

## Session 5.1 – Monitoring of peer education and behaviour change programmes

---

### Aim

To provide participants with the knowledge and skills to develop monitoring indicators to enable them to monitor progress and impact of their interventions.

### Learning objectives

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

- Explain what monitoring and evaluation is
- Define the difference between process and impact monitoring
- Develop indicators that are SMART
- Define who should collect the indicators

### Session overview

1 hour 45 minutes

Step	Time	Activity/ method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	30	Presentation	Monitoring and evaluation	Overhead
3	50	Group work		
4	20	Presentation and feedback		

### Resources needed

Flip chart and paper  
Markers  
Tape  
Overhead  
Handouts

### Facilitator's notes

#### Step 1:

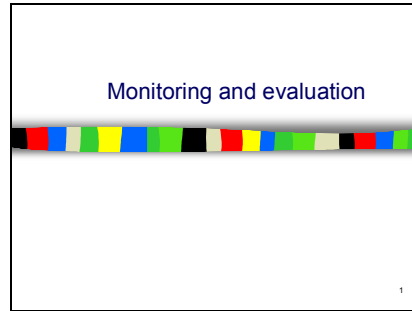
Discuss aims and objectives of the session

#### Step 2:

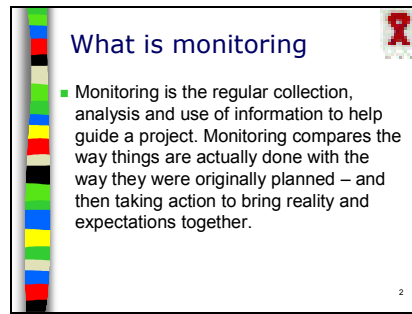
Give the presentation on monitoring and evaluation. Refer to the two handouts.

## Facilitators notes: Day 5

Slide 1

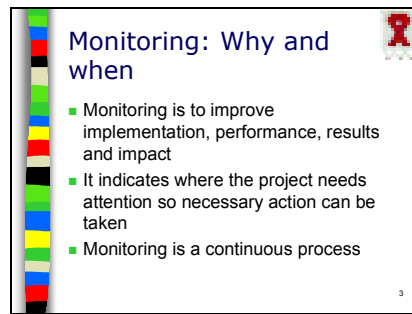


Slide 2



We are all monitoring in our daily lives. For instance if I take my bicycle, I check if the tires are OK, the lamps are working etc. This is also monitoring.

Slide 3



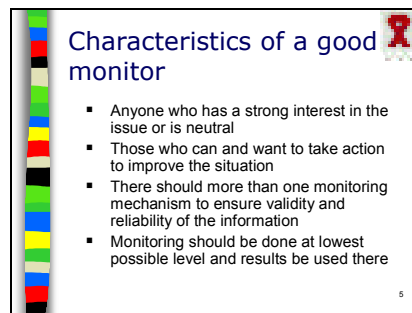
If there is no monitoring you may find out too late that an intended result is not going to be achieved for a certain reason. It enables you to decide what to do: to still achieve the intended result or to adapt your activities to the reality.

Slide 4



In principle, only a few things should be monitored. Focus on key issues, you can change what you monitor over time because different issues become important in the course of a project.

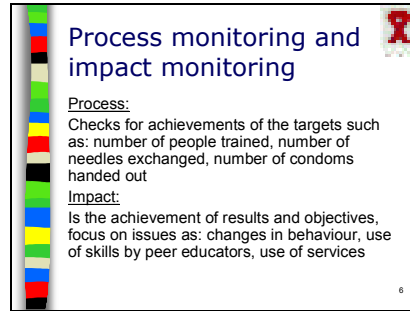
Slide 5



If I have to ride the bicycle I will make sure that it is in good condition. Similarly, anyone who has a strong interest in the project, will make sure that regular monitoring is done and acted upon. Keep in mind that implementing staff cannot monitor themselves!

