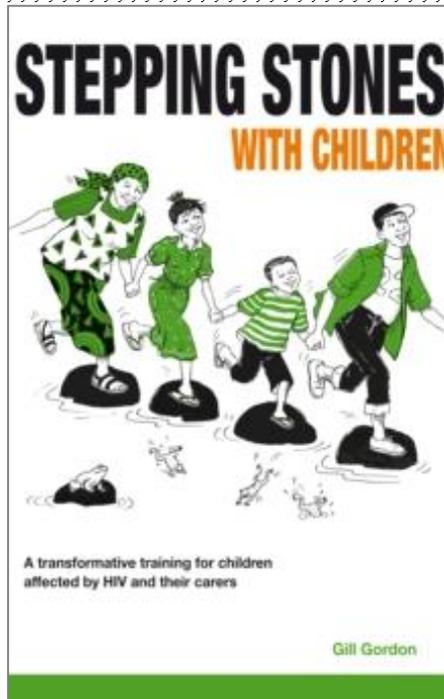


Stepping Stones with Children M&E Explanation



This *Monitoring and Evaluation explanation* is to be used with the *Stepping Stones with Children* training package published by Practical Action Publishing, 2016.

You can download this M&E explanation for free for use with this training package from the www.steppingstonesfeedback.org website.

On this website there are also many other resources to support you with this training manual and the original *Stepping Stones* training manual.

Stepping Stones and *Stepping Stones Plus* as well as *Stepping Stones with Children* are both programmes created and supported by Salamander Trust, www.salamandertrust.net

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Stepping Stones with Children

Monitoring & evaluation explanation

This document sets out the way in which the Salamander Trust and PASADA carried out M&E for the first uses of *Stepping Stones with Children*. We are sharing our methods, and making all the materials available, in the hope that they may be useful to other organisations. You may wish to get ideas from these materials, to simplify or adapt them, or to use them as they are. **Please acknowledge use of our materials in your documentation. Thank you!**

Time line for our M&E

While our monitoring was on-going we conducted evaluation activities four times in each community, as follows:

- 1) Baseline just before the *Stepping Stones with Children* sessions began, plus some data gathering in the early sessions
- 2) Midline straight after the end of Part 1 (Sessions 1-15), but before Part 2
- 3) Endline straight after the end of Part 2 (Sessions 16 to 29)
- 4) Follow up 6 months after endline

Methods we used in our M&E

On-going monitoring

After each session the facilitators for each peer group filled in their Facilitators' Journal.

The Journal is a place to record:

- ~ individuals' attendance and progress;
- ~ evaluation data that are gathered through some activities (all marked with the frog symbol in the manual);
- ~ feedback from 3 participants after each session;
- ~ the facilitators' own observations and thoughts.

We have made available our Facilitators' Journals in English and in ki-Swahili. *Note* not all facilitators filled in their journals fully. You may wish to simplify them, for example, by taking out the individuals' progress charts.

Evaluation

For details of the steps we used please see the midline, endline and follow-up process documents, which set out the activities we used in each evaluation session.

We have also provided an [M&E overview](#) which presents all the methods used in relation to the project's outcomes and indicators.



Questionnaires

We used a questionnaire at baseline, midline and endline to gather quantitative data. As some respondents were very young we invented a 'hands up' method that did not involve the participants doing any reading or writing:

- a facilitator read out the questions, and participants signalled their answers physically (usually raising between 1 and 5 fingers), while one assistant wrote down the females' answers and the other recorded the males' answers;
- to make their answers confidential, groups decided either to do the questionnaire with their eyes closed or wearing blindfolds, or to sit in an outward facing circle, agreeing not to look at how others are responding.

We used the following four types of questions and ways of signalling the answer:

Part A of the questionnaire: Agree/disagree statements:

Strongly disagree 	Disagree 	Not sure 	Agree 	Strongly agree 
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Part B of the questionnaire: Frequency (or 'how often') questions:

Never 	Rarely 	Sometimes 	Often 	Nearly always 
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Part C of the questionnaire: Score (or 'out of 5') questions:

Very negative 	Negative 	OK 	Positive 	Very positive 
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Part D of the questionnaire: Factual questions:

Yes 	Not sure <i>Hands in lap</i>	No 
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For each type of question the facilitator explained how to answer and checked that participants understood with a test question before asking the actual questions.

Each peer group had a different questionnaire, tailored to their age and the content they had covered in the sessions. A list of all the questions, and which we asked of each group at each stage, is available [here](#). The [questionnaires](#) are all available in English and ki-Swahili. Blank copies of the spreadsheets we used to input and analyse the questionnaire data will be made available as soon as possible.

Redoing quantitative activities from the sessions

At midline, endline and follow-up we re-did some activities that had first been done in a *Stepping Stones with Children* session. For example, in Exercise 2 of Session 6 participants self-assess their

assertiveness, and facilitators write the results in their Journals. They then repeat this exercise at the midline, to provide comparative data.

Qualitative evaluation

At midline, endline and follow-up we also used discussion and story-telling to explore participants' experiences and plans. For example, at midline the participants discussed their hoped-for changes; at endline they reflected on what changes had occurred and considered their plans for the future.