIONAL, COMMUNITY, OR SYSTEM LEVEL CHANGES EXPECTED TO RESULT FROM PROGRAMME ACTIVITIES.
FOR EXAMPLE, IMPROVED CONDITIONS, INCREASED CAPACITY, AND/OR CHANGES IN THE POLICY ARENA.


STEP 4: WHAT ACTIVITIES ARE PLANNED?
BASED ON WHAT YOU KNOW ABOUT EFFECTIVE WAYS TO SOLVE PROBLEMS OR BUILD ASSETS, WHAT SPECIFIC ACTIVITIES HAVE YOU PLANNED?


STEP 5: WHAT RESOURCES ARE NEEDED?
ONCE YOU HAVE SPECIFIED WHAT YOU PLAN TO DO, DETERMINE THE RESOURCES YOU WILL NEED TO SUPPORT THE SOLUTIONS YOUR PROGRAMME PROPOSES.
FOR SOME TYPES OF PROGRAMMES, IT MAY ALSO BE HELPFUL TO DESCRIBE THE INFLUENTIAL FACTORS YOU ARE COUNTING ON TO SUPPORT YOUR EFFORTS IN THE COMMUNITY.

Monitoring and evaluation

Preparation/ Resources
Handouts, flip charts, pens, markers, three sheets of paper from flip chart with definitions of monitoring, evaluation and indicators.

Time
2 hours

Objectives

- To define and understand monitoring & evaluation processes and indicators
- To develop M&E framework for the project

Activities/Process

At the beginning of the session, invite the participants to brainstorm about the definitions of monitoring, evaluation and indicators. After adopting common definitions of these terms, guide the group through the step-by-step process of developing an evaluation plan and indicators. Afterward, they will break into their smaller groups to develop an evaluation plan for their own projects.

Take Home Points

Our advice is to keep your M&E simple and straightforward.

Determine the kinds of data you will need and design methods to gather the data (i.e., patient registration forms, volunteer registration forms, daily sign-in sheets, national, state and local statistics). Sometimes, once an indicator is selected, project planners set a specific target to be reached as a measure of success (for example, 25 percent increase in the numbers of youth friendly health-care centre visits).

Project monitoring and evaluation

The logic model can help you develop a framework to evaluate the results of your project. Your evaluation will be most effective if you focus on questions that have real value for your stakeholders.

In the development of an M&E framework, two steps are important:

- Posing monitoring and evaluation questions
- Selecting indicators of progress.

Posing Evaluation Questions

The Importance of "Improve" and "Prove" Questions

There are two types of evaluation questions – formative help you to improve your project (monitoring) and summative help you prove whether your project worked the way you planned (evaluation).

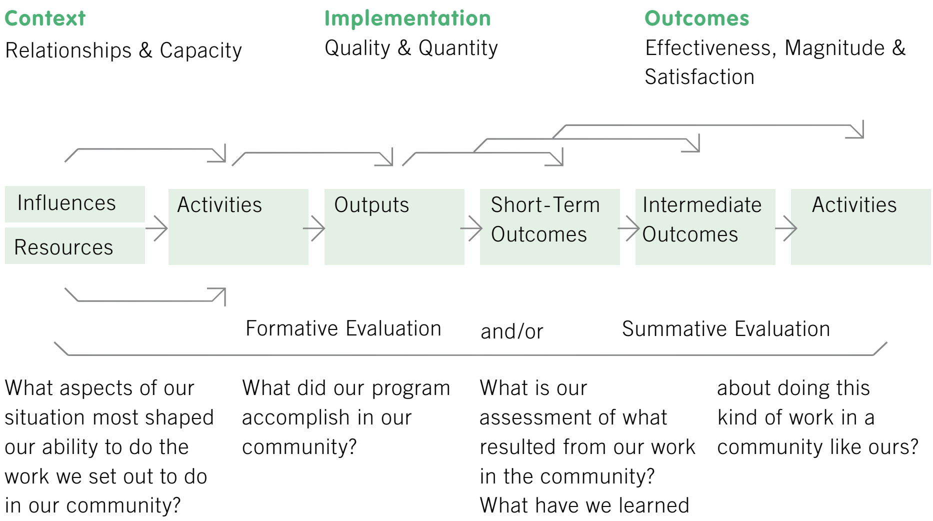
Benefits of Formative and Summative Evaluation Questions

"Formative Evaluation" or Monitoring ↘ Improve	"Summative Evaluation" or Evaluation ↘ Prove
Provides information that helps you improve your project. Generates periodic reports. Information can be shared quickly	Generates information that can be used to demonstrate the results of your project to funders and your community.
Focuses most on project activities, outputs, and short-term outcomes for the purpose of monitoring progress and making mid-course corrections when needed.	Focuses most on project's intermediate-term outcomes and impact. Although data may be collected throughout the project, the purpose is to determine the value of a project based on results.
Helpful in bringing suggestions for improvement to the attention of staff.	Helpful in describing the quality and effectiveness of your project.

Monitoring and Evaluation from Various Vantage Points
How will you measure your success? What will those investing in your project or your target audience want to know?

A clear logic model makes it easier to develop meaningful evaluation questions from a variety of vantage points: context, implementation and results. Results include outputs, outcomes and impact.

What Parts of Your Project Will Be Evaluated?
Using your logic model will help you frame your monitoring and evaluation questions.



Though it is rare, you may find that you only need examine certain components of your project to satisfy your information needs. Most often, however, you will have to systematically develop a series of evaluation questions. Some points to consider:

What is going to be evaluated?
For each area of your project, list the most important aspects. Focus your monitoring and evaluation on them. Consider who needs to know what when, and the resources you have available to support the M&E process.

Process, Impact and Outcome Evaluation
Process evaluation provides data on the strengths and weaknesses of the project. It answers questions such as: Are we implementing the project as planned? What aspects of the project are strong? Which ones are weak? Does the project reach the intended target group? What can we do to strengthen the project?

Are we running into unanticipated problems? Were remedial actions developed? Were these actions implemented?

Outcome evaluation assesses the results of the project.

It addresses questions such as these: Were outcomes achieved?
How well were they achieved? If any outcomes were not achieved, why were they not?
What factors contributed to the outcomes?

How are the target groups and their community impacted by the project? Are there any unintended consequences? What recommendations can we make to improve future implementation? What are the lessons learned?

Impact evaluation is the systematic identification of a project's effects – positive or negative, intended or unintended – on individuals, households, institutions and the environment. Unlike an outcome evaluation, which is focused at the project level, impact evaluation is typically carried out at the population level and refers to longer-term effects.

Audience

What information will your project's audiences want?

As shown below, project audiences will be interested in a variety of different kinds of information. Donors may want to know if their money did what you promised it would. Clients might want to know how many people the clinic serves and how many volunteers it has. Physicians donating their time and talent could be interested in the financial value of their contributions. If you ask your audiences what they want to know, you'll be sure to build in ways to gather the M&E data required.

Audience	Typical Questions	Evaluation Use
Project Management and Staff	↘ Are we reaching our target population? ↘ Are our participants satisfied with our project? ↘ Is the project being run efficiently? ↘ How can we improve our project?	↘ Programming decisions, day-to-day operations
Participants	↘ Did the project help me and people like me? ↘ What would improve the project next time?	↘ Decisions about continuing participation
Community Members	↘ Is the project suited to our community needs? ↘ What is the project really accomplishing?	↘ Decisions about participation and support
Public Officials	↘ Who is the project servicing? ↘ What difference has the project made? ↘ Is the project reaching its target population? ↘ What do participants think about the program? ↘ Is the project worth the cost?	↘ Decisions about commitment and support. Knowledge about the utility and feasibility of the project approach.
Funders	↘ Is what was promised being achieved? ↘ Is the project working? ↘ Is the project worth the cost?	↘ Accountability and improvement of future grant making efforts.

How often do you have to gather data? Whether a question is more formative or summative in nature offers a clue on when information should be collected.

- Formative information should be periodic and reported/shared quickly to improve your efforts (monitoring).
- Summative tends to be “before and after” snapshots reported after the conclusion of the project to document the effectiveness and lessons learned from your experience (evaluation).

Involve Your Audience in Setting Priorities
Project developers often interview project funders, participants, staff, board and partners to brainstorm a list of all possible questions for a key area identified from their project theory or from their logic models. That list helps determine the focus of the evaluation. Involving your audience from the beginning makes sure you gather meaningful information in which your supporters have a real interest.

