

## **Report on FrontlineSMS Workshop for Root Change**

*Prepared on July 26th, 2011 by Brian Donkersley and Emily Patrick*

Location: Ongwediva

Dates: July 19<sup>th</sup>-21<sup>st</sup>

Facilitated by: Emily Patrick and Brian Donkersley

In attendance: Belinda Hamburee (M&E Assistant, AIDS Law Unit-Windhoek office), Hira Katjepunda (Program Officer-Windhoek office), Immanuel Iita (Program Officer-Ongwediva office), Frieda Shoombe (Monitor), Ndally Nakwafila (Monitor), Hileni Kadhingula (Monitor), Hofni Hamunyela (Monitor), Selma Kandjimbi (Monitor), Hilya Hamwaya (Monitor).

### July 19<sup>th</sup>

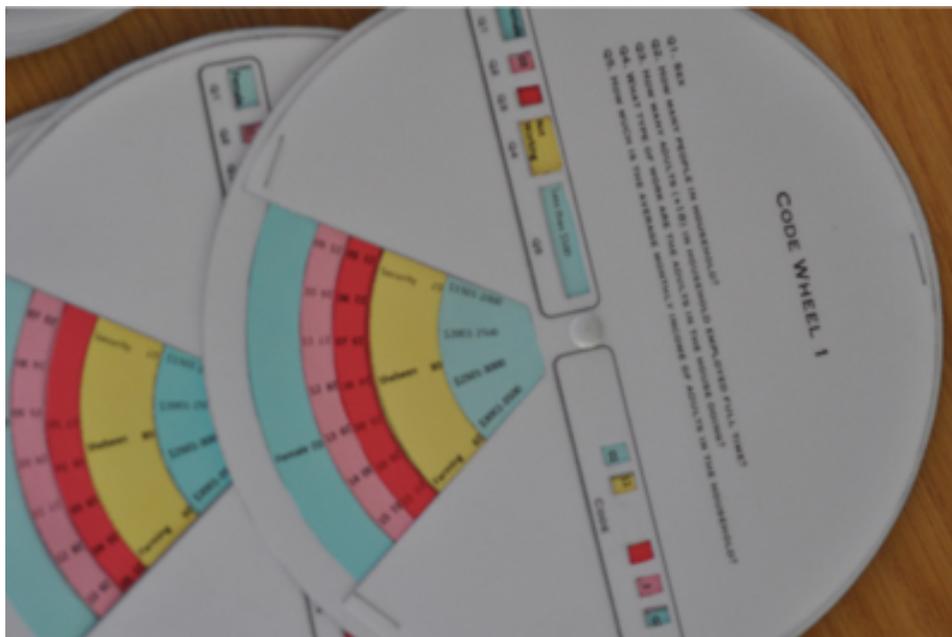
1. Workshop commenced by setting “house rules” as guidelines for speaking and behaving. Each monitor volunteered at least one rule. Rules were written on flip pad paper and taped to front wall. Monitors were also encouraged to ask for breaks when needed and help themselves to the snacks that we had provided. Monitors loved the peanuts.
2. We gave an explanation and overview of the pilot
3. Monitors were then given markers and flip pad paper and asked to form three groups of two. Each group was asked to draw or write out the following on their paper:
  - The three most important tasks of being a monitor.
  - The three greatest challenges of being a monitor.
  - What they like most about being monitors.

The groups reconvened and had a thirty minute discussion when all groups had finished their task. Each group in turn presented the tasks and challenges they had listed on their papers.

We were very impressed by the thoughtfulness and insight of the monitors’ responses. Each group identified long forms as one of the greatest challenges to their work and the desire to help others as the greatest motivator. Monitors also conversed about more situational challenges they had encountered, and we

encouraged other monitors to think of and offer potential solutions. They did a great job of sharing their ideas and experiences with their colleagues. This was a great team building activity.

4. We next passed out the phones to the monitors, who were visibly excited about their upgrades.
5. We broke for lunch and ate as a group.
6. At 2PM, we met in front of the conference room and energized the monitors with People To People. The monitors were very excited by the activity and returned to the room laughing and patting each other on the back.
7. A brief phone tutorial was given, including how to access Frontline Forms on the phone and how to open the Test Form that we had loaded prior to the workshop.
8. Code Wheel 1 was provided to the monitors. We handed out only one wheel to serve as an introduction to the reporting system. Before beginning the next exercise, monitors were given a few minutes to turn the rings and catch on to how the wheel works. We explained that they were to work from left to right turning the rings and moving the correct responses into the cut out windows. They were also instructed to work from left to right when reading the code and recording the numbers into Frontline Forms.



