



Participatory Approaches to Monitoring and Evaluation



INTENDED FOR: Programme Managers, Monitoring and Evaluation Professionals, Facilitators and Field Officers working on gender, sexual and reproductive health and rights programming

INSTRUCTORS: Theatre for a Change (TfaC) Lead Trainers

LENGTH: 5 days

LOCATION: Host organisation

ACCREDITATION: Open College Network (OCN) Level 3

AIM: To develop participants' ability to use participatory monitoring and evaluation approaches in their behaviour change for sexual and reproductive health and rights (SRHR) work with marginalised groups.

DESCRIPTION:

This course aims to develop participants' ability to use Theatre for a Change's innovative toolkit using participatory approaches for monitoring and evaluation.

Day 1 of the course is a practical exploration of key concepts like behaviour, behaviour change, the differences between teaching and facilitating, and how to facilitate a process of behaviour change within a group. This exploration aims to lay the conceptual framework for using the toolkit in a practical way.



On Day 1, participants also explore the differences between conventional and participatory approaches to monitoring and evaluation, and explores how to create a logframe that is designed to be monitored and evaluated using participatory approaches. The role of reflective practice is also explored.

On Days 2 and 3, participants are introduced to TfaC's participatory monitoring and evaluation toolkit, featuring tools like sculpting, mapping, improvisation and touch tag. A demonstration of each tool and score card is given, followed by a chance for the group to practice using the tool in a simulated monitoring and evaluation setting.

On Days 4 and 5, participants are tasked with designing and delivering their own approach to monitoring and evaluating projects using tools from the toolkit.

ASSESSMENT: 100% coursework

- 1. Workshops (80%):** 36 hours of practical workshops on TfaC's participatory monitoring and evaluation toolkit.
- 2. Methodology seminars (10%):** 4 hours of seminars involving taught presentations, group work and discussions.
- 3. Learning Journal reflections (10%):** writing or drawing tasks based on each training day, designed to help participants reflect on their experiences.

Workshops

Theatre for a Change uses an innovative approach to the empowerment of women and girls through behaviour and policy change. The approach combines drama and participatory learning to equip participants with the practical tools and key behaviours needed to find their voice, assert their rights, and build their confidence.

The workshops in this course use the Theatre for a Change methodology to develop participants' knowledge of TfaC's participatory toolkit, and the key attitudes and skills needed to use it for monitoring and evaluation purposes.

Participants are guided through a series of participatory activities that build their core competencies in the foundations and practical components of the toolkit. Critical thinking, analysis, self-reflection and awareness of one's own behaviour are key themes throughout.

Methodology Seminars

Seminars provide a safe space to learn and discuss key aspects of devising, performing and facilitating Legislative Theatre. Lead Trainers use PowerPoint presentations and handouts to deliver key information and guide group discussions based around set-readings. Trainees also engage in participatory learning activities and group work designed to stimulate learning around the topics at-hand.



Lead Trainers assess seminar contributions by noting and observing trainees' engagement with group work, their ability to take part in group discussion, and their awareness of key issues and facts around the topic areas. Trainees are assessed in their overall contribution across all seminars.



Learning Journals

All trainees are provided with a 'Learning Journal'; a booklet with a double page spread for each workshop where they are asked to write the answers to set questions or draw pictures to reflect on their experiences throughout the training period. A typical Learning Journal page contains an outline of the activities for each topic, a lined-space for written reflection and blank space for drawings (please see example on next page).

At the end of each day, participants will be given an open-ended question to reflect on, which will help them consolidate and deepen their learning from that day. Participants are expected to spend at least 20 minutes writing or drawing in their Learning Journal in response to the daily reflection question.

This journal is submitted at the end of the training week to be assessed by the Lead Trainers.



SAMPLE PROGRAMME:

Day 1 - Foundations of participatory approaches to monitoring and evaluation

Topics include:

- Behaviour and behaviour change
- Teaching v facilitating
- Conventional v participatory approaches to monitoring and evaluation
- Developing a logframe with outcomes and indicators

Days 2 and 3 - TfaC's participatory toolkit

Tools include:

- Sculpting
- Mapping
- Improvisation
- Touch tag
- On the line
- Categories
- Journey/river of life
- 'I like it when'
- Drawing
- Journal writing
- Video diaries
- Photography

Days 4 and 5 - Applying TfaC's toolkit

Topics include:

- Designing your monitoring and evaluation plan
- Further practice with tools and scorecards
- Review and planning for implementation of toolkit