Prioritization is a critical step. No M&E can answer all of the questions your project’s audiences may ask. The following questions can help you narrow your number of indicators: How many audiences are interested in this information? Could knowing the answer to this question improve your program? Will this information assess your project’s effectiveness?

The final focus for your evaluation is often negotiated among stakeholders. It is important to keep your M&E framework manageable. It is preferable to answer a few important questions thoroughly than to answer several questions poorly. How well you can answer your questions will depend on the time, money and expertise you have at your disposal to perform the functions required by the M&E.

What key audiences will have questions about your M&E focus areas?
For each focus area that you identified in the previous step, list the audiences that are likely to be most interested in that area.

Question

What questions will key audiences ask about your program?

For each focus area and key audience you identified in the previous step, list the questions your stakeholders may ask about your program.

Sample of Key Audience Questions:

- Who are the collaborative partners for this project? What do they provide?
- What is the budget for this project?
- How many staff members does the project have?
- How many patients does the clinic serve?
- How many visits per year does the average patient have?
- What is the most common diagnosis?
- Does the clinic save the hospital money?
- How does the organization undertake and support project evaluation?
- How are medical volunteers protected from lawsuits?
- How satisfied are patients, volunteers, board and staff with the clinic's services?
- What do experts say about the clinic?

Information use

How will the M&E's information be used?

For each question and audience you identified in the previous step, list the ways and extent to which you plan to make use of the evaluation information. Summarize audience use of information.

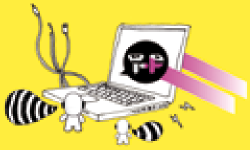
Establishing Indicators

One of the biggest challenges in developing an M&E plan is choosing what kind of information best answers the questions you posed. It is important to have general agreement across your audiences on what success will look like. Indicators are the measures you select as markers of your success.

Indicators are often used as the starting point for designing the data collection and reporting strategies. Often organizations hire consultants or seek guidance from local experts to conduct their evaluations. Whether or not you want help will depend on your organization's funding availability, level of comfort with M&E and the M&E expertise among your staff.

Focus area	Indicators	How to evaluate
Influential factors	Measures of influential factors may require general population surveys and/or comparison with national data sets	Compare the nature and extent of influences before (baseline) and after the project.
Resources	Logs or reports of financial/ staffing status.	Compare actual resources acquired to project goals.
Activities	Description of planned activities. Logs or reports of actual activities. Descriptions of participants.	Compare actual activities provided and types of participants reached to project goals.
Outputs	Logs or reports of actual activities. Actual products delivered.	Compare the quality and quantity of actual delivery to project goals.
Outcomes & impact	Participant attitudes, knowledge, skills intentions and/or behaviour thought to result from your activities	Compare the measures before and after the program

MONITORING AND EVALUATION



Y-PEER

MONITORING

MONITORING IS THE ROUTINE AND SYSTEMATIC PROCESS OF COLLECTING DATA AND MEASURING PROGRESS TOWARDS PROJECT'S OBJECTIVES.

Y-PEER

MONITORING (CONT.)

QUESTIONS THAT MONITORING ACTIVITIES SEEK TO ANSWER INCLUDE:

- ARE ACTIVITIES OCCURING AS PLANNED?
- ARE SERVICES BEING PROVIDED AS PLANNED?
- ARE THE OBJECTIVES BEING MET?

MONITORING SUPPORTS EVALUATION, AS THE TWO ARE CLOSELY RELATED.

Y-PEER

EVALUATION

EVALUATION IS THE PROCESS OF SYSTEMATICALLY ASSESSING A PROJECT'S MERIT, WORTH, OR EFFECTIVENESS.

IN THIS PROCESS, THE RELEVANCE, PERFORMANCE, AND ACHIEVEMENTS OF A PROJECT ARE ASSESSED.

THE EVALUATION PROCESS ADDRESSES THE QUESTION: DOES THE PROJECT MAKE A DIFFERENCE?

Y-PEER

EVALUATION

THE COMMON TYPES OF EVALUATION INCLUDE PROCESS EVALUATION, OUTCOME EVALUATION, AND IMPACT EVALUATION

Y-PEER

PROCESS EVALUATION

PROCESS EVALUATION CONSISTS OF QUANTITATIVE AND QUALITATIVE ASSESSMENT TO PROVIDE DATA ON THE STRENGTHS AND WEAKNESSES OF COMPONENTS OF A PROJECT.

Y-PEER

PROCESS EVALUATION

ARE WE IMPLEMENTING THE PROJECT AS PLANNED? WHAT ASPECTS OF THE PROJECT ARE STRONG? WHICH ONES ARE WEAK? DOES THE PROJECT REACH THE INTENDED TARGET GROUP? WHAT CAN WE DO TO STRENGTHEN THE PROJECT?

ARE WE RUNNING INTO UNANTICIPATED PROBLEMS? WERE REMEDIAL ACTIONS DEVELOPED? WERE THESE ACTIONS IMPLEMENTED?

Y-PEER

OUTCOME EVALUATION

OUTCOME EVALUATION CONSISTS OF QUANTITATIVE AND QUALITATIVE ASSESSMENT OF THE RESULTS OF THE PROJECT.

OUTCOME EVALUATION ADDRESSES QUESTIONS SUCH AS: WERE OUTCOMES ACHIEVED? HOW WELL WERE THEY ACHIEVED? IF ANY OUTCOMES WERE NOT ACHIEVED, WHY WERE THEY NOT? WHAT FACTORS CONTRIBUTED TO THE OUTCOMES?

Y-PEER

OUTCOME EVALUATION

HOW ARE THE TARGET GROUPS AND THEIR COMMUNITY IMPACTED BY THE PROJECT? ARE THERE ANY UNINTENDED CONSEQUENCES? WHAT RECOMMENDATIONS ARE OFFERED FOR IMPROVING FUTURE IMPLEMENTATION?

WHAT ARE THE LESSONS LEARNED?

Y-PEER

IMPACT EVALUATION

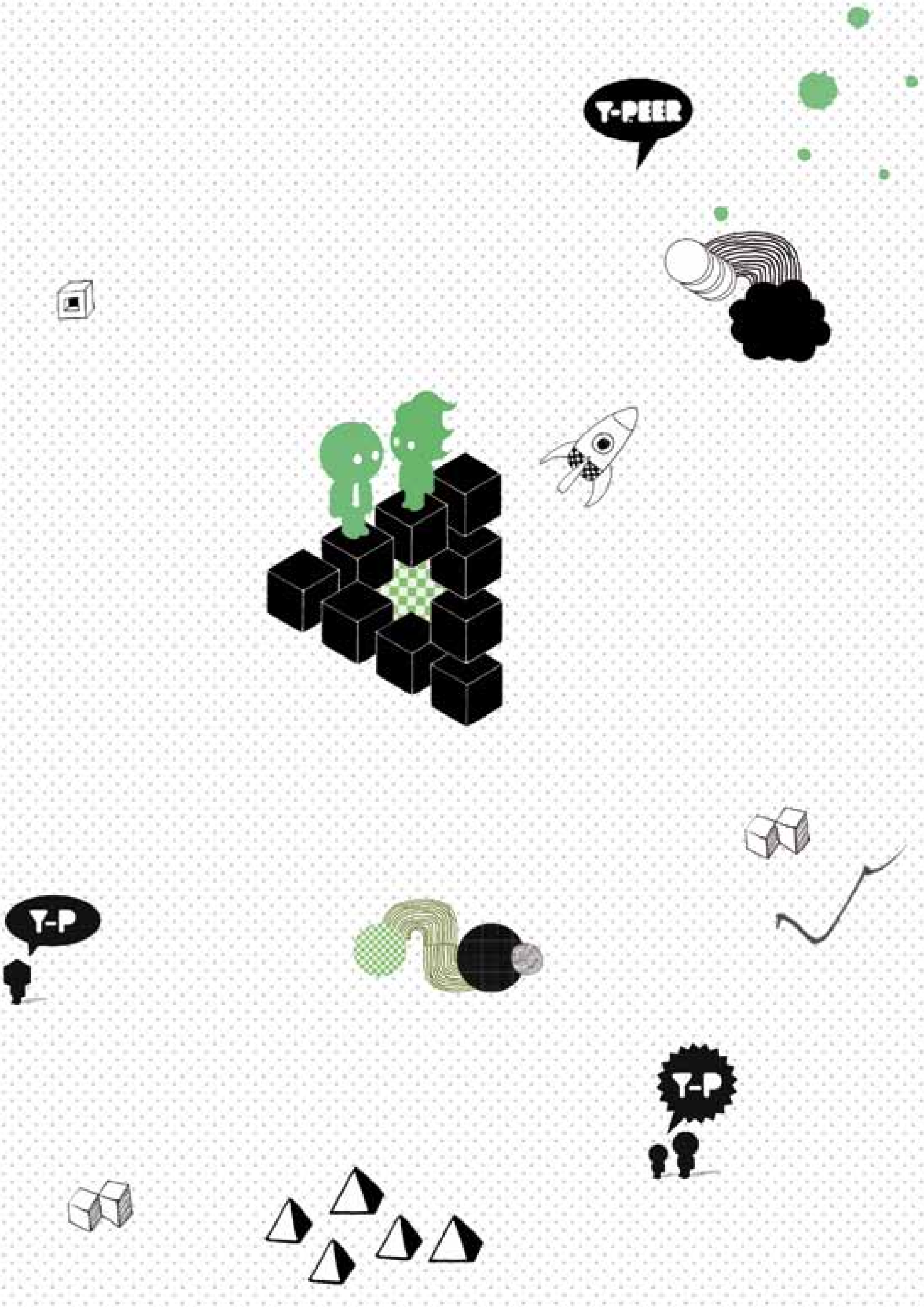
IMPACT EVALUATION IS THE SYSTEMATIC IDENTIFICATION OF A PROJECT'S EFFECTS – POSITIVE OR NEGATIVE, INTENDED OR UNINTENDED – ON INDIVIDUALS, HOUSEHOLDS, INSTITUTIONS, AND THE ENVIRONMENT.

