

## Session 3.1 – Participatory methods for behaviour change communication and peer education

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### Aim

To understand that the use of participatory methods of data collection and analysis give insight in perspectives of different sub-groups and that they increase involvement and ownership of the target group with the outcome and strategies developed based on the assessment.

### Learning objectives

At the end of this session participants will be able to:

- Facilitate and apply a number of participatory techniques that can be used at different phases in the project cycle
- Distinguish and determine which techniques to use at which phase in the project

### Session overview

2 hour 30 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	30	Presentation	Participatory methods	Overheads
3	90	Group work	Exercising with participatory methods	Handouts
4	25	Presentation	Participatory methods	Flipchart

### Resources needed

Flip chart and paper

Markers

Tape

Overhead

Handouts

### Facilitator's notes

#### Step 1:

Discuss aims and objectives of the session

#### Step 2:

Present the slides on participatory methods and explain what is on the slides.

Tell the Bwana Kiko story as an example of how you can work with illiterate target groups and what kind of questions can be asked to guide people to really think about their own circumstances and behaviour (see handout 3.1.2 in participants file).

### **Facilitators notes: Day 3**

#### **Step 3:**

Divide the group in 2 or 3 (about 7 people per group) and ask them to each do three participatory exercises.

One group: 1, 6, 10

One group: 3, 7, 14

One group: 4, 8, 12 (or 16)

The group themselves can select what type of community they want to simulate and what kind of problem they want to analyse. The facilitator has to go from group to group. It should be stressed that many techniques can be used at the time of doing assessments, but can again be used at a later time for mobilisation and sensitisation.

#### **Step 4:**

Group outcomes can be presented in plenary so that the other groups can see how the techniques are done.

Ask participants what other techniques they are using.

## Session 3.2 – Rapid assessment

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### Aim

To understand the elements that need to be covered in developing an assessment of the intervention area and target group for peer education and behaviour change communication, based on the draft aim and objectives of the programme

### Learning objectives

At the end of this session participants will be able to:

- List the different elements for which data need to be gathered in the assessment
- Identify sources of information
- Understand what methods to use for different types of data needed
- Develop a strategy for a rapid assessment

### Session overview

2 hours

Step	Time	Activity/ method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	55	Presentation and brainstorm	Issues to be covered in rapid assessment	
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3	60	Group work	Development of strategy of rapid assessment	Handouts
4	30	Presentation	Group work	

### Resources needed

Flip chart and paper  
Markers  
Tape  
Overhead  
Handouts

### Facilitator's notes

#### Step 1:

Discuss aims and objectives of the session

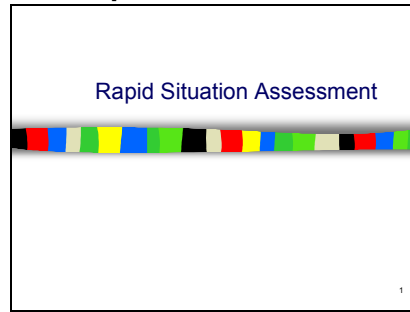
#### Step 2:

Give the presentation and brainstorm on issues that should be covered in a rapid assessment. Write suggestions that are not covered in the presentation and handout of the group on flipcharts. Use handout as a guideline.

## Facilitators notes: Day 3

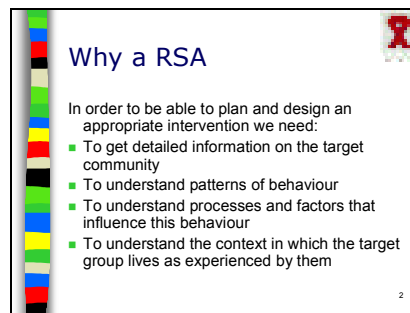
### Presentation on Rapid Situation Assessment

Slide 1



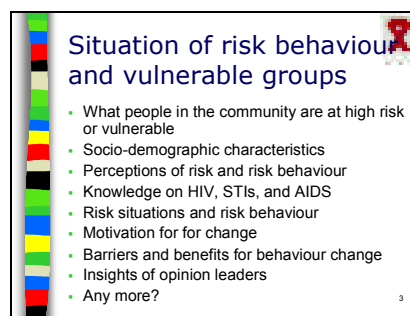
All projects have to start with an RSA to develop a good intervention. Key to an RSA is the close interaction with the target group to understand how they themselves see their problems and possible solutions.

Slide 2



Ask the participants who has done an RSA and what their experience is. If they have not done, how did they develop activities? What outcome?

