



# *EXPLORE*

Toolkit for involving young people as researchers  
in sexual and reproductive health programmes

Rapid PEER review  
handbook

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Toolkit for involving young people as researchers  
in sexual and reproductive health programmes

## Who we are

The International Planned Parenthood Federation (IPPF) is a global service provider and a leading advocate of sexual and reproductive health and rights for all. We are a worldwide movement of national organizations working with and for communities and individuals.

IPPF works towards a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they will have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.

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## Introduction

This handbook is intended as a reference for International Planned Parenthood Federation (IPPF) staff or volunteers who are conducting rapid PEER (Participatory Ethnographic Evaluation and Research)<sup>1</sup> reviews of Member Association projects. It does not, however, aim to cover every potential topic or scenario that you, as the leader of a rapid PEER review, may encounter. The first part of the handbook covers the basics – definition of a rapid PEER review; why it is important; how to choose peer interviewers; and the ethics that underpin the review. The second part of the handbook provides a session-by-session guide for conducting a four-day rapid PEER review.

A rapid PEER review typically takes five days to conduct. However, the review can be done in four full days if necessary and if feasible. If only four days are available, it would be best to have two trained facilitators to collect and analyze the stories. The availability of Member Association staff, peer interviewers and other stakeholders will also have an impact on the feasibility of conducting the review within four days. When you are conducting a rapid PEER review, and you need extra support or advice at any point, you are welcome to contact the Central Office youth or evaluation teams. The following IPPF Central Office staff members are trained in the methodology and can provide you with support if needed:

- Catherine Kilfedder (Organizational Learning Officer): [ckilfedder@ippf.org](mailto:ckilfedder@ippf.org)
- Mahua Sen (Evaluation Officer): [msen@ippf.org](mailto:msen@ippf.org)
- Kat Watson (Youth Officer): [kawatson@ippf.org](mailto:kawatson@ippf.org)

In addition, there are staff members in every Regional Office who are trained in the methodology and some Member Association staff can also provide support.

## Purpose of the reviews

The aim of these reviews is to capture the story of the project and the difference that it has made, primarily from the perspective of the beneficiaries and the staff involved in its day-to-day implementation. The reviews provide an immediate and authentic account of the impact of projects at local level, based on narrative data generated by the project beneficiaries themselves.

These reviews, therefore, can be useful to raise the profile of IPPF at all levels – local, regional, national and global – and to demonstrate in concrete ways the difference being made in the lives of beneficiaries. The qualitative information collected can be used to complement other data and feedback on IPPF's work. During the review, we work with project beneficiaries and project staff to hear their voices and stories and to learn first-hand:

- how the project has made a difference, and to whom
- what challenges the project has faced, and how they have been overcome
- what worked, what did not work and why.

## Summary of the rapid PEER methodology

In preparation for the review, the Member Association selects a group of 8–10 representatives of the beneficiary group who have regular involvement with the project (see point 6 in 'Planning and preparation' below). These beneficiaries will be trained as peer interviewers: they will then collect stories from other project beneficiaries during the review. It is important that they are available to work with you for four consecutive days, including one full day and a few hours throughout the other three days. The facilitators will work flexibly around their availability.

1. [www.options.co.uk/peer](http://www.options.co.uk/peer)



To capture in-depth and valuable feedback from beneficiaries, the review will use an adapted version of the PEER methodology, in which members of the beneficiary group conduct conversational interviews with other beneficiaries of the project to gain their stories and perspectives.

The approach enables a more authentic 'insider view' to be generated, and helps overcome barriers of culture, language and mistrust. The approach is suitable for use with non-literate groups and people with no previous research experience.

The review will also use one-to-one semi-structured interviews with project staff, group discussions with the peer interviewers, and photo and picture narratives.

Rapid PEER reviews are conducted in one site only, to be decided in consultation with Member Association staff. This enables us to conduct detailed work with the beneficiary group and project staff. It is not necessary to travel widely to see all project sites.

## Planning and preparation

One of the keys to a successful rapid PEER review is good planning and preparation. Planning should ideally begin two to three months before the review takes place. The following chronological list provides guidance on what needs to be in place to set up a rapid PEER review:

- 1 In consultation with the Regional Office, select a project for review that has been ongoing for quite a while. This will offer scope to identify change or impact in beneficiaries' lives.
- 2 Identify a contact person at the Member Association who will assist with preparing and planning for the rapid PEER review.
- 3 Choose a project site to conduct the review (for example, one clinic, region or centre).
- 4 Provide the Member Association contact person with Appendix 1: Qualitative review overview for Member Associations; ideally, you would also go through this document with him or her over the phone. You may need to get the document translated into the local language if the Member Association contact person prefers that.

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Prepare a draft agenda (see Appendix 2 for an example) and share it with the Member Association well in advance of the PEER review. Arrange a telephone call with your contact person to discuss and finalize the agenda and other details, including the following:

- **Interpretation:** You will need a professional interpreter if the rapid PEER review is not being conducted in a language that you speak fluently. Ensure that you provide the Member Association with a budget for the interpreter, and emphasize the importance of finding a professional to work with, preferably one with whom they have worked before. It is not advisable to have a Member Association staff member or volunteer as an interpreter. Costs for interpretation can range from US\$100 to US\$300 per day.
- **Materials:** These will depend on the literacy and ability levels of the beneficiaries being trained. You will usually need flip chart paper, markers, pens and notepads to conduct the workshops for the peer interviewers (on days 1 and 4).
- **Venue:** You will need a room with enough space to conduct a workshop for 8–10 peer interviewers on day 1; a quiet, private space to gather the peer interviewers' stories on day 3; and a conference room for the final workshop and debriefing on day 4.
- **Refreshments:** It is good practice to provide refreshments and/or lunch for the peer interviewers; these costs should be covered by your rapid PEER review budget. It is likely that you will have to cover lunch and coffee breaks on day 1; refreshments on day 3; and lunch and coffee breaks on day 4. Get an estimate from the Member Association with a breakdown of how much it will cost per day to provide these refreshments.
- **Transport:** Peer interviewers should not be out of pocket by participating in the review; their transport costs during the four days should be covered by your budget. Get an estimate from the Member Association with a breakdown of how much it will cost per day to cover transport costs.
- **Child care and other costs:** Take into consideration whether the peer interviewers will incur other costs when participating in the review, such as child care. You will need to cover these costs as well.
- **Member Association staff time:** The Member Association contact person will hopefully be on hand to help out with logistics and to arrange interviews with Member Association staff and other stakeholders. The debriefing meeting on day 4 is the only other time that you will need staff to be present during the review.

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Choice of peer interviewers is crucial to the success of the review. When selecting the 8–10 representatives, the following factors should be considered:

- interviewers should be project beneficiaries
- interviewers should not be project staff (on the payroll)
- interviewers do not have to be literate or English speakers
- interviewers should represent the overall groups of project beneficiaries (for example, age, sex, profession, education, etc) and should have a strong link with the project
- participation in the review as a peer interviewer must be voluntary

It will be important to explain to the 8–10 selected representatives that they will be trained as peer interviewers and will work with us to collect stories about the project. Timings of activities will be planned around their existing commitments (for example, their work or study) as far as possible.

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Hold a telephone conversation with your Member Association contact person a week or two before conducting the review so that you can finalize all details and iron out any last minute issues.

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Print off certificates (see Appendix 3 for an example) to take with you for the peer interviewers. Print these in colour on nice quality paper and include the IPPF Central Office and Member Association logos.

## Sample budget

Here is a sample budget for in-country costs: this represents average amounts spent during several rapid PEER reviews in different regions. This sample budget may need to be adjusted to reflect the cost of the items in your area, and it should be agreed beforehand with the Member Association. This budget does not include costs incurred by the facilitators (such as flights, accommodation, per diems, etc).

ACTIVITY	AMOUNT (US\$)
Lunch and refreshments x 15	200
Bottles of water x 45	45
Refreshments	50
Interpreter (4 days @ \$150 per day)	600
Overtime for driver or other staff members	150
Developing photos + CD	100
Transport for peer interviewers	150
Incidentals	350
<b>Total</b>	<b>1,645</b>



## Day 1: Meet and greet

It is a good idea, if possible, to meet with key staff at the Member Association before commencing the rapid PEER review. A brief meeting to go over the agenda and to ensure one last time that everything is in place should not take more than 30–45 minutes. This is also a good opportunity to set some parameters for the review, and to reinforce with staff members that they are not permitted to sit in on interviews with external stakeholders or when you collect stories from the peer interviewers on day 3.

## Day 1: Peer interviewer workshop

This is a sample outline for the peer interviewer workshop; timings may vary, so please adjust to fit your rapid PEER review schedule and needs of the group.

TIME	SESSION
10:00	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>■ <b>Why do you think you have been invited to participate in this workshop today?</b> Let everyone answer before clarifying.</li><li>■ <b>Why are you <i>actually</i> here?</b> To help tell the story of the changes that project X has brought, from their point of view, and from the point of view of other people they know in their community who have been involved in the project. Emphasize that this is not an evaluation of the project.</li></ul>
10:15	<b>BREAK THE ICE</b> <p>Have some fun together before things get serious! See sample ice-breakers and energizers in Appendix 4.</p>
10:45	<b>OVERVIEW OF THE WEEK</b> <p>Run through what will happen each day.</p>
11:00	<b>MORNING BREAK</b>

TIME	SESSION
11:15	LEARNING INTERVIEWING SKILLS

Explain to participants that over the next day or two they will be talking to other people in their community who have used the services of the project in order to capture their stories. They will talk to two or three 'other people like them' about how the project has made a difference to their lives.

30 MINUTES	THE BASICS OF ETHICS
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1. Ask participants the following questions to get the ball rolling.
  - What do you think you **should** do during an interview?
  - What do you think you **should not** do during an interview?
2. Put their answers on two separate flip chart sheets, if available – one labelled 'Do' and the other labelled 'Don't'.
3. Add any important issues to the list that may be missing. The list should include the following:

DO	DON'T
✓ Ask people if they want to participate before interviewing them; allow them to leave if they want to	✗ Use interviewees' names when telling their stories to the external review team, or anyone else
✓ Obtain interviewees' full, informed consent	✗ Pay interviewees any money
✓ Create a comfortable environment	✗ Force someone to participate against their will
✓ Clarify your objectives as well as the time commitment needed from interviewees	✗ Laugh or joke about anything the interviewees tell you
✓ Ensure that no harm comes to the participants	✗ Judge anyone
✓ Keep everything confidential that interviewees say	✗ Interrupt interviewees
✓ Remain neutral; maintain a professional tone and manner	
✓ Dress informally and avoid over-the-top formalities	
✓ Be a good listener	
✓ Conduct the interview in a place where interviewees feel comfortable and that ensures their privacy	

4. **Role play**
  - The facilitator persuades an unwilling peer to be interviewed by telling him or her that they will get a reward afterwards or by pressuring him or her.
  - The facilitator laughs when the interviewee tells them that they've never heard of contraception before. The facilitator then makes a comment implying that the person is ignorant.