Y-PEER

IMPACT EVALUATION

UNLIKE AN OUTCOME EVALUATION, WHICH IS FOCUSED AT THE PROJECT OR PROGRAMME LEVEL, IMPACT EVALUATION IS TYPICALLY CARRIED OUT AT THE POPULATION LEVEL AND REFERS TO LONGER-TERM EFFECTS.

Y-PEER


Y-PEER
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To increase the community support for advancing the SRH of rural young people in 7 districts of KG by 2012

Resources	Activities	Outputs
↘ Activity coordinator ↘ Experts, volunteers ↘ Logistics ↘ Agenda ↘ Handouts	↘ To hold a cycle of roundtables in villages during October - November 2009 - 2010	↘ 50% of local school teachers and parents trained ↘ 50% of local young people used the health-care service

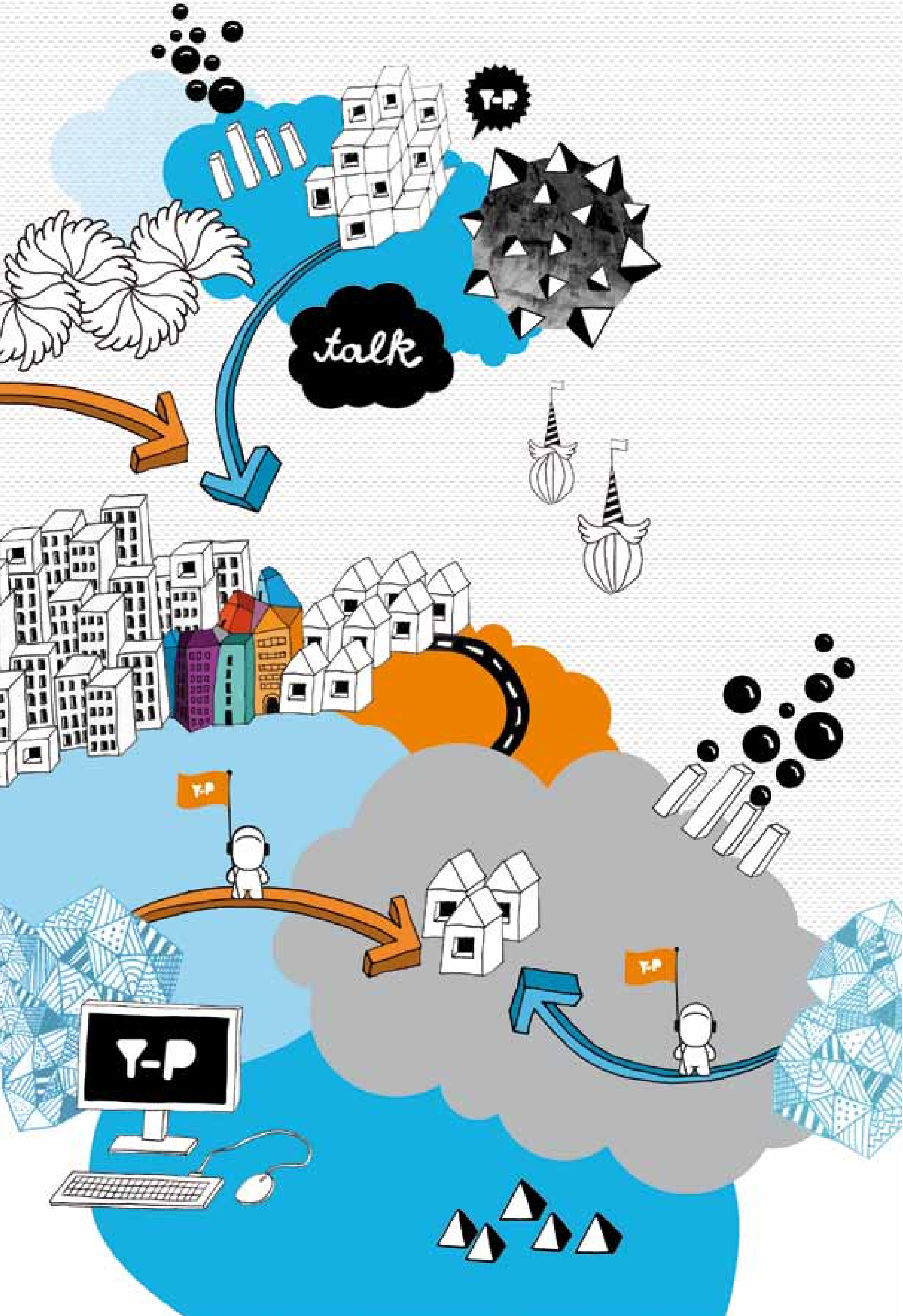
Short- & Long-term Outcomes	Impact	Risk
↘ Increase knowledge and change attitudes of teachers and parents on SRH issues ↘ Inform teachers and parents about the existence of YFS functional on the level of rural educational system	↘ Increased knowledge, changed attitudes, changed behaviors in target audience ↘ Increased SRH and related well-being of young people in the city	↘ Traditional and religious communities will oppose our interventions

Resources	Activities	Outputs	Short- & Longterm Outcomes
To increase the community support for advancing the SRH of rural young people in 7 districts of KG by 2012			
Activity coordinator Experts, volunteers Logistics Agenda Handouts	1. To hold a cycle of round tables in villages during October - November 2009 - 2010	50% of local school teachers & parents trained 50% of local young people used the health-care service	Increase knowledge & change attitudes of teachers & parents on SRH issues Inform teachers & parents about the existence of YFS functioning on the level of rural educational system

Monitoring		Process Evaluation	
Indicator	**Measure**	**Indicator**	**Measure**
1. No. of round tables conducted 2. No. & characteristics of participants 3. No. and quality of action plans for support developed during the round tables 4. Duration of the round tables	1. Reports from trainers 2. List & registration forms of participants 3. Collection & analyses of reports 4. Agenda, reports, feedback from participants	1. Percentage of increase in participants' knowledge & level of information 2. Percentage of participants who committed to support development & implementation of the mechanism	1a. Focus group 1b. Pre- & post-tests 2. Midterm reports on follow-up actions, monitoring visits

	Impact	Risk
Increased knowledge, changed attitudes, changed behaviors, in target audience	Increased SRH & related well-being of young people in the city	Traditional & religious communities will oppose our interventions