## Facilitators notes: Day 5

Slide 6



**Process monitoring and impact monitoring**

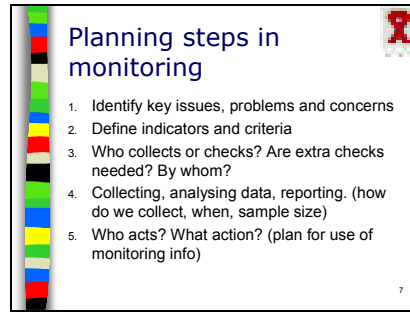
Process:  
Checks for achievements of the targets such as: number of people trained, number of needles exchanged, number of condoms handed out

Impact:  
Is the achievement of results and objectives, focus on issues as: changes in behaviour, use of skills by peer educators, use of services

6

It is much easier to do process monitoring than impact monitoring. Ask participants for examples.

Slide 7



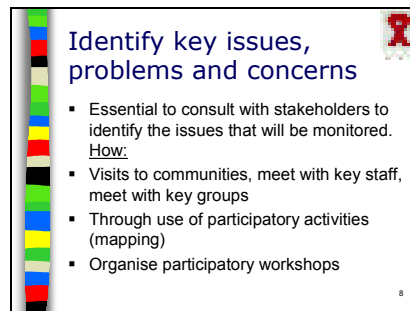
**Planning steps in monitoring**

1. Identify key issues, problems and concerns
2. Define indicators and criteria
3. Who collects or checks? Are extra checks needed? By whom?
4. Collecting, analysing data, reporting. (how do we collect, when, sample size)
5. Who acts? What action? (plan for use of monitoring info)

7

This should be developed at the start of a project and at regular intervals. In addition to this list, training on monitoring is necessary. Again, make sure that only a few issues are being monitored. Nobody will read or act on pages and pages of checklists.

Slide 8



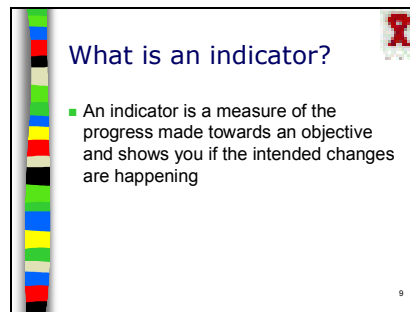
**Identify key issues, problems and concerns**

- Essential to consult with stakeholders to identify the issues that will be monitored.  
How:
  - Visits to communities, meet with key staff, meet with key groups
  - Through use of participatory activities (mapping)
  - Organise participatory workshops

8

Such issues will change over time and need to be reformulated at regular intervals. Ask participants for examples.

Slide 9



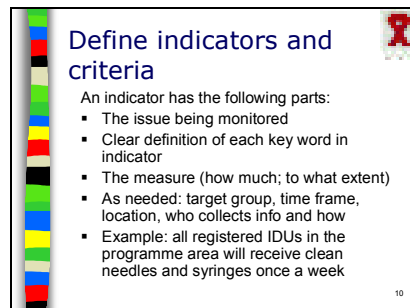
**What is an indicator?**

- An indicator is a measure of the progress made towards an objective and shows you if the intended changes are happening

9

When the objectives of a programme have been well developed, the formulation of indicators should not be very difficult.

Slide 10



**Define indicators and criteria**

An indicator has the following parts:

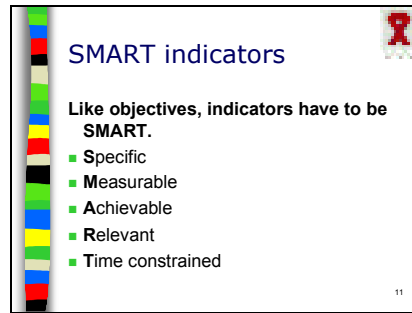
- The issue being monitored
- Clear definition of each key word in indicator
- The measure (how much; to what extent)
- As needed: target group, time frame, location, who collects info and how
- Example: all registered IDUs in the programme area will receive clean needles and syringes once a week

10

Brainstorm on examples of indicators (see also handouts).