Slide 3



The answers to these questions can only come from the community and the target group themselves.


Slide 4



This will differ very much per target group and also depends on accessibility in terms of availability, discrimination, user friendliness, costs, poverty etc.

## Facilitators notes: Day 3

Slide 5



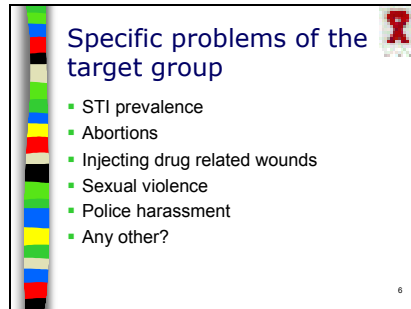
### Social, political and legal context

- What is the context (social, economic, political and legal) in which the target group has to operate
- What other stakeholders/actors are of influence on the target population (police, organisations, brothel owners, syndicates, factories) in the area
- What is the interest with these stakeholders for behaviour change interventions. What is needed to get their support?
- Any more?

5

Discuss the context in depth, especially the political and legal context in which sex workers and IDU have to operate. What are the implications of this?

Slide 6



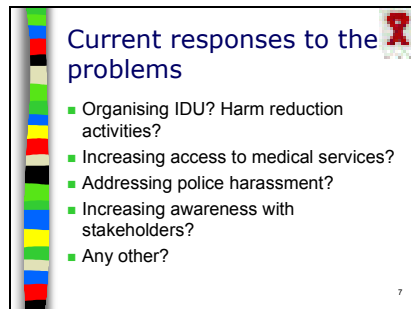
### Specific problems of the target group

- STI prevalence
- Abortions
- Injecting drug related wounds
- Sexual violence
- Police harassment
- Any other?

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These are some examples, the participants should be able to name many more.

Slide 7



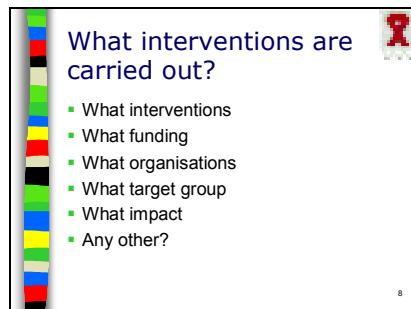
### Current responses to the problems

- Organising IDU? Harm reduction activities?
- Increasing access to medical services?
- Addressing police harassment?
- Increasing awareness with stakeholders?
- Any other?

7

Here focus on national responses, in the next slide discuss ongoing interventions by NGOs.

Slide 8



### What interventions are carried out?

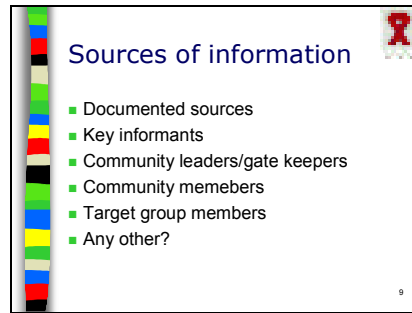
- What interventions
- What funding
- What organisations
- What target group
- What impact
- Any other?

8

List what is suggested on a flipchart. Make sure it is understood that this is important in an RSA because you do not want projects to be duplicated in the same area. It is very important that such overview is obtained in the RSA.

## Facilitators notes: Day 3

Slide 9



Look in the handout for examples of sources of information.

Slide 10



### Step 3:

Ask the group to go in their sub-groups to develop a strategy for a rapid assessment for: sex workers, IDU, vulnerable youth.

Ask them to cover:

1. Situation of risk behaviour and vulnerable groups
2. Identifying services available to the target groups
3. Social, economic, political and legal context
4. What problems are being faced related to the target group
5. What are current responses to these problems
6. What interventions are presently carried out
7. list the sources of information for each of the issues covered
8. For each of the sources, the methods used to obtain the information.

The outcome of this group work can help the participants in designing their assessment studies in their own areas.

### Step 4:

Groups present their group work.

## **Session 3.3 – Defining target groups and target areas**

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### **Aim**

To understand that target groups and target areas are not homogeneous and that messages and interventions need to be adjusted to those that are to be reached.