Outcome Evaluation		Impact Evaluation	
Indicator	**Measure**	**Indicator**	**Measure**
1. Percentage of teachers & parents who are informed & know about existence of YFS 2. No. of schools in which mechanisms for informing young people are functioning	1. Survey of teachers & parents 2. Focus group discussions	1. Number of cases of unwanted pregnancies & STIs among rural young people 2. Number of policies which included youth health issues & were financially supported	Official health statistics, reports from international organizations, demographic & health surveys (DHS), national policies & strategies, national budget & financial reports


Y-P
talk
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Day 5

09:00 – 09:20
Morning energizer, Day 4 summary & Day 5 overview

09:20 – 11:00
Group presentations & feedback

11:00 – 11:30
Break

11:30 – 12:00
Staffing list

12:00 – 13.00
Exercise: Group budget

13:00 – 14:30
Lunch

14:30 – 15:00
Fundraising

15:00 – 16:15
Recruiting team members

16:15 – 16:45
Break

16:45 – 17:45
Group discussion & exercise: Feedback & supervision

17:45 – 18:00
Closing Day 5, Day 6 overview

Group presentations and feedback

Exercise type
Presentations & discussion

Preparation/ Resources
N/A

Time
1h 40 minutes

Objectives

- To monitor progress of groups' work
- To provide feedback and direction to each group
- To learn how to give and get professional feedback

Activities/Process
Instruct groups in advance that on this day they will sharing their work with another group and asking for feedback. Tell them to organise their presentations (10 minutes each) so they can present their entire project.

On the day of the group presentations, have two groups work together with at least one facilitator. Invite one group to present while the other listens and takes notes. The presenters may highlight specific areas to focus on or point out problems with which they need assistance. The facilitator may want to give his or her feedback first in order to model the appropriate response. After that, the group should provide its feedback and a discussion may begin.

When the discussion is over, the second group begins its presentation.

Facilitator's Note
As a facilitator, your role is to ensure that the presenting group does not feel as though they are being attacked. They should feel as though they are receiving helpful guidance and advice from peers.

Staffing list

Methods
Large-group & small-group discussion

Resources
Y-PEER Peer Education Training of Trainers Manual and Standards for Peer Education

Time
30 minutes

Objectives
After the end of this session, participants will be able to discuss:
- Roles performed by different people in projects.
- Differences and similarities in roles and responsibilities of managers, other staff members and volunteers.
- Delegating roles and responsibilities among volunteers and staff.

Activities/Process
Start by introducing the topic. Open a discussion by asking the following questions:

- Will staffing be different for different projects? How so? How does the topic or target audience or scope (How small or large is your project? How many schools, centres, etc. are you covering?) of the project affect its staffing requirements? How does the budget affect this?
- What roles can volunteers fill within an organization? Do we utilize youth volunteers and adult volunteers in our projects?
- If our budget is limited, can one individual take on more than one professional role? If so, what are the benefits and disadvantages of this?
- How can you utilize the great diversity of talents and interests of your staff and volunteers that may go beyond their current job descriptions? And what advantages may this add to your team and project management?
- As a manager/coordinator, do you need the support of your supervisors to design, implement, and monitor and evaluate projects? If so, what are some methods of gaining their support?

Now, ask participants to go into their small groups. Based on their previous work, ask them to identify potential staffing needs for their projects. They may use the following table as a starting point; however, remind them that the format is flexible. Please note that the table asks for professional titles and the approximate number of staff in each category.

Professional title	Number of staff
Board of directors	
Project manager / coordinator	
Finance expert	
Communication expert	
Peer educators	
Outreach workers	
Psychologists, social workers, etc.	
Clerical staff/administrative	
assistants	
Monitoring and evaluation experts	
Interns	
Other volunteers	
Janitorial staff	

Take-home points

Make sure your participants understand these issues:

- For different projects, staffing will be different. For example, your project may not be able to afford or may not need all of the staff positions listed above. In addition, you may need different kinds of experts, such as a graphic designer, depending on the nature of your work and your budgetary limits.

- Any professional position may be filled by a volunteer, but the volunteer must understand his/her responsibilities and be committed to fulfilling them completely.

- Often, people take on more than one professional role but you should think about the implications of this. What are the advantages and disadvantages of this practice? For example, if an individual implements a project and also monitors and evaluates it, one benefit may be that he or she would have detailed knowledge of its implementation, which would help with the M&E process. However, the disadvantage is that he or she may not be objective (or may not be perceived to be objective) in the M&E. An additional issue to consider when people are taking on more than one task is whether they have the skills and time to complete all of them.

- One key aspect of staff development and retention is identifying, utilizing and helping build the talents and interests of your staff and volunteers. For example, a young volunteer may be good at graphic design and you could use his/her expertise in your project. This requires you to have an open mind and know your staff and volunteers well.

- Your supervisors' support is critical for project management, especially at the beginning of the project. Specific things to consider include issues related to sensitization of your supervisors, respect for organizational culture, responding to objections, support from other colleagues, partnering with like-minded individuals, tokenism and involvement of all staff.

Evaluation

- What roles do different people perform in the project?
- Are there differences and similarities in the roles and responsibilities of the managers, staff members and volunteers?

Professional title	Number of staff members needed
Project manager/coordinator	1 full time
Finance expert	1 person for 2 days per week
Communication expert	1 consultant for 3 months
Peer educators	15 volunteers for 10 days for
	special events
Social worker	1 person at ½ time
Psychologist	1 person at ½ time
Medical doctors	2 persons at ½ time
Nurse	1 person at ½ time
Receptionist	1 person full time
Monitoring & evaluation experts	1 consultant 20 days annually
Interns	psychology (1), social work (1)
	students
Mental health consultant	1 person for 10 days
IT person	1 person per day per week

Budget

Methods
Large-group & small-group discussion

Resources
N/A

Time
1 hour

Objectives

1. To learn how to develop project budgets

Activities/Process

Start by introducing the topic. Open a large-group discussion by asking the following questions:

1. What does your budget depend on?
2. Who approves your budget?
3. Where would you gather necessary financial information about cost of services or goods mentioned in your project and budget?
4. How does inflation affect your budget?
5. Do you have to report other sources of funding?

When this discussion is complete, instruct participants to move into small groups and finish their own budgets, using as a template the form below:

Item		Needed funds	Available funds
A	**Salaries**		
	Project director (1)	60.000	20.000
	Associate directors (2)	80.000	20.000
	Admin. assistant	30.000	10.000
	Research assistant	20.000	20.000
	Community outreach worker	40.000	0
	Project manager	50.000	0
	Sub-total		
B	**Fringe benefits**		
	Retirement plan		
	Health insurance		
	Social security		
	Sub-total		
C	**Contractual services**		
	Consultants $350/day X 20 days		
	Rental equipment		
	Sub-total		
D	**Travel**		
	Domestic: 200 km X 4 cars X $0.56 per km		
	Per diem: $100 X 15 days X 4 people		
	Trips (not overnight) $25 X 10 days X		
	8 people		
	Sub-total		
E	**Commodities**		
	Computer (2)		
	Printer (1)		
	Fax machine (1)		
	Printing paper (8 boxes)		
	Sub-total		
F	**Operating costs**		
	Telephone		
	Internet		
	Office space		
	Utilities		
	Sub-total		
	Grand Total		

Take home points

Budgeting has a vital role to play throughout the cycle of every project. Money is the life source of many projects (or NGOs) and it is controlled through budgets. So, budgeting is a fundamental element of all planning and monitoring. In the planning stages, it is necessary for the project's managers to have an accurate idea of the true cost of their projects. This should have an impact on its design.

Without a realistic estimate of costs, there is no way to compare the expected results of the project to the resources required. This prevents senior management from making strategic decisions about how best to use their limited resources. The budget is also the basis of all financial negotiations with donors for external funding.

Once a project is under way, an accurate budget is essential as a financial control. The basis of financial management is comparing actual expenditure to budgeted expenditure. Without an accurate budget, this is impossible. Finally, the budget should form part of the evaluation of a project once it is finished.

Each funding agency has its own specific budget format. Although there are differences, most budgets have similar categories.
Below is a sample budget inclusive of various categories that may help you think about various expenses.

