

<p><b>STANDARD SECTOR INDICATOR CODE:</b> HE-029</p>	<p><b>Show Ability to Use Two Non-formal Education Techniques to Promote Behavior Change:</b> Number of individuals who can demonstrate the use of at least two non-formal education techniques to be utilized in groups to promote behavior change.</p>	
<p><b>HEALTH SECTOR</b></p>	<p><b>Sector Schematic Alignment</b></p> <ul style="list-style-type: none"> <li>• <b>Project Area:</b> Life Skills for Healthy Behaviors</li> <li>• <b>Project Activity Area/Training Package:</b> Youth Sexual and Reproductive Health</li>   <li>• <b>Project Area:</b> Life Skills for Healthy Behaviors</li> <li>• <b>Project Activity Area/Training Package:</b> Alcohol and Substance Use Prevention</li> </ul>	
<p><b>Type:</b> Short-term Outcome</p>	<p><b>Unit of Measure:</b> Individuals</p>	<p><b>Disaggregation:</b></p> <p><b>Sex:</b> Male, female</p> <p><b>Age:</b> 0-9 years, 10-17 years, 18-24 years, 25+</p>

**To be counted for this indicator the following criteria must be met:**

- The individuals must have completed a standardized training on implementation of behavior change interventions.
- The training must have been provided by the PCV or their partner in an individual or small group setting. Research shows ideal group size is 25 individuals or less, although in some instances group size can be significantly larger. PC/Post staff determines what comprises a small group setting.
- Attendance at all educational session/s must be documented by the Volunteer or their partner
- The individual must have been observed by the PCV or other expert using at least two non-formal education techniques in groups to promote behavior change.
- Documentation of competency and rating using a standard performance checklist must be available for each individual.

**Definitions:**

**Non-formal education (NFE)** is an approach to education that is frequently used with adult learning but can also be used with youth and in and outside of the classroom. An integral part of NFE is that learners participate in the design, development, implementation, and evaluation of their own learning. NFE may use dance, song and oral narratives, puppet theatre and play acting to share knowledge and promote learning.

In NFE group facilitators must:

- Encourage students to actively identify needs and find solutions.
- Promote learning that is practical, flexible, and based on real needs
- Focus on improving the life of the individual and/or community
- Encourage students to assess, practice, and reflect on their learning.

**Rationale:** Peer education is a particularly effective approach for communicating about difficult subjects such as alcohol and drug use and sexual reproductive health issues. People can often relate better to others who are similar to them in age, background, and interests than to parents or teachers. The cultural similarity of peer educators helps ensure that the language and messages used are relevant and appropriate. Peer programs allow for the direct involvement of young people in their own programs. Peer programs can be implemented economically.

Training individuals about risky sexual behaviors, the harmful effects of drugs and alcohol and its prevention using non-formal education methods increases learning and will help equip peer educators with the knowledge and skills needed to

help their peers make better decisions about drinking.

**Measurement Notes:**

- 1. Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on one of the following methods—observation, interview or a survey—though there may be other data collection methods that are appropriate. Please check PCLive for data collection tools. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.
- 2. General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see the bullet on “frequency of measurement”).
- 3. Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with an individual or group of individuals. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. Volunteers should take a baseline measurement regarding the outcome(s) defined in this data sheet. Volunteers should collect baseline information early in their work with individuals (youth, peer educators, teachers, health workers, etc.), and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the target population first. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement (see the bullet on “frequency of measurement”) after the Volunteer has conducted his/her activities and it is usually collected using the same data collection tool to allow for easy management of the data over time.

Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see the “unit of measure” above), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where individuals within the target population are in their process of change instead of assuming that they are starting at “0.” It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the individuals they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a baseline measurement until they have been able to do some relationship and trust-building with the person/people the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

- 4. Frequency of Measurement:** For reporting accurately on this outcome indicator, Volunteers must take a minimum of two measurements with members of the target population reached with their activities. After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same individual(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Once Volunteers have measured that at least one individual has achieved the indicator, they should report on it

in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same individual (or group of individuals) for the following valid reasons:

- Volunteers may want to measure whether or not any additional individuals initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new individuals achieving the outcome in their next VRF.

- 5. Definition of Change:** The minimum change to report against this indicator is an individual who can demonstrate the use of at least two non-formal education techniques to be utilized in groups to promote behavior change as compared to what was measured initially at baseline. In the case of this indicator, if the person the Volunteer/partner works with already uses at least two non-formal education techniques before beginning to work with the Volunteer/partner, then the Volunteer would not be able to count him/her for this activity because the Volunteer's work did not actually lead to the desired change. However, if as a result of working with the Volunteer/partner, the individual decided to start incorporating song and dance to achieve behavior change, that would count because the Volunteer's work influenced the techniques used to achieve behavior change.
- 6. General Reporting in the VRF:** The "number achieved" (or numerator) that Volunteers will report against in their VRFs for this indicator is the number of individuals who use of at least two non-formal education techniques in groups to promote behavior change after working with the Volunteer/partner. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of individuals who participated in the activities designed to meet this indicator.
- 7. Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by "Sex" and "Age". When reporting in the VRF, a Volunteer should disaggregate the individuals who achieved the outcome based on 1) male and female and 2) 0-9 years, 10-17 years, 18-24 years, and 25+ years.

**Data Quality Assessments (DQA):** DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

**Alignment with Summary Indicator:** No Link