Basic Monitoring Tools:
Activity Report Form

(2 hours 30 minutes)

This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA!* *An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Monitoring and Evaluation* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org

Basic Monitoring Tools: Activity Report Form
(2 hours 30 minutes)

Note: This session should be conducted, if possible, after *Giving and Receiving Feedback*.

Objective

☙ Understand how to accurately and uniformly use Activity Report Form and explain to others.

Competencies
By the end of this session, participants will be able to:

- ☑ Use Activity Report Form, taking appropriate notes.

- ☑ Explain to others how to use Activity Report Form.

- ☑ Cross-check similarity of rankings within same activity, between self and other staff.

Preparations

- Photocopy Community Activity Report Forms (2 per participant).

- Write ranking description titles (e.g. Quality of Mobilization, etc) on small slips of paper and put into a bowl or bag for participants to select. Remove "Summarizing" as it will be done as a plenary example.

- Write group instructions (Getting Accurate Rankings No. 7) on flip chart.

- Determine the number of participants in training to determine the number of groups and amount of time required for group work (Getting Accurate Rankings No. 10). For example, with 12 participants: break into pairs and consider 2 topics each. With 8 participants break into pairs and consider 3-4 topics each—which will mean they need 20 minutes in groups).

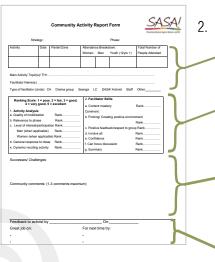- Pre-arrange participant volunteer to facilitate activity, and gather poster or needed materials.

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Steps

Purpose

1. Explain: *A Community Activity Report Form is a form that staff fills out every time they go out to the community to support an activity conducted by a community activist (CA), a SASA! activist, or another staff member—anyone who is doing an activity directly for community members.*

2. Ask: *Why would we want to fill out a form every time we monitor an activity? Isn't it just extra paperwork?*

3. Solicit responses from participants.

4. Summarize: Activity Report Forms *are important because they help us to track who we are reaching and with which activities. They also help to monitor CA skill progress, so it is possible to give feedback and plan further training, as needed.*

Form Overview

1. Distribute Community Activity Report Form to group

2. Explain: *There are 4 main sections to the form:*

   • *First, the basic data about where, when, what, and who is at the top.*

   • *Second, the rankings are in the middle to assess how well this activity is going in terms of the community reception of the activity as well as the activist's facilitation skills.*

   • *Third, there is a narrative section, that should be used to comment on the rankings. For example, if you rank that the "Relevance to Phase" is "poor", then you might below put a comment about what was poor about it.*

   • *Fourth, there is a summary of feedback to give to the CA.*

3. Give participants a few moments to review the form on their own.

4. Ask: *Are there any questions about any part of this form—besides the rankings? We will go through those in more detail.*

5. Respond to any questions about the form.

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Getting Accurate Rankings

1. Explain:

   - *The rankings in the middle of this form are important in tracking progress and identify strengths and needs for improvement.*

   - *If the rankings are going to mean something, it is important that when one person goes out to monitor an activity, their ranking is the same as what another person would have ranked.*

2. Ask: *Why would I say it is important that our rankings are consistent?*

3. Solicit participant responses.

4. Summarize and Explain:

   - *If the rankings are to mean anything, we need to know that what one person sees as a "good" way to focus the conversation, another person also ranks as "good"—and so on.*

   - *This helps us to know what to improve, and to communicate between ourselves and plan so we can improve our program.*

5. Explain: *We will split into groups to practice the rankings, but first, we can do together what you will do in group work—just to be sure we all understand the concept.*

6. Direct participant attention to Activity Report Form Ranking Guide, on second page of form, but reassure them that they do not have to read the whole form now--the group work will clarify this Ranking Guide.

7. Post pre-written flip chart for Group Activity Instructions:

   - Look at ranking explanations for your headings.