9. We handed out an answer key to each monitor with every possible response to every question on the wheels. We went through each question individually, asking the monitors if they understood the possible responses and if they could think of other common responses to include. They provided a few good answers to include on the wheels in the future. We also explained the notes section of the forms. The responses that required further explanation in the notes section (ie “other”) were marked with an asterisk on the answer key sheet. The monitors were asked to provide examples of what could be listed for “other” as we went through each question.
  
10. Brian conducted a short mock interview with Emily, recording responses for Date, IPEC ID, Address, Date of Birth, and Code 1 (Questions 1-5). The monitors followed along with their phones and Code Wheels, moving Emily’s responses into the window cut outs as she responded to Brian’s questions. The correct responses and corresponding code were written on the flip pad after the interview for the monitors to compare answers. They then submitted their answers. A couple of them had typed in the code as it appeared from right to left on the wheels, while the others typed in the code from left to right. We decided as a group that it would be better to input the code as it appears *from left to right* for future interviews. The monitors were asked for their thoughts on using the wheels for the first time and they responded very favorably.



11. The day ended with an activity where the monitors shared one interesting/unique thing about themselves. We told them to remember their colleagues’ answers and

recorded each response as we went around the room. The monitors seemed tired at the end of the day, but remained receptive, enthusiastic, and eager throughout each activity. The morale seemed very high as we concluded.

July 20<sup>th</sup>

1. Belinda began at 9:00AM with verification work, speaking with each monitor individually. We had arranged the previous day to allow her 1-2 hours to do her work.
2. Day Two commenced at 10:45AM, when we asked the monitors to prepare a skit where they would approach a “child” (another monitor) and introduce themselves, the project, and their reporting tools. A few of them struggled to answer in a fluid, organized manner. We encouraged the group to provide constructive input on each monitor’s prepared introduction and drew out the greatest strengths of each. We then discussed the criteria for an effective, engaging introduction with children and talked more about challenges that monitors encounter when approaching children. They were, again, very good about answering their colleagues’ concerns by remarking on their own experiences and proposing their own possible solutions.



3. We began mock interviews. Code Wheels 1-6 were passed out. Monitors were asked to form three groups of two. One was assigned the role of a monitor, while the other was asked to be the “child.” The “children” were given sheets with mock answers to all the questions for Wheels 1-6, as well as IPEC ID, Address, etc. The monitors asked their “child” counterparts each question, received the answer, and input it into his or her phone. The monitors then submitted their responses to the computer for review. The answers were accurate.

4. We broke for lunch and ate together.
5. Regrouping after lunch, we formed a circle and started an “energizer” activity. One monitor stood at the center of the circle while those around him/her clapped, twirled, or pattered their heads. The leader – when out of the view of the person in the middle - periodically changed his/her movement and all others immediately followed suit. The person at the center of the circle tried to identify the leader. They got a kick out of the activity, laughing at the funny movements of their leader and hollering when the middle man/woman failed to guess correctly.

6. Returning to the room, the monitors reversed roles for the second round of mock interviews, and we handed out a new answer sheet for the new respondents to use.

7. When all of the forms had been submitted to the computer, we regrouped and had a discussion about the monitors’ thoughts and experiences using the phones and wheels. The interviews took – at longest - about 20 minutes to complete, which we had expected given that the reporting tools were still new. We discussed some difficulties turning the rings of the code wheels, but the monitors became quite good at turning them by the end of the workshop.



The monitors volunteered that a couple of the numbers were a bit high or low on their wheels, which we noted. Two of the numbers had not copied well, so we went through each wheel and marked them in pen. They all thought that the wheels looked great, worked well, and were relatively easy to use. They were able to quickly input answers into the notes section (faster than we were able to, in fact). Two of them selected the “Save” option rather than “Submit” option on the form, so we explained how to retrieve and submit “saved” forms and instructed them not to use the “save” feature.