TIME	SESSION
15 MINUTES	WHO IS A PEER?
	<ol style="list-style-type: none"> <li>1. Ask peer interviewers who, in general, they think their peers are. Then explain that, for the purposes of this review, a peer is someone else who has benefited from the project. Give the following examples if they are helpful: <ul style="list-style-type: none"> <li>■ someone who has taken up the free services that the Member Association offers to particular clients such as young people through the project</li> <li>■ someone who has been trained as a peer educator or volunteer</li> <li>■ someone who has attended a rally or talk given by the Member Association or peer educators</li> <li>■ someone who obtained HIV testing by visiting a mobile clinic that came to the community.</li> </ul> </li> <li>2. Ask peer interviewers to think about who they might want to interview; tell them not to say the names out loud.</li> </ol>
30 MINUTES	HELLO, HOW DO YOU DO?
	<ol style="list-style-type: none"> <li>1. How would you begin an interview? Would you just jump in? Make sure that you follow these steps when you approach someone: <ul style="list-style-type: none"> <li>■ Introduce yourself.</li> <li>■ Say which organization you're with (show badge, if applicable).</li> <li>■ Tell them about what you're doing – capturing stories of change, how lives have been changed as a result of project X.</li> <li>■ Ask them whether they'd like to participate.</li> <li>■ Reassure them that everything will be confidential and anonymous; no names will be used – the only things that will be recorded are whether they are male or female, and their age.</li> <li>■ Get their final permission.</li> <li>■ Ask them where they'd like to have the interview – a space with privacy.</li> <li>■ Ask them whether they have any questions before you start.</li> </ul> </li> <li>2. <b>Role play:</b> You may want to act out the above steps so that the peer interviewers can witness a good introduction. Ask one of the peer interviewers to role play with you.</li> </ol>
12:30	LUNCH BREAK
13:30	PREPARING INTERVIEW QUESTIONS
	<ol style="list-style-type: none"> <li>1. Brainstorm in plenary: If you wanted to find out how project X has made a difference in your peers' lives, what questions would you ask?</li> <li>2. Get into groups of two or three people and come up with five questions that could form the basis of your interviews this week. Allow about 20 minutes for the group work. Think about whether your questions will give you the stories of change that we're looking for. If they lead to just 'yes' or 'no' answers, they are unlikely to give us what we want! The questions should allow the interviewees to talk as much or as little as they want. You will, of course, have to supplement with 'probing' questions to dig a bit deeper (we'll talk about this next).</li> <li>3. Ask the groups to share their questions in plenary. Then provide some sample questions; it may be useful to write these on a flip chart (or ask the interpreter to do so): <ul style="list-style-type: none"> <li>■ How did you get involved in the project? Why?</li> <li>■ What difference has the project made to you, and how?</li> <li>■ What was your life like before the project?</li> <li>■ What is your life like after the project?</li> <li>■ Of these changes, which was the most important to you? Why?</li> <li>■ What difference has the project made to other people like you? Why?</li> <li>■ What is the most important aspect of the project to you?</li> <li>■ What have you found most challenging?</li> </ul> </li> </ol>

TIME	SESSION
	<ol style="list-style-type: none"> <li>The advice is that you choose five or six main questions to ask during your interviews. Does everyone have an idea of which questions they will ask?</li> <li>As your interviewees start to answer each question, you ask supplementary questions to dig deeper and get more in-depth, interesting information. Let's talk about probing ...</li> </ol>
14:15	<b>WHAT IF THEY GIVE SHORT ANSWERS?</b> <ol style="list-style-type: none"> <li>Explain to peer interviewers that interviewees can sometimes feel shy and not know how to answer questions. It's our job as interviewers to help them by asking questions that will help trigger their memory and enable them to feel comfortable when answering.</li> <li><b>Role play</b> The facilitator role plays the interviewer, and he or she interviews either the other facilitator or a volunteer. The first question that the facilitator asks is, "How did you get involved in the project?" The interviewee responds, "A friend told me about it." The facilitator stops at this point to ask the peer interviewers what they would ask next to get the information they need. The facilitator then provides examples of how to probe: <ul style="list-style-type: none"> <li>What did your friend tell you about it?</li> <li>How did your friend know about it?</li> <li>When your friend told you, how did you react?</li> <li>What happened after your friend told you?</li> <li>What was your friend's experience of the project? Did he or she like it? If so, why?</li> </ul> </li> <li>What is the difference between probing and leading questions? Which one of the following is a probing question? <ul style="list-style-type: none"> <li>How did you find out about the project?</li> <li>You found out about the project through a friend, didn't you?</li> </ul> </li> <li>Why do we want to avoid leading questions? Would it still be the interviewee's story? Reiterate the importance of probing, rather than 'leading'. The whole point of the PEER review is to listen to our peers' stories of change.</li> </ol>
14:45	<b>AFTERNOON BREAK</b>
15:00	<b>REMEMBERING THE STORIES</b> <ol style="list-style-type: none"> <li>How do people tell stories to each other? How are stories passed down from generation to generation? Name some examples: books, artwork, orally, museums, poetry and so on. All of these are valid ways of telling stories. In the PEER review, however, we focus on oral and written stories. What do you think would be the best way for you to remember someone else's story?</li> <li>With the PEER review, there are two options: <ul style="list-style-type: none"> <li>You can write notes in your notebook to remember what your interviewees say. Then you can use your notes when you come back on Wednesday to re-tell the stories.</li> <li>If you're lucky enough to have a good memory, you can remember them in your head and come back on Wednesday to re-tell the stories.</li> </ul> </li> <li>Decide what feels comfortable for you. It would be nice to get a few lines word-for-word, though, if you can.</li> </ol>

## TIME

## SESSION

15:15

## PRACTICE MAKES PERFECT

1. Let's review so far:
  - Does everyone have an idea of what questions they want to ask?
  - Does everyone understand what a probing question is?
  - Does everyone know how they will remember the stories they collect?
2. Divide participants into groups of three, and assign them the numbers 1, 2 and 3. Those numbered 1 are the interviewers, those numbered 2 are the interviewees, and those numbered 3 are the observers. You will have five minutes in these roles and then we'll switch.
  - Interviewers – go through the entire interview process.
  - Interviewees – you don't have to give 'real' answers if you don't feel comfortable.
  - Observers – note anything that the interviewers miss out or things you might do differently.