## Facilitators notes: Day 5

Slide 11



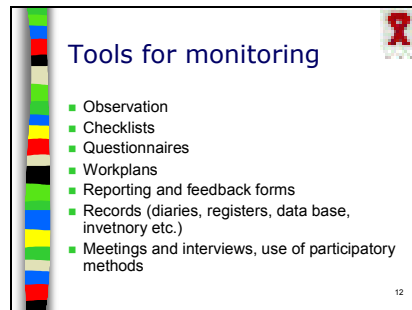
**SMART indicators**

Like objectives, indicators have to be SMART.

- Specific
- Measurable
- Achievable
- Relevant
- Time constrained

Remember the explanation of SMART from session 2.4 (aims and objectives)

Slide 12

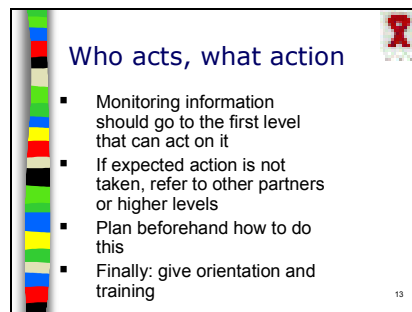


**Tools for monitoring**

- Observation
- Checklists
- Questionnaires
- Workplans
- Reporting and feedback forms
- Records (diaries, registers, data base, inventory etc.)
- Meetings and interviews, use of participatory methods

Any other tools?

Slide 13

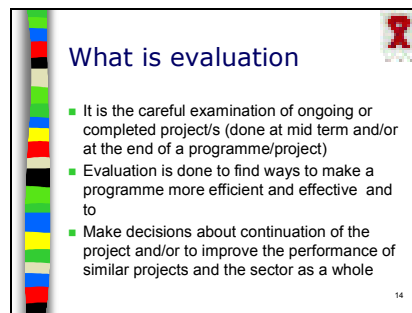


**Who acts, what action**

- Monitoring information should go to the first level that can act on it
- If expected action is not taken, refer to other partners or higher levels
- Plan beforehand how to do this
- Finally: give orientation and training

It is very important to be clear on who is collecting and who is acting on the outcome of the collected data. If people realize that nobody reacts on what has been monitored, then they stop considering this important. The target group and possibly implementing staff will become frustrated and the whole programme will be affected.

Slide 14



**What is evaluation**

- It is the careful examination of ongoing or completed project/s (done at mid term and/or at the end of a programme/project)
- Evaluation is done to find ways to make a programme more efficient and effective and to
- Make decisions about continuation of the project and/or to improve the performance of similar projects and the sector as a whole

Ask the group who can summarize the difference between monitoring and evaluation.

### Step 3:

The participants go back to their groups and work on the peer education and behaviour change communication strategy that they developed on day 2. For each step ask them to develop indicators that are SMART. Ask them to also

## **Facilitators notes: Day 5**

indicate who is going to collect the indicators. Remind them that also the target group should be involved in this as they are the 'beneficiaries' of the project intervention.

### **Step 4:**

Each group presents, followed by discussion.

## Session 5.2 – Consolidating the group work results

---

### Aim

To give the participants the opportunity to consolidate the work they have done over the whole week in to one presentation.

### Learning objectives

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

- Present a full strategy for peer education and behaviour change communication
- Have a good overview of the activities in the different elements of the strategy
- Discuss why they have developed the strategy as it is

### Session overview

2 hour 40 minutes

Step	Time	Activity/ method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	95	Preparing for presentation	Strategy for Peer education and behaviour change communication	Flipchart
3	60	Presentation and discussion	Strategy for Peer education and behaviour change communication	Flipchart

#### Step 1:

Discuss aims and objectives of the session

#### Step 2:

The participants go back in their groups and prepare a consolidated overview of what they have done during the week. They should incorporate all the remarks that have been given to their 'original ' presentation. Actually, the groups should know beforehand that this work is coming so they can at the end of each day rework their group work for this presentation.

#### Step 3:

All groups present their results. It is good if it can be organised in such a way that people who are coming for the closing ceremony can actually be there for the presentation – then there is an outside audience.