### **Learning objectives**

At the end of this session participants will be able to:

- Identify primary and secondary target groups for their interventions
- Identify primary and secondary areas for their interventions
- Define key behaviours that need to be addressed

### **Session overview**

1 hour 10 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	20	Presentation	Segmenting target group and target area	Overhead
3	25	Group work	Segmenting target group and target area	Flipchart
4	20	Presentation and feedback		Flipchart

### **Resources needed**

Flip chart and paper  
Markers  
Tape  
Overhead  
Handouts

### **Facilitator's notes**

#### **Step 1:**

Discuss aims and objectives of the session

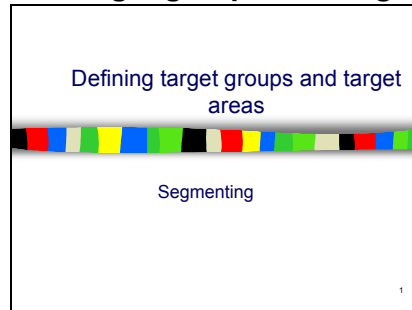
#### **Step 2:**

Give the presentation and during this ask participants to mention how they would segment a target group and define a target area. Discuss the issues mentioned in the handout on segmenting target groups and selecting target areas.

## Facilitators notes: Day 3

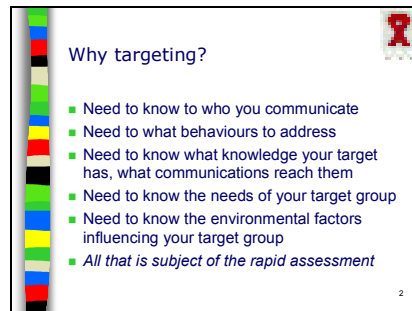
### Presentation on target groups and target areas

Slide 1



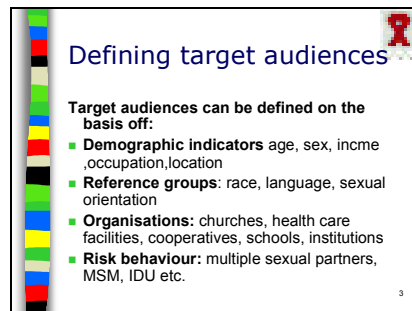
Read the handout 3.4.1 carefully to prepare for this presentation. No intervention programme (BCC or peer education) can expect to be successful if it does not know with whom it is communicating and this is why we need to target.

Slide 2



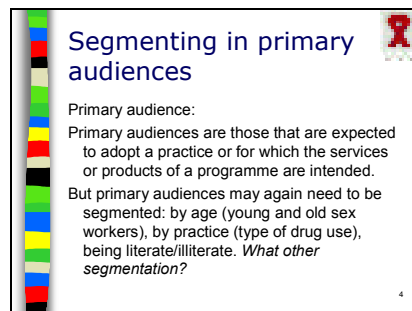
Refer to some examples of the result of the group work on RSA.

Slide 3



Are there any other elements to define a target group?

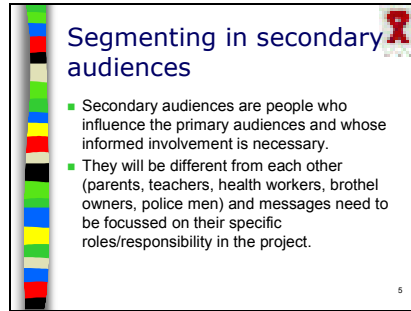
Slide 4



Here you can refer back to the behaviour change model that was discussed on day 1.

## Facilitators notes: Day 3

Slide 5



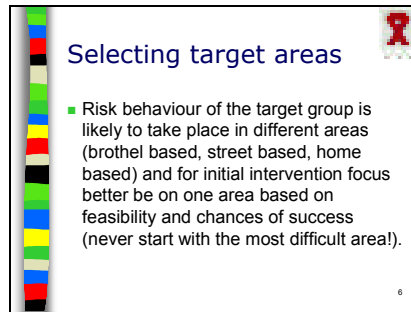
### Segmenting in secondary audiences

- Secondary audiences are people who influence the primary audiences and whose informed involvement is necessary.
- They will be different from each other (parents, teachers, health workers, brothel owners, police men) and messages need to be focussed on their specific roles/responsibility in the project.

5

Here discuss the issue that secondary audiences may not be interested in behaviour change interventions. What do you do in such a case?

Slide 6



### Selecting target areas

- Risk behaviour of the target group is likely to take place in different areas (brothel based, street based, home based) and for initial intervention focus better be on one area based on feasibility and chances of success (never start with the most difficult area!).

6

Ask the participants for experiences in selecting target areas.

### Step 3:

Divide the participants in their groups and ask them to fill in the worksheet for their target group. Use the outcome of the previous group work on rapid assessment. Give 25 minutes for this.

### Step 4:

Each group presents their results, followed by discussion.