

United Nations Population Fund – UNFPA

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Introduction to research methods applied to peer-based sexual and reproductive health promotion and HIV prevention

Date	Topic	Who	Objectives	Methodology
Thu. 13 th PM	Organisational matters & programmatic introduction	RT / NS	<ul style="list-style-type: none"> - To agree on logistics - To get to know everyone's background & position in the "peer system" - To get to know everyone's expectations / needs in terms of knowledge, skills and tools 	Presentation and discussion with participants
	<p>About adolescence: Bio-psychosocial aspects and health</p> <p>Why are group-based interventions chosen with young people?</p>	<p>MC</p> <p>RT</p>	<ul style="list-style-type: none"> - To understand the definitions and concepts of biological, psychological and social elements of adolescent development - To acquire skills to identify impact of developmental stage - To understand differences and inequalities between groups of adolescents resulting from gender, ethnicity or socioeconomic differences - To be sensitized to problems with group dynamics and group-based interventions as in contrast to individual 	Oral presentation followed by discussion
	Introduction to networking approach / The regional manager as a leader	HM	<ul style="list-style-type: none"> - To familiarize participants with the concept of health networking between education and clinical service delivery. - To define the health manager role 	Lecture
	M&E: Quick assessment of participants' needs	NS	- To appreciate the knowledge and skills of participants with regard to M&E, to make sure that the needs and questions of participants are covered	Short presentation, then quick written survey ("Letters from the future" game) then group discussion

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Fri. 14 th AM	Training: - Ethical & legal issues - Contexts - Learnt deviance	RT	- To be aware of issues that the UN Convention on the Rights of the Child raise, (adolescents education and service delivery) - To understand and use the concepts of 'confidentiality' and 'consent', - To understand the role of the peer education manager and health professional in advocacy	Oral presentation, then discussion
	Why M&E are important	NS	- To understand the intrinsic value of Monitoring and Evaluation activities - To understand that M&E bring evidence and help justify the use of resources - To introduce participants to the Logical Framework approach (content and logic)	PowerPoint presentation on M&E, with the support of printed documents on the LFA
	Training: - Curriculum issues (Sexual and/or reproductive health / comprehensive sexuality education)	MC	- To give information about sexual and reproductive health with adolescents (medical and epidemiological aspects) - To recognize problems of sexual and reproductive health in adolescence (HIV / AIDS, pregnancy, contraceptive counselling and services, sexual transmitted diseases) - To recognize those factors that interfere with sexual and reproductive health	Oral presentation and discussion
Fri. 14 th PM	Research methods: - Concepts: Health, adolescent health, health research - Research methods and tools	HM	- To initiate participants with a range of suitable research methods applicable to peer education (literature review, meta-analysis, operational research, cohort and comparative studies) and research tools (records, library, Website) - To have done an exercise on their projects to identify suitable research methods	Lecture, then exercise
	M&E: Analysis tools the PETRIs	NS	- Know how to use the most common tools for identifying problems: problem matrix, stakeholder analysis, SWOT Analysis, spider diagram of capacity, problem / objective trees - To have performed a first analysis of their situation and adapted these to the context of the PETRIs	Group work on Analysis of Stakeholders, SWOT, Capacities, Problems, then defining Objectives
	Creating a network	HM	- Criteria for choosing and managing a PETRI network: Relationships Collaboration (links) Administrative tools	Discussion between trainers and participants

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Sat. 15 th AM	The regional manager as a peer educator: Social and health promotion activities with peers The PETRI manager	HM	- To define the peer educator (exercise) - To familiarize participants with the skills necessary for managing a peer education institution in relation to a health service provision for adolescents and youth (Knowledge, Attitudes, Practice, Skills on Public Health Administration)	Exercise: Describe the ideal regional peer manager; then oral presentation
	Risk behaviours, resiliency, violence	MC	- To understand the epidemiology, possible reasons for psychoactive substance use and consequences on the physical, cognitive, psychosocial and legal levels - Introduce different concepts with regard to the role of group (motivational, environmental / ecological, ethical)	Oral presentation, then general discussion
Sat. 15 th AM	Developing the Logical Framework	NS	- Know how to use the Logical Framework for monitoring and evaluating the PETRI - Have performed a first analysis of objectives, results, activities, and indicators adapted to the context of the PETRI - Exercise with the Logical Framework on the basis of participants' projects	Presentation on the basis of a concrete example of Logical Framework, then group work on their projects
Date	Topic	Who	Objectives	
Sun. 16 th AM	Monitoring and Evaluation tools: Interviews, Surveys, Lists, Rapid Appraisal, Focus groups, their benefits and bias	NS	- To know the fundamentals of various sources of verification (interviews, surveys, participatory methods, rapid appraisal, lists) - To understand the benefits and bias of the above sources of verification - Have understood why and how to adapt these tools to their own needs and context	Oral presentation and discussion
	Questions on content and re-focus on research topics	MC	- To re-focus on curriculum and research issues	Oral presentation and discussion
	Evaluation of the course	HM / MC / NS	- To have participants assess contents and methodologies of the various sessions - To have participants give their input about deleted sessions and needs that were not addressed	Interactive discussion Written (anonymous) evaluation