   - Following the ranking explanations, come up with a demonstration you can show the rest of the group of what a ranking of "poor" (No. 1) would look like, practically and another of what an "excellent" (No. 5) ranking would look like. Be the CA, and show us briefly (30 seconds or less) what it would be like.

8. Do an example together, with the group of a No. 1 vs. No. 5 "summarizing".

   - Ask the group to read aloud the ranking explanation.

   - Ask a volunteer to do, or do yourself, a short demonstration of what a CA who does poor summarizing might say/ do.

     (e.g. not summarize, say "so, that's the end" or "everything people said is all true, which is very nice—but what we need to do is focus on morals").

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- Ask another volunteer to do, or do yourself, a short demonstration of what a CA who does excellent summarizing might say/ do.

  (e.g. "Today we have shared information on the types of violence against women, and heard different opinions about what really makes up violence. While some people think of violence as just beating, we have heard that many people see violence as something beyond that—like using financial power as a weapon, or even yelling at or belittling someone, and forcing someone to have sex—that these are all types of violence. There are many more things we can discuss in depth about this, and next week at this same time, we will be having another activity. You are all invited here to discuss, and are even invited to bring someone with you to the next activity. Thank you very much for your good participation.")

9. Invite any questions and make needed clarifications.

10. Figure out how many groups to split into, based on your number of participants. Each of the topic headings needs to be selected by 1 group. (If a large group, ask participants to count from 1- 6, to split them into 6 groups. OR, if group is less than 12 participants, have less groups, with more topic headings to be selected per group. The important piece is that all topic headings are selected by some group.)

11. Invite each group to pick from a bag 2 or more topic headings under the rankings (Quality of Mobilization, Relevance to Phase, etc). Explain to groups that they will have only 10 minutes to prepare, and only 2 minutes to explain the rankings for each of their headings after group work, in plenary. Remind them to follow the ranking explanations!

12. Move from group to group as they are working to be sure they understand the instructions, and their rankings.

13. After 10 minutes, call "*stop!*"

14. Invite each group to go demonstrate their No. 1 and No. 5 ranking skits. Ask other participants to look at their ranking checklist and be sure what the group has demonstrated is accurate to the ranking sheet.

15. Make comments and discuss as needed, to clarify rankings. Keep the discussions short—no more than 3 minutes or so for each. There will be time to discuss further after group role play.

16. Thank groups for participating.

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17. Explain: *The last thing we are going to do in this session is to practice using these forms, including the rankings.*

18. Ask: *Does everyone have a blank* Community Activity Report Form*?*

19. Explain: *Please write your name on the form in the appropriate blank at the top. You are going to fill this one out as you watch the activity. Do ALL the rankings, using the ranking explanations as needed. You will get another, blank form at the end of this session to go with.*

20. Ask for pre-arranged volunteer to facilitate short (5 minute) quick chat or poster facilitation.

21. Stop the volunteer after 5 minutes, thank them for their brave participation, and give them a round of applause.

22. Ask participants to take a few minutes to fill out the Community Activity Report Form.

23. Go over rankings together—what did people put and why?

24. Solicit responses. Ask participants not to change the rankings they originally had without thinking—but to question out loud if they put something different than what has been said?

    Note: *It is VERY important to be sure, at the end of each discussion, the group understands what the ranking should be and why. Reference* Ranking Guide *as needed.*

25. Ask: *Do the rankings you gave make sense with your comments below?*

26. Answer any questions and iron out any issues. *Note: This is a very important step—and the point of the exercise— so spend time of this if needed, until everyone understands why certain things are ranked in certain ways.*
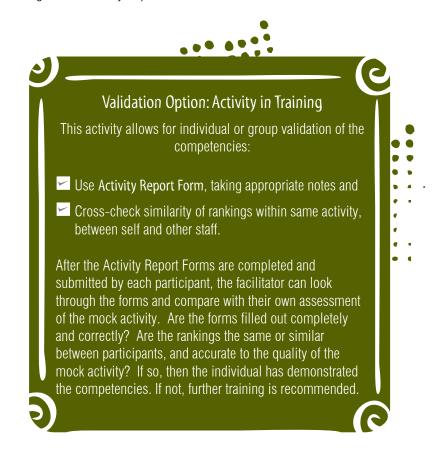
27. Ask: *How can this help you to give feedback to a CA or other SASA! activist?*

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28. Solicit responses, e.g.