Remind the peer interviewers about their ethics and other topics discussed in the morning.
3. Ask the observers to report back in plenary after each round.

16:45

## RE-TELLING THE STORIES

1. Each of you will be given a one-hour time slot on day 3 to come back and re-tell your peers' stories to us. You might not take the whole time, but that's OK. You might also like to think about whether you want to tell us **your** story, too. Of course, it would be kept confidential (no names!) like all the others.
2. Put a time schedule on a flip chart and assign each peer interviewer a 1-hour time slot to come back on day 3.
3. When you re-tell your stories, you will tell them in the third person – "My friend said this" or "Someone I know did this" – rather than in the first person – "I said this" or "I said that." This is because you are telling someone else's story.
4. Each story will begin by stating the age and gender of the person interviewed; for example, "I interviewed an 18-year-old female and this is her story ..."

## SAY 'CHEESE'

1. Explain how to operate the disposable cameras.<sup>2</sup> There is no need to take all 25 photos on there – just enough to capture the story of this project.
2. If you want to take a picture of one of your interviewees, what do you need to do? – ask permission.
3. Bring the camera back with you when you re-tell your story on day 3. They will be developed that evening to use during our debriefing workshop on day 4, where you will create storyboards to tell the story of the project and how it has changed people's lives in ... [Name of area].

17:00

## OTHER ISSUES THAT MAY COME UP

1. Authenticity of interviewers: do they need name tags or ID from the Member Association to show their legitimacy to their interviewees?
2. Payment of transport and other ad hoc expenses for participating.
3. Any other business.

2. The use of cameras is optional if there are no facilities near the project site to develop them quickly.



## Day 2

### Day 2: One-to-one interviews with project staff, senior management and stakeholders

Participants from the day 1 workshop (the peer interviewers) will interview other project beneficiaries in their communities.

Selected project staff, senior management and other stakeholders can be interviewed during this time.

**Discuss the following key issues with project staff and stakeholders:**

- the background to the project and their involvement in it
- how they perceive their role in the project
- the difference they consider the project has made, and how, and how they would show this to others
- what they value most about the project and their involvement in it
- what they have found most challenging, and if/how they have dealt with challenges
- where they want the project to go in the next year

**Discuss the following questions with senior management:**

- What do they see as innovative about the project?
- Why was this project initiated, and why was this particular target group chosen?
- What is the strategic significance of the project?
- What is the Member Association's strategic vision for the project?

It's a good idea to put a schedule together in advance to allocate time for each interview (one hour each).

Day 3

## Day 3: Story collection and initial data analysis

On day 3, meet with the peer interviewers individually to collect the stories and narratives that they have heard from their interviewees. You can either hand-write or type the stories, but bear in mind that typing can be distracting for the peer interviewers while they are telling their stories. If you are using a dictaphone, ensure that you ask permission from each peer interviewer to record their voice and explain how it will be used and when the recording will be erased.

The most important thing to remember is that you need to collect the stories word-for-word. They will probably tell the stories they've collected in the third person (for example, "She said that she visited the youth centre and received youth-friendly services from the doctor") rather than the first person (for example, "I visited the youth centre and received youth-friendly services from the doctor"). However, if the peer interviewers themselves wish to tell their own stories, they will be in the first person.

If you are conducting the PEER review in four days, you will have to collect all the stories on the same day. It can be a long, exhausting day for both you and the interpreter. If you are conducting a five-day review, you can continue to collect stories on the morning of day 4. Once you've collected all the stories, there's still a bit more to do.

Re-read the stories you've collected and start to pull out themes that you find running across several stories. Make a list of the themes, and jot down direct quotations to support each theme. If you have the facilities to do so, you may wish to make a brief PowerPoint presentation (see Appendix 5) for the staff debriefing meeting on day 4. Otherwise, you can present the themes orally.



## Day 4

### Day 4, morning: Peer interviewer feedback workshop

Peer interviewers will meet as a group once more. These are the main activities:

- Peer interviewers discuss as a group what they think are the most important findings to emerge from their interviews with peers. In particular, they are asked to reflect on which story or stories represent the most significant change that the project has effected, and why.
- You may wish to do a 'mini evaluation' of the review, during which peer interviewers identify the greatest challenges in conducting the interviews and what they've learned (use post-it notes if available).
- Peer interviewers form three or four small groups, and each group is given a stack of photos. Ask them to 'tell the story of the project' using photos, words, phrases, etc. (on flip chart sheets); they can be as creative as they want. Note: If disposable cameras were not used, groups can draw their own illustrations to tell the story of the project in images.
- Peer interviewers describe their photos or image storyboards to the group, including why they chose those images and what they say about the project. Note: The purpose of the storyboards is to enable the peer interviewers to give their perception of the project. Their storyboards and presentation may be linked to the other findings of the review, but they do not have to be.
- Conduct a short ceremony to present each peer interviewer with his or her certificate of participation.