Budget Category

Staffing (salary)
- ↳ Professional staff
- ↳ Administrative / support staff

II. Consultants
- ↳ Bonus payments / other payments
- ↳ Volunteers

III. Travel and subsistence
- ↳ Airplane
- ↳ Ground transportation
- ↳ Daily / hotel / food expenditure

IV. Phone/Fax

V. Mail/Shipping

VI. Reproduction/Printing

VII. Other direct costs
- ↳ Rental office
- ↳ Utilities

VIII. Equipment
- ↳ Cars
- ↳ Computers
- ↳ Fax
- ↳ Xerox

IX. Indirect costs

Recommended steps for writing a budget include:

1. Prepare the budget after the project proposal is written.
2. Know the requirements for the budget and the likelihood of an organization sponsoring the project.
3. The budget must contain real financial information. Gather the necessary information about the cost of services and goods.
4. Determine the time frame of the budget.
5. Make possible adjustments for inflation.
6. Develop a simple, flexible format consisting of the cost of goods and services, including total cost.
7. Disclose a list of possible funding sources.
8. Ask colleagues to review the budget.

Fundraising

Time
45 minutes

Objectives
- To identify the basics in fundraising.
- To discuss steps for organizations seeking to sustain or expand activities.

Steps
Introduce the topic and explain that the session will give an overview on the basics of fundraising. (Provide chances for adult staff to give their opinions and experiences throughout the questioning.)

Questions to ask

1. Why do groups raise money? Make sure to highlight these points:

- To expand or improve activities already under way; to obtain partial funding for a project; to sustain existing activities; to change donors to ensure sustainability.

Talk a bit about sustainability – the process of keeping activities going over an extended period of time. Some projects are able to sustain their work with private donations or income producing activities; some sustain their activities over time with one committed donor while others must look for new donors.

2. Who are donors? Make sure to highlight these sources:

- Large donors – UN agencies, governments.
- International and large local groups that receive funds from UN and government agencies. Private partners – banks, phone, fuel or consumer product companies.
- Government ministries including health, education, youth and social services.
- Foundations affiliated with large corporations (Ford, MTV Staying Alive, Bill & Melinda Gates etc.) and public/private partnerships like The Global Fund.
- Local businesses in your communities.

Each donor has its own mandate and objectives so matching your organization and potential donors is key.

3. Where do we find donors? Make sure to highlight these opportunities:

- At meetings and workshops, especially high-level ones where you can network during breaks and at lunch or may have a chance to promote your projects or organization in presentations.

- Cold calling – knowing who you want to work with and calling to find out if you can set up a meeting to discuss possible partnerships.
- Responding to requests for proposals in newspapers, online announcements or from donors. At youth events like conferences or project meetings.

4. What do donors look for in a group or organization?

Make sure to highlight these qualities:

- A group with a known structure and organization.
- Mission and vision.
- Dedication.
- A trusted track record and history of learning from experience.
- Financial accountability.
- Goals and objectives shared by the donor.
- High-quality and up-to-date ideas and procedures.
  A sustainability plan that considers the future.
- An understanding of effective public relations including working with the media.

5. When should you approach donors for funding?

Make sure to highlight these points:

- Early in the funding cycle or fiscal year.
- Before big events or holidays when giving is expected.
- When calls for proposals are advertised – be sure to do so by the deadline or your proposal will not be read or considered.
- At the end of the year if an agency or donor has not spent all of its funds for the year.

6. How should you make your presentation to potential donors?

Consider the following tactics:

- You can stress the expertise of your NGO or group.
- You can emphasize the activities your group or NGO is recognized for including such things as peer education, advocacy, outreach or services.
- You can present an exciting, new idea your organization is eager to try.
- Or you may present your organization as prepared to respond to a project proposed by the donor.

7. What steps can you take to prepare for funding?

Discussion should include the following points:

- Assess your organization’s priorities.
- Examine current expertise and resources.
- Identify new ideas and areas for expansion.
- Have a strategic plan to guide your group or NGO and find matching donor interest.
- Strategically promote your NGO.
- Be ready to share ideas in staff-developed concept proposals when opportunities arise.
- Research your donor base.

8. Finally, ask others for tips. Here are some to consider:

- Adapt your proposal so you can send it to a number of different potential funders; stop applying for grants if you receive an offer for funding so it doesn’t appear you are trying to tap multiple sources.
- Don’t be pushy in trying to convince potential donors to fund your project; it could backfire. Instead, approach them in a friendly way.
- If you have received partial funding, let other potential donors know so they can see there is interest in your project. But make sure not to double-fund any activities or even appear to be doing so.
- Be willing to use some of your organization’s own resources to help fund the project in order to show good will and commitment. If you are new to proposal writing, find a mentor who can give you advice and review your work.
- Look for partnerships that will show you want the very best for your target audience.
- Be aware that donors are interested in a project’s sustainability and try to design your proposal to respond to that concern. Make sure donors see how their money is being spent, especially when it results in activities that are popular and fun for the young people in your community.

Take home points

Planning the funding

Idealism and motivation are not enough to set up a good NGO. You need money and you need to plan ahead. It is wise to estimate approximately how much funding you will need for the first two to three years. Taking into account the following issues can be very helpful:

- It may be a good idea to first start looking for funds for small concrete activities, like the salary of a counsellor, money for visual aids or money for a workshop.
- Donors often like to find out first what your NGO is able to handle before getting fully involved. By starting with a small collaboration, you can show your sincerity and the quality of your work. Donors will be more generous when you apply for funds the second time around.
- Donors often prefer to support short-term projects with clear objectives and which contribute to the independence of the NGO.
- In your planning, revenue generated by the project should be taken into account. Some projects can produce income from saleable articles like water, handicrafts or agricultural products. Although these funds will never cover all project expenses, they are important in your planning and also in building the sustainability of your projects.
- Donors are in general more interested in project costs (implementation of activities) than in organizational costs (overhead costs, such as costs for telephone, electricity, Internet, etc.). For that reason, always include an item line for overhead costs when submitting a project proposal. The percentage covered by organizations varies, but 10 percent to 15 percent is reasonable for very small organizations. It is best to find out your potential donor's policy on overhead and adjust the proposal accordingly.
- You also need to discuss a contingency line with the donor. This means allowing some money for the possibility of plans going wrong. A post-disaster project, for example, may face inflation, fluctuation in exchange rates, hikes in the prices of essential raw materials, etc. The project can soon be way over budget. An allowance of an additional, unforeseen 5 percent to 6 percent is normal in every proposal.
- Indirect funding can take the form of substitution of resources. Examples are where government staff are allowed to work for your NGO for a certain period of time, or the government allows the project to use its visual aid materials.

Finding agencies with funds

Research on any funder's stated programme interests is essential. Do not attempt a scatter approach, sending requests to a wide group of organizations. It can damage your organization's credibility. You are trying to identify the few funders that have interests that are in line with your organizational and project objectives. Here is a guide to research into funding: If you do not qualify, do not apply. Many funding agencies now have websites, so look them up and see what they say.

Funder research is a two-step process. The first step aims to develop an initial 'prospect' list of some 10 to 15 funders who have general interests in the subject area of your organization or project. The second step involves further research and refines this list to the 3 or 4 funders you may want to approach.

Sources for funding can be found within your country as well as abroad. Local funding has a number of advantages. The procedures are often easier to follow and international donors want to know that local sources have been tried first. When applying for funds from abroad, the national registration of your NGO and formal approval of your project by your government is often necessary.

Locally, the main institutions to apply to for funds are:

Local organizations

Think of Rotary Clubs, churches, temples, mosques, hospitals, local business associations, the 'rich' in your community, etc.

Government or district institutions

Funds are often available, especially if working in co-operation in the same field of interest. Think also of secondment of staff, use of the logistics, etc.

Possible sources from abroad include:

Voluntary funding organizations

These include missions, aid agencies and other groups, both religious and secular. Most of them are based in Europe, North America, Japan and Australia. Such groups are often interested in supporting smaller-scale development and health projects. A list of names can be obtained from national and voluntary organizations and from embassies.

International aid organizations

These include the United Nations agencies such as WHO, UNFPA, UNICEF, UNDP, FAO, then the European Commission, the World Bank, Asian Development Bank, etc. However, they do not often support small-scale projects directly. Funds from these sources are more likely to be available via national umbrella organizations, although there are exceptions to every rule. It is worth finding out what their contributions in your country are, to the government and to bigger NGOs. This information will be available from your government (ministry) or from local UN and EC delegations, etc.