- *If we have a clear ranking of someone's facilitation strengths and weaknesses, it can help us to figure out what to point out to them.*

- *Without this structure, it is hard to be specific—too many times, we just say that something was "good" or "fine" or "ok".*

- *What the person really needs is specifics, like "you are very good at involving everyone in the group" or "it seems like one thing to work on might be the summarizing you do at the end of the activity, to be sure you are sending people away with the right take-home ideas".*

- *In other words, the rankings help us to provide good feedback!*

29. Ask participants to hand in their Community Activity Report Forms.

30. Summarize and Conclude: *The Community Activity Report Forms are an important tool that helps us monitor our work. We'll look at everyone's rankings, and practice further out in the community. Do not hesitate to ask if there are questions as you begin to use these in activities. Note: As needed, schedule another time to do group role plays and synchronize rankings.*

Note: *Local Activism: Practicing Local Activism: Part 2 - Community Practice* is a good follow up in which to continue to practice filling out the Activity Report Forms.

Validation Option: Activity in Training

This activity allows for individual or group validation of the competencies:

☑ Use Activity Report Form, taking appropriate notes and

☑ Cross-check similarity of rankings within same activity, between self and other staff.

After the Activity Report Forms are completed and submitted by each participant, the facilitator can look through the forms and compare with their own assessment of the mock activity. Are the forms filled out completely and correctly? Are the rankings the same or similar between participants, and accurate to the quality of the mock activity? If so, then the individual has demonstrated the competencies. If not, further training is recommended.

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Validation Options

Validation is another way to say "assessment" or "pre/post-test". It is used to determine whether the participants in a training session learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

To use the table below, select **one** of the validation methods suggested with an "X", for each competency, and plan time in the training agenda to use those methods to test the competencies listed.

Note: This module includes a method for individual validation. Since individual validation is preferable to group validation, there are no group validation methods suggested for this module.

	Suggested Validation Methods			
	Individual Validation *Use if essential for each participant to demonstrate the competency her/himself*			
Competency *(Specific skill)*	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz
Use Activity Report Form, taking appropriate notes	X			
(Optional- If Training of Trainers) Explain to others how to use Activity Report Form		X		
Cross-check similarity of rankings within same activity, between self and other staff	X			

*Activity in Training includes many possibilities, depending on the module, including brainstorms, group practices, debates, agree/disagree/ not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

Note: There are no validation questions needed for this module.

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Community Activity Report Form

SASA!

Strategy: _____   Phase: _____

Activity	Date	Parish/Zone	Attendance Breakdown: Women Men Youth (12yrs +)			Total Number of People Attended

Main Activity Topic(s)/ Take Home Idea: ……………………………………………………………………………………………

Facilitator Name(s): ……

Type of facilitator (circle): CA   Drama group   Ssenga   LC   *SASA!* Activist   Staff   Other_____

Ranking Scale: 1 = poor quality, 2 = some concerns about quality, 3 = reasonably good quality,
4 = very good quality

1. Activity Analysis

a. Quality of mobilization   Rank……………..

b. Relevance to phase   Rank……………..

c. Level of interest/participation   Rank………………

   Men (when applicable)   Rank………………

   Women (when applicable)   Rank………………

d. General response to ideas   Rank………………

e. Dynamic/ exciting activity   Rank………………

2. Facilitator Skills

a. Content mastery   Rank……………..
   Comment:

b. Probing/ Creating positive environment
                                     Rank……………..

c. Positive feedback/respect to group   Rank……………

d. Involve all
                                     Rank……………..

e. Confidence   Rank……………..

f. Can focus discussion   Rank……………..

g. Summary   Rank……………..