### Day 4, afternoon: Member Association staff debriefing

Give a short presentation on the key findings of the review, including achievements and challenges as perceived by project beneficiaries, stakeholders and staff. Share some of the stories collected by the peer interviewers, and the group can discuss what they feel is the most significant change.

# Appendix 1: Qualitative review overview for IPPF Member Associations

## Purpose of the reviews

The aim of these reviews is to capture the story of the project and the difference that it has made, primarily from the perspective of the people who are the beneficiaries and staff involved in its day to day implementation. The reviews will, therefore, provide an immediate and authentic account of the impact at local level of projects, based on narrative data generated by the beneficiaries of the project themselves.

These reviews, therefore, will be useful to raise the profile of IPPF at all levels – local regional and global – in terms of the difference being made in the lives of beneficiaries. The qualitative information collected will be used to complement other information and data on IPPF's work.

## Approach to the review

We will work in one site only, to be decided in discussion with Member Association staff. This will enable us to conduct detailed work with the beneficiary group and programme staff. It will not be necessary for us to travel widely to see all programme delivery sites.

Prior to the visit, a telephone conversation will be conducted with the appropriate Member Association staff member to talk through the planned itinerary to allow appropriate planning. This will include deciding which members of staff and other stakeholders to interview for the review.

We will visit the programme for a period of five days. During this time, we will work with programme beneficiaries and project staff to capture the voices and stories of beneficiaries and programme staff to understand:

- how the programme has made a difference, to whom and how
- the challenges the project has faced and how they have been overcome
- what worked, what did not work and why

The review will also capture the views of the Member Association senior management on the strategic relevance of the programme to the work of the Association, and of other stakeholders (where relevant) on the significance of the programme in the local context.

## Summary of method

In preparation for the review, the Member Association will need to select a group of 8–10 representatives of the beneficiary group who have regular involvement with the programme (these may be peer educators, volunteers, activists, etc.). These representatives will be trained as peer interviewers and will be the ones who collect stories from other project beneficiaries during the review. They should be available to work with us for four consecutive days. When selecting the 8–10 representatives, the following should be considered:

- interviewers should be project beneficiaries
- interviewers should not be project staff (on payroll)
- interviewers do not have to be literate or English speakers
- interviewers should represent the overall groups of project beneficiaries (age, sex, profession, education, etc.) and should have a strong link with the project
- participation in the review as a peer interviewer must be voluntary

It will be important to explain to the 8–10 selected representatives that they will be trained as peer interviewers and will work with us to collect stories about the project. Timings of activities will be planned around their existing commitments (e.g. work, study) as far as possible.

To capture beneficiary perspectives and stories, the review will use an adapted version of the PEER method (participatory ethnographic evaluation and research), in which members of the beneficiary group will conduct conversational interviews with other people involved in the project to gain their stories and perspectives. The approach enables a more authentic 'insider view' to be generated, and

helps overcome barriers of culture, language and mistrust. The approach is suitable for use with non-literate groups and people with no previous research experience.

The review will also use one-to-one semi-structured interviews with programme staff, group discussions with the peer interviewers, and photo and picture narratives.

## Before the review

We will hold a telephone call with the appropriate member of staff at the Member Association prior to arrival to ensure the most relevant group of project beneficiaries/participants is selected for this review. We will discuss all costs associated with the review. We will also give guidance to the Member Association prior to arrival as to what needs to be provided for the day of the workshop (materials, venue, support staff, translators, etc.). It is anticipated that the main requirements will be a room large enough for ten people to hold a workshop, flip chart paper, marker pens and refreshments/meals/childcare as appropriate.

An overview of the proposed schedule for the review is as follows:

- Day 1** Peer interviewer workshop on interviewing skills: We will hold a training workshop on interviewing skills with 8–10 representatives of the project beneficiaries.
- Day 2** One-to-one interviews with programme staff and volunteers: We will conduct individual interviews with staff members, volunteers and other stakeholders.  
  
Peer interviewer data collection: While we conduct interviews with programme staff and stakeholders, peer interviewers will carry out interviews with other members of the beneficiary group in their community.
- Day 3** Peer interviewer debriefing: We will collect interview narratives from individual peer interviewers.
- Day 4** *Morning:* Peer interviewer debriefing continues: In the morning, if more time is needed, we will continue collecting the stories.  
  
*Afternoon:* Peer interviewer feedback workshop: In the afternoon, peer interviewers will meet for a workshop and group discussion to share findings and create photo narratives to illustrate their perceptions of the project.
- Day 5** Senior management debriefing: We will do a short presentation on the outline of the methodology and findings of the review, including achievements and challenges as voiced by the beneficiaries. We will also share some of the stories collected and the photo boards made by the peer interviewers. The group may use the stories/photo boards to discuss what they feel to be the most significant change of the project.

## Next steps

After the review, we will write a report that presents an analysis of the information and stories collected during the week. We will share the report with the Member Association and will have it translated where necessary.

We will share this report widely within IPPF and among others interested in IPPF's work, and we will use it for various publications, including the website, the Annual Performance Report, information for donors and other publications.

