



Ethiopia Population, Health and Environment  
Champions Story Collection Manual

2013 Edition

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## **Introduction**

PHE Ethiopia Consortium (PHE EC) was formed in 2008 to promote the population, health and environment (PHE) approach in Ethiopia and to support PHE implementing organizations. PHE Ethiopia Consortium exists to enhance and promote the integration of population, health and environment at various levels for sustainable development. The vision of the PHE Ethiopia Consortium is: *Ethiopia with healthy population, sustainable resource use, improved livelihood and resilient ecosystem*. PHE interventions in Ethiopia are a holistic, participatory and proactive development approach whereby issues of environment, health and population are addressed in an integrated manner for improved livelihoods and sustainable well-being of people and ecosystems.

PHE is a relatively new approach that addresses the interconnected needs of communities in a holistic way. Because of its multi-sectoral nature, to be successful, PHE implementers have to engage a wide range of stakeholders and beneficiaries. In Ethiopia, these stakeholders and beneficiaries have become true PHE champions. In woreda government line offices, staff are finding new ways of working together. Health Extension Workers (HEWs) and Development Agents (DAs) are organizing joint community visits and are sharing their work in the areas where they overlap, such as nutrition. Model farmer families are changing their lives and teaching others in the process. Volunteer Community Health Workers and Peer Educators are bringing new information and access to health services to their communities.

Communities/kebeles are also emerging as champions for their collective efforts. They are educating and supporting each other to make positive changes in their lives. Young boys carry women in labor to health centers so they can deliver safely. Farmers teach each other how to improve their agricultural yields while also protecting the soil and providing nutritious food for their families. Women are helping each other to save and invest in their livelihoods. These changes are making these communities better places to live.

Right now, these stories are not being captured and shared with people outside of the communities where they are happening. To ensure these stories are told, PHE EC is starting a process to collect the stories of PHE Champions and to share them within Ethiopia, East Africa and the globe. This guide has been developed to help PHE implementers participate in this process.

## **The PHE Champion Story Collection Process**

PHE implementers are encouraged to collect the stories of the PHE Champions they work with at any time and share them with PHE Ethiopia Consortium. A PHE Champion could be a person, community or kebele whose life has changed because of the PHE approach and is actively working to educate or engage others about the approach in order to bring change to the lives of others. When PHE implementers share their PHE Champion stories, PHE EC will upload them to the Consortium website ([www.phe-ethiopia.org](http://www.phe-ethiopia.org)). When enough stories have been gathered and funds are available, PHE EC will publish them in booklets that will be printed and distributed to members and partners and other PHE stakeholders through local, regional and international meetings and events. PHE implementers should also share these stories widely in their own work, through their websites, newsletters, presentations, etc.

During the annual PHE EC General Assembly (typically held in March), a selection of the strongest PHE Champions will be invited to attend and their stories will be shared with the participants. This group of champions will be selected by PHE EC and its Board Members. Participants will vote for the PHE Champion of the Year both for individual and community/kebele categories. The winner in each category will be awarded with a plaque that honors their achievements.

PHE implementers should use the criteria provided in this guide to select their Champions. This is the same criteria that will be used to select those Champions who will be invited to the PHE EC General Assembly and will be used to select the PHE Champion of the Year, both for individual and community/kebele categories. When selecting its Champions, PHE implementers, communities and kebeles should follow their organization's consent process to ensure the Champions agree to have their story shared widely.

This guide provides PHE implementers with some tools for gathering PHE Champion stories. In the pages that follow, there are sample interview questions that can be used to develop PHE Champion Stories for:

- Health Extension Workers and Health Development Army Members
- Development Agents
- Teachers
- Model farmers- male and female
- School club members
- Out of school club members
- Peer educators
- Local government, community and religious leaders
- Community/kebele

There are also instructions and a template for developing a timeline for the PHE Champion for individuals and communities/kebeles, which can be a useful tool in showing how they have been involved in a range of integrated activities and how their lives have changed over time. An overview of the Most Significant Change methodology is included for those organizations looking for a participatory approach for selecting champion stories. There is also a template for developing and formatting the PHE Champion's story.