8. Nearing the end of the day, we did a follow up activity to the one that concluded Day One, where each monitor had said one thing interesting about her/himself. The responses had been written on cards and taped to a board. Each was worth between 100 and 400 points. The activity was conducted “Jeopardy” style, with each monitor selecting a question and trying to name the interesting characteristic’s owner. They picked up the game very quickly and really enjoyed playing it. Their memory is great! At the end, they took the initiative of adding up the points they had accumulated and sharing their totals with the others. Morale and camaraderie was very high.
9. We lastly set up a “mood meter” in the form of a bullseye, with the center being “Great” and three other circles representing “Good,” “Ok,” and “Not Good.” We asked them to mark with black and green pens how they felt about using the phones and the wheels, respectively. They responded anonymously. Most answered “Great” or “Good.” One response of “OK” was recorded for both the phone and the wheel. “Not Good” received one X for the phone.

### July 21<sup>th</sup>

1. After entering the room, the monitors were asked to form new groups for the day. They were told to get into a line according to the day and month of their birth and pair off. Adding a fun element to the activity, they were instructed to make the line without verbally speaking to each other. They were very clever and correctly arranged themselves within four or five minutes.
2. Having made all the necessary modifications to the wheels the night before, we handed them out so that the monitors could place them in the sleeves of their binders. Before beginning our first activity, we asked the monitors to name one or two things that they were unclear about or would like to practice. We noted their responses and assured them that we had incorporated their ideas into the day’s plans. We first handed out a “template” for introducing the project and reporting tools to children after recognizing on Day Two that some of the monitors had difficulties “breaking the ice.” The monitors continued to practice and, when Belinda pretended to be a particularly stubborn child during one introduction, we asked for ideas about how to approach children who are with friends, working, untrusting, or are afraid they will get in trouble. Hira, Immanuel, and Selma all had great ideas about what to do and what not to do in these situations. The monitors diligently took notes in journals that the LAC had provided for them.

3. We next loaded into the LAC work truck and drove to Oshakati to practice using the reporting tools in the field. Working in teams, two monitors were dropped at the open air market, while the other four were dropped at two different shopping centers. One was asked to use the phone and wheels while the other, who would stand back and act as an “observer,” would complete a paper-based form for cross checking the accuracy of the SMS-based forms. Once one interview was completed, the two would switch roles so that the other could practice. They were allotted 1 ½ hours.



4. When we returned to the shopping center to pick up Ndally and Frieda, we learned that they were dealing with a group of boys who were harassing them and the young girl they were trying to interview. They arranged to hand out the business cards we had provided and arrange another interview with the girl while Hira and Immanuel intervened and defused the situation with the boys.
5. We picked up the other monitors at the end of the practice and drove back to Ongwediva, where we ate lunch together.
6. We returned to the room and debriefed on the monitors experiences conducting interviews. Selma and Hileni spoke about following children they suspected of working, only to lose them and encounter parents of other child laborers. They were able to interview two children and complete forms using the wheels and phone. The FLSMS computer received both of the forms they had submitted. Hofni and Hilya were able to find one child in the market and complete an

interview. They could not locate any others. Ndally and Frieda had encountered the young girl on the streets and began the interview, but only completed three wheels before the boys had started to harass them. We spoke about the monitors thoughts on the wheels and phones after using them in an interview, and they unanimously responded in the positive. We asked the monitors for “key takeaways,” and recorded their responses.

7. We gave a tutorial about how to request interviews completed on an earlier date.
8. We wrapped up by collectively forming a list of expectations about the pilot and the reporting tools, which we then printed and super glued to the inside cover of their binders. Also included in the binders is the introduction “template”, a “FLSMS quick tips” reference sheet, and a contacts list that includes the numbers of the other monitors, program officers, FLSMS computer, and our number. Hofni pointed out that the monitors could, apart from contacting us, contact one another if they had a question or were having trouble with the reporting tools. We supported his idea.
9. We convened, took pictures, laughed, and arranged to meet up later in the evening for a small after party. We used some of the stipend that the LAC had given us to purchase snacks, drinks, and a cake. The gathering was a great way of expressing our appreciation of the monitors’ hard work and commitment to the pilot and project. We had a very fun evening and returned to Windhoek the following morning.