## Ethical considerations for PEER reviews\*

- **Voluntary participation** requires that people not be forced into participating in the review.
- **Informed consent** means that prospective peer interviewers must be fully informed about the procedures and risks involved and must give their consent to participate. It also means that they have the right to withdraw their consent even after the start of the process at any time. This also applies to the photographs taken during the process, if any, where they are visually identifiable.
- **Create a comfortable environment.** Make sure you create a comfortable and informal environment when working with peer interviewers. The venue should reflect (as much as possible) their familiar surroundings and a social environment. To enable this use ice breakers, dress informally and avoid formal opening ceremonies.
- **Clarify objectives, time commitments and remuneration.** Clarify these issues early on so everyone understands what they are doing and how much of their time will be involved. Ask participants why they think they have been invited, and then clarify any misunderstandings. Let them know that they are free to stop participating at any time. Also, make sure they know that they will be compensated for any travel they do to participate in the review.
- **No harm to participants** refers to the requirement that we do not put participants in a situation where they might be at risk of harm as a result of their participation. (Harm can be defined as both physical and psychological). This is particularly important in selecting the location of the interview.
- **Confidentiality** means that individuals will not be identified in the narratives or stories collected by the peer interviewers. The 'no names' rule and third person interviewing are used to ensure confidentiality.
- **'No names'.** Peer interviewers are taught to inform their respondents that names are not to be used at any time during the review process.
- **Third person interviewing.** Using third person enables respondents to discuss sensitive issues in their social networks without worrying about it being attributed to them personally. Remind peer interviewers that we are interested in the stories and experiences of their friends' friends.
- **Payments.** Reimburse participants for any travel they need to do.

\* Partly adapted from 'Ethics and the Use of Participatory Ethnographic Evaluation and Research' (2007). Available at: [http://www.options.co.uk/images/stories/resources/peer/peer\\_ethics\\_guidelines\\_july\\_2007.pdf](http://www.options.co.uk/images/stories/resources/peer/peer_ethics_guidelines_july_2007.pdf)

## Appendix 2: Sample draft agenda

RAPID PEER REVIEW SCHEDULE [Insert Member Association name]				
[Insert date]				
[Insert hotel name/address]				
[Insert relevant names/telephone numbers]				
DATE	TIME	ACTIVITY	COMMENTS	QUESTIONS FOR MA
Sunday			[Insert flight arrival information]	Will the MA pick us up from the airport? Which hotel will we stay in and how much will it cost?
Monday: Day 1	9:30–10:00	<b>Meet and greet</b>	Brief meeting with the MA branch staff to go over the week's agenda	Can the branch manager, project coordinator and any other relevant staff for the project be at this meeting? Can the interpreter be with us from 9:30 on this day until Friday?
	10:00–17:00	<b>Peer interviewer workshop</b>	Peer interviewers will need lunch and one tea break; attendance is mandatory for participating peer interviewers.	Is 13:00 a normal time for lunch? Will young people have conflicts with their school/work schedules? If so, do we need to move it to later in the day? Will flip chart paper, markers, notebooks and pens be available for the workshop?
Tuesday: Day 2	10:00–18:00	<b>Interview project staff and stakeholders</b>	Interviews with project staff, senior management and external stakeholders; MA to organise the meetings.	Who do we need to interview so that we can get a well-rounded view of the impact that the project has had in the community? Can you schedule interviews for this day?
		<b>Peer interviewers to collect stories</b>	Peer interviewers collect stories from their peers in their own communities, schools and neighbourhoods by themselves. Photos may also be taken with disposable cameras if there is time.	
Wednesday: Day 3	09:00–18:00	<b>Collect stories and photos from peer interviewers</b>	Each peer interviewer to recount their 2–3 stories (through interpreter); each peer interviewer will be given a one-hour time-slot, which will be given to them during the training on Monday.	Again, will school hours impact upon when the young people can attend to tell their stories? Is there somewhere to quickly develop photos after 18:00 this day and before 14:00 Thursday?
Thursday: Day 4	10:00–13:00	<b>Continue collecting stories from peer interviewers</b>	(as above)	(as above)
	14:00–16:00	<b>Peer interviewer feedback workshop</b>	All the peer interviewers return to the MA to share their experiences and put together 'storyboards' using photos if there is time.	Will flip chart paper, markers, notebooks and pens be available for the workshop?
Friday: Day 5	14:00–16:00	<b>MA staff de-briefing meeting</b>	Facilitators to present preliminary findings to MA staff and explain how the review's results can be utilised.	Can the branch manager, project coordinator and any other relevant project staff be at this meeting?
			[Insert flight departure information]	

## Appendix 3: Sample Certificate of Training

	Insert MA logo
<h3>Certificate of Training</h3>	
<p>This is to certify that (insert name)</p>	
<p>on (insert date)</p>	
<p>Successfully trained as a PEER Interviewer</p>	
<p>Insert your name IPPF CO/RO</p>	<p>Insert MA ED's name MA Name</p>

A template of this certificate is available online as a PowerPoint document.

## Appendix 4: Sample ice-breakers and energizers

### Ice-breaker activities

These ice-breakers and energizers are included in case we need to think quickly on our feet and add in something to get the group going.