Foreign embassies

They often have funds available for small-scale projects. Contact them directly.

Basics of advocacy

Preparation/ Resources needed
PowerPoint presentation & flip charts.

Time
2 hours

Objectives
To inform participants about:
- the definition of advocacy.
- basic elements of advocacy strategy.
- difference between public relations (PR) and advocacy.

- To help participants identify and define problems that require an advocacy campaign. To help participants understand which leaders are able to initiate the changes they seek in policy and society. To give the participants the chance to practice developing an advocacy campaign. opportunity to practise skills on advocacy message formulation
- To give the participants the opportunity to practise advocacy work.

Activities/Process
Introduce the topic and explain that participants will have an opportunity to use the knowledge they are about to learn.
Explain to the participants that they are going to work on the problem statements of other groups and then work on their own.

Ask groups to write their problem statement on their flip chart and then go to another group's flip chart. They have 2-3 minutes to consider this question: "What laws, policies or social norms are obstacles for this problem to be solved? What norms and policies might be needed?" After working on one problem statement for 2-3 minutes, ask the groups to move to the next flip chart and consider the same questions. The process continues until every group has had 2-3 minutes to consider every other group's problem statement.

Ask the groups to return to their own problem statement and give them 5 minutes to analyze the problem and formulate an advocacy campaign. Give the participants time to briefly present their problem statements to the whole group.

Now, ask the participants to think about their problem and identify those individuals, groups and institutions who have the power and authority to make the changes necessary for the project to be successful. Since their focus is on changing laws, policies and cultural practices, the decision makers that they would need to target would likely include lawmakers, government officials, project managers, etc. Religious and other cultural leaders are likely to be the ones with influence over cultural norms and attitudes.

After 10 minutes, ask participants to name the key decision makers that they have identified for their advocacy work.

Explain to participants that effective advocacy requires a short, concise and persuasive message. The main element is a call to action. The length of the message can be from one paragraph to one page.

While shaping their messages in their small groups, ask the participants to think about the following:

- What changes in society would solve the problem you have identified? Say it in a simple and easy-to-understand sentence.
- What facts support the actions that you are promoting? Put them into your message to make it more substantive.
- Can you provide an example, a story or analogy that illustrates the change you are seeking? If you add something personal to your message, people can relate to it more easily.
- Can you provide quotes from well-known people and experts associated with your issue? You can use them in your message to capture people's attention and build trust.
- Does your message focus on positive or negative statements? People tend to better accept positive statements.
- What language is appropriate for the key decision makers that you are trying to reach with your message? Rephrase your message if necessary.
- Is your message culturally acceptable?
- Start your message with the most important point and end with a concrete call to action.

After 15 minutes, ask participants to get ready for the next exercise. In the "Magic Lift" exercise, the groups will meet the decision makers whom they will target in their advocacy campaign. They have only 30 seconds to communicate the message they developed in the previous exercise.

Give each group a few seconds to pick a volunteer in their own group to talk to the decision maker. They also need to pick the decision maker from another group. Begin the role-playing exercise.

After the exercise, participants should reflect on their experience and give each other feedback. Ask the individuals who were playing decision makers what captured their attention, what was clear and what was not, whether the person was able to persuade them, etc.

Presentation: Y-PEER advocacy activities

Preparation/ Resources needed
PowerPoint presentation or flip chart.

Time
20 minutes

Handouts
None

Objectives

1. To inform participants about the advocacy and activities of Youth Peer Education Network (Y-PEER), a UNFPA-initiated project whose membership includes thousands of young people who work in many areas including adolescent sexual and reproductive health.
2. To motivate participants to learn about advocacy issues. To motivate participants to get involved in Y-PEER advocacy.

Activities/Process

During the presentation, focus on the following:

- Y-PEER advocacy activities, completed and ongoing.
- Upcoming advocacy events.
- Web-based resources on advocacy.

Take home points

- Advocacy is promoting a change in policy, legislation, projects, resource allocation or socio-cultural norms
- Advocacy aims to win the support of key decision makers and pressure groups (e.g. opinion leaders, media institutions, etc.) to promote a wider public benefit.
- To come up with an effective advocacy strategy, you will need to clearly define issues and formulate objectives; undertake a thorough analysis of the supporting environment; identify and profile stakeholders; develop a core message; select appropriate interventions; devise an implementation plan and develop specific indicators for monitoring and evaluation.
- An advocacy message is a clear and persuasive statement with a call to action.
- In comparison with advocacy, Behaviour Communication Change (BCC) targets an individual's knowledge, skills and attitudes. Advocacy is more focused on community norms, morals, practices and policies.

Evaluation

- What did you find useful in this session? What was unclear or seemed difficult?
- How do you feel about participating in advocacy activities or developing an advocacy strategy?
- How would you estimate your ability to formulate an advocacy strategy, identify key decision makers, and develop a message?

Recruiting, selecting and retaining team members

Preparation/ Resources needed
Paper cutouts of people to represent staff positions, markers, Post-it notes, flip charts. Handout: Incentives for Peer Educators

Time
1 hour 15 minutes

Objectives
- To understand the process and strategies of team members selection, recruitment and retention
- To identify elements of retention in peer education

Activities/Process
Invite each group to think about the human resources they will require for the implementation of their project. They should come up with the titles of each staff position and consider whether the staffers will be paid or volunteer.

Ask the groups to write job descriptions and hiring criteria. Distribute the paper cutouts and ask the groups to write down the tasks that each person will perform and the supervisor to whom he or she will report. Next, ask them to think about the knowledge, skills and personality traits required of each post. Write down these qualities on Post-it notes and attach them to the paper figures in the following manner:
- For knowledge, next to the head.
- For skills, next to the arms and legs.
- For personality traits, next to the heart.

These form the backbone of the job descriptions for the posts including those for the peer educators and volunteers.

The large group should discuss how to write a description of the job that can be advertised, and what the advertisement should say, including the following: duration of the position; application deadline; documents required for application; brief description of the organization and project, name of individual to whom application should be addressed. Then, discuss various channels of advertisement including within the organization but also Web sites, newspapers, mailing lists and partner organizations. Next, the groups will discuss the hiring process. The facilitator should invite the groups to come up with an assessment table and grading system based on the job criteria which they will use to evaluate the candidates. The trainer should explain that usually a panel or board is formed to grade the applications in order to ensure the transparency and objectivity of the selection process. Then, applicants are shortlisted and invited for an interview.

Once the person is selected, the relationship is formalized by signing letters of agreement or contracts and by providing detailed job descriptions. These documents describe the relationship between the organization and its staff, and they can minimize confusion about expectations and responsibilities.

This is particularly important when recruiting peer educators for the project/programme; thus the group should specifically discuss the process in regard to peer education.

Trainers' Note
Turnover – when peer educators leave the project – is to be expected once peer educators or trainers complete their contract and fulfil program expectations. Managers and trainers can help increase rates of retention by good recruitment and management and also by providing regular feedback, information and incentives. Identifying low-cost ways to retain or keep peer educators in programs should be considered an essential part of any peer education programme. Strong youth-adult partnerships can assist in retention, including working with parents, community stakeholders, and program staff.

How to retain peer educators
Ask participants to brainstorm ways that peer educators are retained in programs. List all their answers.

If not mentioned, be sure to add these items:

- Regular updates on information and skills on related education topics
- Regular feedback on the performance (as related to expectations) of the group and individual peer educators
- Peer education experiences linked to future career development opportunities
- Incentives, rewards, compensation

Ask participants to provide examples of the types of financial and non-financial incentives that can be used to motivate peer educators. Let three volunteers give their viewpoint, then let the other participants react to these opinions.

Distribute the handout and review it with the group to make sure you have included all of the suggested incentives.

Take home points
Regardless of the type of contract, or whether a position is paid or unpaid, organizations should be encouraged to formally establish the relationship.

This can be done by signing one of the following documents:
Letter of agreement. A document that outlines an agreement between a staff member and a project or organization. After the person has read and discussed the document with the organization representative, both parties should sign it.

Contract. A document that outlines the responsibilities of the staff member to a project or organization. It should be signed by both the staff member and the organization representative.

Job description. A document that describes a job, its responsibilities and its performance expectations; it is given to an individual when he or she is hired.