Successes/ Challenges:

Community comments: (1-3 comments maximum)

Feedback to activist by _____ On:_____

Great job on:

•

•

For next time try:

•

•

Activity Report Form Ranking Guide

Ranking: **1** = very serious concerns about quality of activity   **2** = weak activity, have concerns with skills / activity quality

3 = good, reasonable activity quality and skill competence   **4** = very good, above average skills and quality of activity

Activity Analysis

a.   **Quality of mobilization** _____

b.   Is the number and type of Community Members (CMs) in attendance reasonable for the activity? (e.g. not only children, same sex as appropriate, enough participants to make activity meaningful, etc)

❑   Does the location fit with desired group? (e.g. finding men where men are, dramas in large open spaces, etc.)

❑   Is the method of mobilization effective? (e.g., based on building relationships & helping people see the benefits, not promising things or threatening / ordering them to come, etc)

c.   **Relevance to phase** _____

❑   Does the activity topic and conversation stay within the current SASA! phase objectives?

❑   Were phase appropriate suggestions given for how to get involved in SASA! (e.g. in Awareness phase, they can talk with others / start the conversation, share materials, etc.)

d.   **Level of Interest and Participation** _____

❑   Is the activity holding the attention of CMs?

❑   Are CMs participating actively (e.g., asking questions, making comments, sharing ideas)?

❑   If the activity seeks to engage men primarily or women primarily, does that group feel free to speak? Is conversation showing benefits to them for engaging in these conversations?

❑   Do any CMs want to take action about this problem? (Note: in awareness - talking with others, mobilizing others to come, taking and hanging materials, etc.)

e.   **General response to ideas** _____

❑   Are CMs open to the ideas? (e.g. without intense resistance or anger)

❑   Are CMs able to identify with issues discussed? (e.g,, the topics are raised with informal language, use of familiar situations, grounded in local realities, etc)

f.   **Dynamic/ Exciting activity** _____

❑   Is there energy and liveliness to the activity? Does it look/sound exciting?

❑   Would *you* want to be a part of this activity if you weren't working and were in your community?

Facilitator Skills

a.   **Content mastery** _____

❑   Is the facilitator knowledgeable about activity topic and able to clear up misconceptions?

❑   Does the facilitator effectively and accurately respond to questions from participants?

b.   **Probing/ Creating positive environment** _____

❑   Does the facilitator ask questions which cannot be answered with "yes" or "no"?

❑   Does the facilitator use CMs comments to generate more discussion among the group, and throw strategic questions back to the group for further debate?

❑   Does the facilitator generate dialogue and ask thought provoking questions, rather than giving simple messages or avoiding controversy?

❑   Does facilitation seem memorized or given lecture style or spontaneous and relevant to participant interests and questions?

c.   **Positive feedback & respect to CMs** _____

❑   Does the facilitator appreciate and encourage the group when people give opinions/ ask questions? ("Good question!" "Many people think this way, yet we know . . ." etc)

❑   Does the facilitator speak as equals to the CMs?

❑   Does the facilitator use accessible language?

d.   **Involve all** _____

❑   Does the facilitator notice if certain CMs are not engaged and attempt to involve them (without singling anyone out or embarrassing them)?

❑   Does the facilitator notice if one/ a few participants dominate and try to change that?

e.   **Confidence** _____

❑   Does the facilitator seem confident in their knowledge and skills?

❑   Does the facilitator seem comfortable in front of groups?

f.   **Can focus discussion** _____

❑   Does the facilitator's information and questioning revolve around the selected topic?

❑   Does the facilitator bring the group back to the topic if they get off topic?

g.   **Summary** _____

❑   Does the facilitator accurately sum up discussions to end the session? (e.g. avoid putting words in participants' mouths, and give relevant information to clear up misconceptions or victim blame)

❑   Does facilitator end with a clear take home idea?

❑   Does the facilitator tell the group that there will be more activities done and make suggestions for how they can get involved in SASA!?