ICEBREAKER ONE	
TITLE	<b>The human treasure hunt</b>
AIMS	To help participants begin to mix and begin to learn about each other
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>■ Participants will know each other better</li> <li>■ Introduction to some gender concepts</li> <li>■ Create an atmosphere in which the contributions of each participant are validated and where participation is encouraged</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>■ A prepared sheet of statements for each participant (see page 20)</li> <li>■ Pens/pencils for each participant</li> </ul>
PREPARATION	Sheet of statements
TIMELINE	30 minutes
FACILITATOR NOTES	You can add or change the sheet of statements as appropriate to the training participants
ACTIVITY	<ol style="list-style-type: none"> <li>1. Give each participant the sheet of statements</li> <li>2. Ask them to move around the room, stopping and talking to each other to find at least one person who has done or experienced each item on the list</li> <li>3. Ask the person to sign what they experienced or can do</li> <li>4. Stop the game after about 10 minutes</li> <li>5. Debrief the group as a whole, asking participants to identify who can do/has experienced the things on the list</li> <li>6. Highlight what has been learned about the group and the challenges in context of gender issues that may arise from some items on the list</li> </ol>
ICEBREAKER TWO	
TITLE	<b>Reporters</b>
AIMS	<ul style="list-style-type: none"> <li>■ To learn more about each other</li> <li>■ Practice interview skills</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>■ Postcards/pictures/playing cards cut in half</li> <li>■ Scrap paper</li> <li>■ Pens/pencils</li> </ul>
PREPARATION	Cut cards into half
TIMELINE	30 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Pass out the cards that are cut in half</li> <li>2. Ask participants to find the person who has the other half of their card</li> <li>3. When all the pairs are matched, ask them to take turns interviewing each other. Each person will have five minutes to learn the following things about her or his partner:               <ul style="list-style-type: none"> <li>Name</li> <li>How do they spend their day – what job</li> <li>Why are they interested in this training</li> <li>One hope for the training (if also doing 'Hopes and hesitations', leave this one out)</li> <li>One interesting thing about them (for example a hobby)</li> </ul> </li> <li>4. Explain that they will each have to introduce their partner to the rest of the group when it comes back together – they might want to take notes</li> <li>5. After 5 minutes ask them to swap who is interviewing</li> <li>6. After ten minutes ask them all to return to the big group and start by briefly introducing yourself (if you have not had to interview a participant)</li> <li>7. Ask them to introduce their partner – facilitate it so that it does not go on for too long – ask participants to be short and to the point</li> </ol>

ICEBREAKER THREE	
TITLE	<b>Introductions</b>
AIMS	To get to know the participants
PREPARATION	<p>Prepared flip chart with following questions:</p> <ul style="list-style-type: none"> <li>■ Your name/Your work</li> <li>■ When you were a child, what did you want to be as an adult?</li> <li>■ If earning a living was not an issue, what interests/activities would you pursue? What interests/activities do you pursue? What others would you like to do?</li> <li>■ One expectation of the workshop</li> </ul>
TIME	30 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Split group into pairs</li> <li>2. Ask each pair to interview each other, using the questions on the flip chart</li> <li>3. Each interview should take 2 minutes – facilitator needs to announce end of 2 minutes and ask participants to switch roles</li> <li>4. Prepare a flip chart for “expectations”</li> <li>5. Get each participant to introduce their partner</li> <li>6. Discuss the expectations and how they fit in with the proposed agenda</li> </ol>
ICEBREAKER FOUR	
TITLE	<b>The truth</b>
AIMS	In a light-hearted way for the participants to learn more about each other
TIMELINE	30 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Split the group into pairs</li> <li>2. Ask each participant to tell their partner three things about her/his self – two of which are true and one of which is a lie</li> <li>3. Bring back into a whole group and ask each participant to repeat back their partner’s three things</li> <li>4. The group as a whole has to decide which of them is the lie</li> </ol>
ICEBREAKER FIVE	
TITLE	<b>Group story</b>
AIMS	To warm up the group and make them feel more relaxed with each other
TIMELINE	20 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Sitting in a circle, start off the story by saying “On my way to the training today ...” – adding in something that happened, that you saw or that you thought about.</li> <li>2. Ask the person next to you to add on what her/his contribution to the story about what happened on her/his way to the training</li> <li>3. Go round the whole group with each participant adding to the group story of getting to the training</li> </ol>
ICEBREAKER SIX	
TITLE	<b>Tree of life</b>
AIMS	Reflect on themselves and their life
RESOURCES	Flip chart sheet for each participant and pens
TIMELINE	30–60 minutes
FACILITATOR NOTES	This ice-breaker is best scheduled as an open ended session on the evening before the course starts
ACTIVITY	<ol style="list-style-type: none"> <li>1. Ask each participant to draw the tree of her/his life: <ul style="list-style-type: none"> <li>■ The roots representing the family we come from and the strong influences that have shaped us</li> <li>■ The trunk is the structure of our life today: job, family, organizations, communities to which we belong</li> <li>■ The leaves are the sources of our information (newspapers, books, friends)</li> <li>■ The fruits represent our achievements</li> <li>■ The buds represent our hopes for the future</li> </ul> </li> <li>2. After each person has drawn the tree of their life, divide participants into groups of three to five to share what they have drawn</li> <li>3. Allow participants to share for as long as they want to</li> </ol>

STATEMENTS FOR THE ICE-BREAKER ‘THE HUMAN TREASURE HUNT’

- Find someone who had a male teacher when they first started school

.....
- Find someone whose birthday is the same month as yours

.....
- Find one woman who is engaged in active sports

.....
- Find a person who can speak 3 or more languages

.....
- Find someone who has always had female bosses

.....
- Find a person who likes to dance

.....
- Find two people whose grandmothers were working women

.....
- Find a person who has lived in two different countries

.....
- Find a person who has a woman employed as a driver or security officer in her/his place of work

.....
- Find a person who woke up with a smile this morning

.....