Contracts should cover the following points:

- Key responsibilities (What will the person do in this position?)
- Contribution (How will the person contribute to the project's goals and objectives?)
- Experience (What previous knowledge, education or experience does the person need to do his or her job?)
- Type and nature of contacts (With whom will the person meet, and how often will meetings occur?)
- Working conditions (Where will the person work? What tools will be provided to him or her to support the work?)
- Compensation (Is there any compensation for the work? If not, what nonmaterial benefits are offered?)
- Timeline (How long is the person expected to work in this position? What will happen if he or she decides to leave earlier than agreed upon?)

Terminology can be confusing or misleading. The phrase "job description" might imply employment with compensation. If yours is strictly a volunteer project, use of this term might be inappropriate. The term "contract" may signify an important role and a certain degree of commitment. What you call these documents is not as important as using them in some form. Be creative, involve former and current staff in the process, and choose the documents and terms that work best for your project.

Retention refers to the process of making sure staffers are satisfied and committed to the project.

Sometimes training opportunities for staff development are specific to the individual's job; however, staffers may be interested in learning about areas that are not directly related to their current tasks. Such opportunities may be seen by the staff as recognition of the institution's desire to invest in their professional and personal development.

Handout: Incentives for Peer Educators

Incentives are things that bring about action. In peer education, incentives can help attract peer educators into a program and keep them motivated and interested in their work. Incentives can range from fairly costly to inexpensive. The following list of incentives was developed during brainstorming sessions held with Y-PEER Focal Points in Ohrid, Macedonia, in August 2004. This exercise is also included in the Peer Education Training of Trainers Manual developed by Y-PEER.

Higher cost

- Offer large quantities of high-quality or high-tech educational materials (electronic resources, T-shirt, notebooks, manuals)
- Sponsor attendance to conferences, meetings, or presentations that occur at the regional or international level
- Provide internships, scholarships, or job opportunities at organizations
- Invite peer educators to represent their organization at national and regional events
- Hold contests with generous prizes (such as travel or a computer)
- Sponsor a formal reception for all people involved with peer education (peer educators, trainers, staff, partners, donors)
- Provide administrative technical equipment (computers, photocopies, software)
- Offer a salary

Lower cost

- Provide no- or low-cost access to administrative technical equipment for peer educators (computers, fax, phones, internet)
- Find ways to make use of peer educators' creativity by letting them write and design a newsletter, website, or promotional materials
- Conduct regular monitoring visits so peer educators know supervisors are interested in their work
- Invite senior staff from non-governmental organizations (NGOs), donors, and partners to come watch work at the field level
- Provide access to low-cost basic health services (family planning, counselling, and commodities such as pills or condoms)
- Continue training by providing short refresher courses or introducing new technical information
- Provide access to additional reference or resource materials
- Pay small sums of money to peer educators, such as a per diem for work days
- Provide money for local transportation or provide bikes
- Give some promotional materials (T-shirts, pens, pamphlets)

Little or no cost

- Ask peer educators for their ideas and listen to what they have to say
- Provide verbal recognition of good work or successful completion of assignments (one-on-one, in meetings, or at events)
- Give awards (such as ‘peer of the month’)
- Finish some meetings with a ‘fun’ session with refreshments (this could also mean having a meeting and providing lunch or snacks after)
- Invite peers to present their work or knowledge at higher-level meetings or workshops
- Invite peers to attend regular staff meetings to learn more about the project

Supervision and feedback

Time
1 hour 30 minutes

Objectives
- To define supervision and feedback.
- To teach participants how to supervise and be supervised and give and receive feedback.

Activities/Process
Start by introducing the topic and opening a general discussion. Ask participants about their experience supervising or being supervised. What were some positive and negative experiences? Make a list on a flip chart of participants' responses.

Define the term supervision to the group. Ask if they have anything to add or change.

Remind participants that in a previous session you discussed the value of having clear job descriptions. Tell participants that giving feedback is an integral part of the supervision process. Review ways of providing and receiving feedback (refer to take-home points for details.)
In order to engage your participants, try this exercise:

Place a table in front of the room. Place a chair on top of the table and ask the group to evaluate the chair's "work performance" with constructive and unconstructive feedback. Record their feedback on a flip chart. Here are examples of feedback the group members might give the chair:

Unconstructive: "Dumb chair. Chairs don't belong on tables. Don't you know better by now? Good chairs sit on the floor, beside or under tables."

Constructive: "I can see you're working hard to be creative and productive, but I think you'd be more successful if you chose a position on the floor, either beside or under the table. Is there anything I can do to help make your job easier? Do you agree with me?"

Take home points

- Much like with the monitoring and evaluation of projects, the overall aim of supervision is ensuring that both paid staff and volunteers are providing the highest quality of services to the target audience. Supervisors should make sure staff and volunteers do the following: Implement their duties and responsibilities thoroughly and correctly.
- Overcome professional and other challenges that they may encounter in everyday work.
- Receive the appropriate professional development and growth opportunities and support.

Each job has its own duties and responsibilities; supervisors should use these to monitor the progress of the workers who report to them. Supervisors also must provide feedback to both paid staff and volunteers to let them know how well they are doing their jobs.

Immediate feedback is critical to achieving desired performance; people want to know that someone cares about them and their work. Feedback provides an opportunity to show your colleagues you are interested in them and in their work.

Feedback should:
- Refer to specific examples.
- Provide helpful alternatives.
- Be honest, yet respectful.
- Focus on things that can be changed.
- Offer motivation.

Feedback can and should be given about both things that are good and those that can be improved in a person's performance, attitude, work ethics, etc. (often referred to as positive and negative feedback). For example, the supervisor may say: "Your presentation and overall communication skills exhibited at the conference last week were excellent." (This is positive feedback framed in a constructive manner.) Or he/she may say: "Your presentation and overall communication skills exhibited at the conference last week could be improved in terms of clarity and time management." (This is negative feedback framed in a constructive manner.) Both of these statements are constructive. One provides positive feedback, and the other encourages the recipient to make positive changes.

Now, let's consider this example: "Your performance at the conference last week was unsatisfactory. You need to improve your performance for the upcoming conference." This is the same message as contained in the second example above, but framed in a negative, unconstructive manner. How do you think an individual would react receiving one or the other? Why?

When providing feedback, be wary of saying one positive thing and then following up with a long list of negative comments. If someone is doing his or her job that poorly, you might need to reassess whether the person is a good fit for the position. However, allow for some individuality and different styles of working. Team members will perform differently even if they are working on the same or similar tasks. Some might be very energetic, some funny, others authoritarian. In the end, the important thing is that the workers meet the organization's standards and contribute to a friendly and safe working environment for each other and their target audiences.

It is also important for those you supervise to know how to receive feedback. You can help your team members do this by offering the following tips:

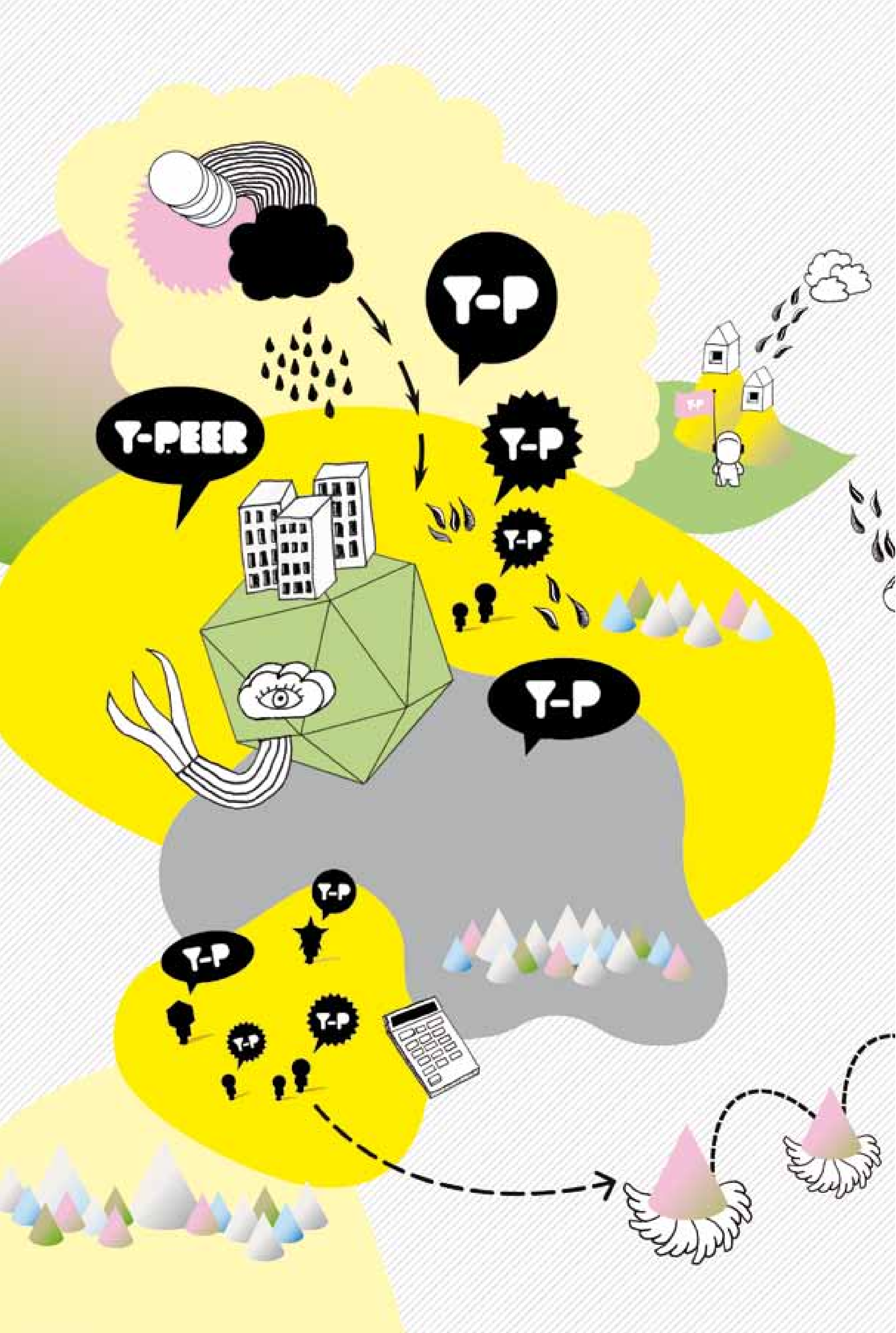
- Be open to receiving and really hearing the feedback.
- Don't become defensive in response to negative comments.
- Don't take comments personally.
- Assume the supervisor has good intentions to help them improve and succeed.

After you have provided feedback, talk about ways your staff and volunteers can improve. Then offer them the opportunity to discuss their work. Ask questions such as these:

- What successes have you had since our last meeting? (Ask them before your meeting to prepare specific examples.)
- How have you done on meeting your goals? Use tools to track their progress.
- What challenges have you encountered? How have you been able to overcome them?
- How are you feeling about work in general?
- How can I help you?
- Is there anything else that you would like to talk about?
  Take notes and thank them for their contribution.

Evaluation

- What is supervision?
- Name some of the guidelines for giving and receiving feedback.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Day 6

09:00 – 09:20
Morning energizer, Day 5 summary & Day 6 overview

09:20 – 11:00
Group work

11:00 – 11:30
Break

11:30 – 13:00
Presentations

13:00 – 14:00
Lunch

14:00 – 15:00
Presentations

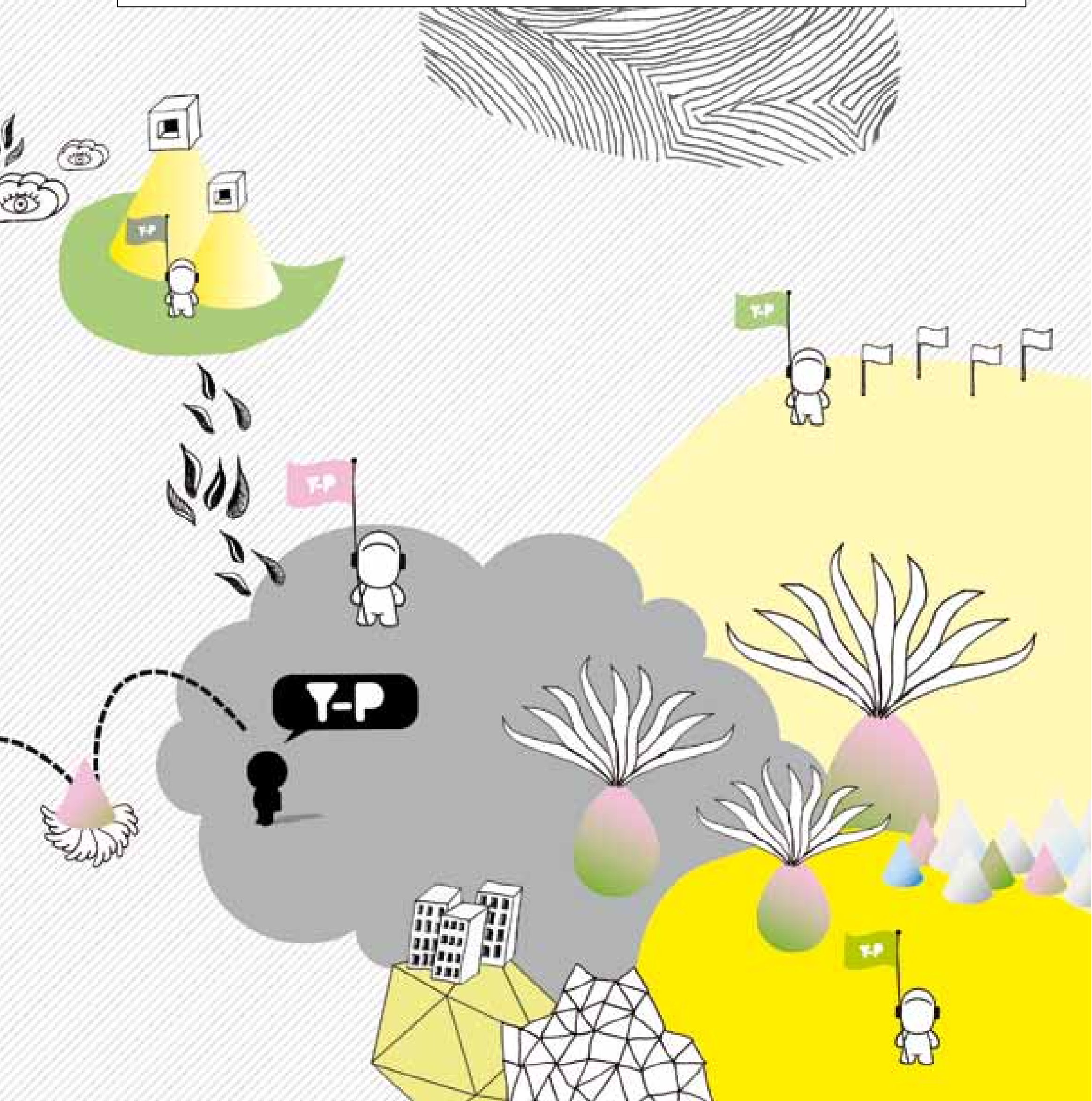
15:00 – 15:30
Break

15:30 – 16:30
Presentations

16:30 – 17:30
Feedback/ discussions

17:30 – 17:45
Evaluation

17.45 – 18.30
Certificates & Closing



Group work: Individual presentations and closing

Preparation/ Resources
Flip charts, computers

Time
3 hours

Objectives
1. To combine full week's work into one comprehensive presentation
2. To review the scope of work completed
3. To celebrate work well done
4. To practice receiving feedback

Activities/Process
Participants are encouraged to come together in their small groups and combine all the work that they have done thus far into a presentation. Inform participants that they will have 5 minutes (timed) to give a comprehensive presentation on their projects, including vision, mission, objectives, outcomes, budgets, M&E framework and everything else that may be relevant. The workshop facilitators will serve as a panel of "funders" and will ask a few questions after each presentation. After all the groups have presented, the funders panel will deliberate and will "award" funding to the most comprehensive, best thought-out project proposal. Before making an announcement, facilitators will critique the proposals, mentioning positive and negative aspects of each.

Finally, the entire workshop will be summarized and the closing will take place.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