HUMAN BINGO SHEET

<p>Find someone who <b>does research with young people</b>. How do they involve them?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who <b>works with health practitioners</b>. What are their current issues?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who <b>works directly with parents/ carers</b>. What do they do?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who uses <b>social media to get their messages across</b>. What do they do?</p> <p>Name:</p> <p>Project:</p>
<p>Find someone who has <b>secured all their funding for next year</b>. Where are they getting it from?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who <b>trains teachers</b>. What is included in the training?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who <b>works on projects based in schools</b>. What do they do?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who <b>deals with questions from the public, e.g. a helpline</b>. What are the most common questions?</p> <p>Name:</p> <p>Project:</p>
<p>Find someone who <b>works with young people in out of schools settings</b>. What do they do?</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who...</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who...</p> <p>Name:</p> <p>Project:</p>	<p>Find someone who...</p> <p>Name:</p> <p>Project:</p>

## Energizer activities

ENERGIZER ONE	
TITLE	<b>Fruit salad</b>
AIMS	To help participants begin to mix and begin to learn about each other
LEARNING OUTCOMES	<ul style="list-style-type: none"> <li>■ Energize the participants who have been working hard</li> <li>■ Introduce idea of self-disclosure and sharing between participants</li> </ul>
PREPARATION	Remove the facilitator's chair (or one chair if the facilitator does not have one within the circle) from the circle. The facilitator should then stand in the middle.
TIMELINE	10 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Begin by saying that whoever is in the middle of the room (facilitator starts as an example) needs to make a statement, which is true for them and likely to be true for others. For example, "All those who had coffee for breakfast ... All those who slept well last night ... Etc."</li> <li>2. All of those for whom this statement is true then change chairs immediately and as quickly as possible. The person left in the middle calls out the next statement and again all those for whom the statement is true should change seats again, leaving a new person in the middle</li> <li>3. When the atmosphere is more relaxed the facilitator can encourage participants to make statements relating more explicitly to the topic – 'all those who are married' or 'all those who believe in marriage before sex'</li> <li>4. Need to process this quickly at the end, looking at how people felt at the beginning and what they felt when responding to the more personal issues</li> </ol>
ENERGIZER TWO	
TITLE	<b>Islands</b>
AIMS	Get participants moving and make some noise
RESOURCES	A sheet of newspaper for each participant
TIMELINE	10 minutes
FACILITATOR NOTES	This is a good exercise to get people to laugh and work together
ACTIVITY	<ol style="list-style-type: none"> <li>1. Get everyone standing in a circle and give a piece of newspaper to each participant</li> <li>2. Ask them to tear the paper in half and to stand on one half. Ask them to screw up the other half which represents a shark and throw it into the middle of the circle</li> <li>3. Tell the participants that they are actually standing on an island on their own – each participant on their own island</li> <li>4. Tell them that this is not an ordinary group of islands but an alphabetical group and that they have to get themselves into alphabetical order by their first names</li> <li>5. BUT if they step into the water – i.e. off of the newspaper sheets – they will be eaten by the sharks so they are going to have to cooperate to move around the islands. Call out the alphabet to see how they have done after a couple of minutes</li> </ol>
ENERGIZER THREE	
TITLE	<b>Human Bingo</b>
AIMS	Gets people moving about and learning new things about each other
RESOURCES	Human Bingo sheet for each participant
PREPARATION	Bingo sheets with statements (see page 22 for an example). You can make up your own statements.
TIMELINE	15 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Give every participant a 'Human Bingo sheet'</li> <li>2. Explain that they will need to find people who fit the statements on the sheet</li> <li>3. All participants then go around asking people if they fit into the various categories and if they do, then write their name into the box</li> <li>4. The game is over when someone has filled all of the boxes – BINGO!</li> </ol>

ENERGIZER FOUR	
TITLE	<b>Four up</b>
AIMS	This game focuses each person's attention very carefully on the other members of the group
TIMELINE	2 or 3 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Everyone sits down</li> <li>2. Explain that anyone can stand up whenever s/he wants to, but they cannot stand for more than five seconds at a time</li> <li>3. The object is to have exactly four people standing at a time. If there are more than four standing at any given time, the first to have stood up of these four is out of the game</li> <li>4. Carry on until no one is left in the game</li> <li>5. If there are more than 10 people, it works best to split into groups of 10</li> </ol>
ENERGIZER FIVE	
TITLE	<b>Amoeba tag</b>
TIMELINE	10 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. One person starts as the amoeba, and tries to catch others</li> <li>2. The person caught links hand with the first amoeba to become a two-person amoeba on the prowl</li> <li>3. When they catch a third person, all three link hands, and are an almost mature amoeba</li> <li>4. When they catch a fourth person, all four link hands, and are now a fully mature amoeba</li> <li>5. And what happens to a full-grown amoeba? It splits down the middle into two amoebas, each prowling around</li> <li>6. The multiplying and dividing happens again and again, until everyone in the group has been totally 'amoebafied': everyone in the room is an amoeba of two or three persons linked together</li> </ol>
ENERGIZER SIX	
TITLE	<b>Touch blue</b>
TIMELINE	3–5 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. This is a leaderless game, which has two commands that anyone can give</li> <li>2. The first command is a touching command, like "touch blue" or "touch a head" and each participant has to touch something blue on another person or touch another person's head</li> <li>3. The second command is a moving command, like "hop back two steps" or "jump once where you are"</li> <li>4. The game starts with the "touch blue" command</li> <li>5. After this, the touching and moving commands are called out alternately by any member of the group</li> <li>6. When you wish to end the game, after three to five minutes, call "touch blue" once again</li> </ol>
ENERGIZER SEVEN	
TITLE	<b>Elbow fruit hop</b>
TIMELINE	3–5 minutes
ACTIVITY	<ol style="list-style-type: none"> <li>1. Call upon any participant to come up and blow a whistle, and name three things. The first is a part of the body, the second is a category from which each participant can choose a member, and the third is a way to move around</li> <li>2. So "elbow, fruit, hop" would mean each person hops around touching her or his elbow and calling out the name of any fruit</li> <li>3. Participants continue with this until someone else comes up and calls out another sequence, say "nose, animal, shuffle"</li> <li>4. The way to end the game is to come up, blow the whistle, and call out "elbow, fruit, hop" again</li> </ol>





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