Please use this guide for its intended purpose- to be a guide, not a rule. The questions provided can be asked in different orders and different questions can be asked. There may also be different ways of presenting them or another creative way to gather and communicate the stories. PHE EC hopes that users of this guide will share their feedback and experiences so that it can learn from user's good ideas and be able to continue to improve this guide so that it is as useful to its members as possible.

Some helpful advice from past experience with collecting champion stories is:

- Take detailed notes during the interviews so you can remember the finer points of what each person said when you go back to your desk to write the stories. Try to write the story no later than 1-2 days after you get back from doing the interviews so you remember more of what they said.
- Be sure to take lots of photos! Also take notes with the photos so you can remember who is who if you don't know the PHE Champions or community members well, ie Tsehay was wearing a red scarf and Tedele was wearing a green shirt.
- Some of the questions in the suggested question guides for individuals are similar but are trying to get at different aspects of their lives, so make sure that they are translated accurately or skip the ones you don't think apply.
- It's very possible that someone will start answering another question that is coming later in the interview as part of answering a question. That is okay- if you get the information you need, you can skip the question later and ask a follow up question if necessary to get additional details as needed.
- Be sure to inform the PHE Champions and community representatives about why you are collecting their story and how it will be used. Make sure they agree fully and that you follow your organization's processes for getting consent to use the Champions' names, pictures, stories, etc in communication materials for your organization and for PHE EC. If they are not comfortable, then you should not continue with the process.
- Make sure to take the time to edit the story and ensure it is properly formatted to make sure it is easy to read and looks nice.

Some advice for helping you to edit the final story is:

- Make sure the content isn't repetitive- sometimes we say the same thing again and again in different ways.
- But, also make sure that you provide enough background information that someone who isn't familiar with the project or the community can understand the story.
- Make sure you are using simple language- shorter sentences are often more clear than longer ones.
- Make sure capitalization and spelling is consistent throughout the document.
- Make sure the document is properly formatted, ie you are using the same font, the bullets you choose are consistent, photos are properly spaced within the text, etc.
- Make sure acronyms are spelled out the first time they are used and technical terms and words that are specific to Ethiopia are explained for external audiences.

### PHE Champion Criteria: Individual Champions

<b>Criteria</b> (on a scale of 1- lowest to 10-highest)	<b>Champion 1</b>	<b>Champion 2</b>	<b>Champion 3</b>	<b>Champion 4</b>	<b>Champion 5</b>	<b>Champion 6</b>
There is a clear difference in the life of the champion as a result of PHE						
The champion demonstrates positively the interconnectedness of population, health and environment issues						
The champion is actively educating others in their community about PHE topics						
The champion is a good example for others within and outside their community						

### PHE Champion Criteria: Communities/Kebeles

Criteria (on a scale of 1- lowest to 10-highest)	Champion 1	Champion 2	Champion 3	Champion 4	Champion 5	Champion 6
The community/kebele has made tangible improvements in its overall quality of life as a result of the PHE approach						
The community/kebele has made tangible improvements in the following outcome areas:						
• Family planning						
• Maternal health						
• Access to clean water						
• Food security						
• Energy saving						
• Natural resource management						
• Livelihoods						
The community/kebele demonstrates positively the interconnections between population, health and environment issues						
The experience of the community/kebele can be a model for other communities						

## **Champion Story Question Guides: Individual Champions**

### **Health Extension Workers/Health Development Army Members**

1. Please tell us your name, age and how long you have lived here.
2. Please tell us about your family and your schooling.
3. When did you become a HEW/HDA member?
4. What do you like about being an HEW/HDA member?
5. Please describe your interactions with our project.
6. What parts of our trainings you attended have you integrated into your work as a HEW/HDA? Into your daily life?
7. How have you shared what you learned with others?
8. What benefits, if any, do you see to your work and to yourself personally from your interactions with us? (Probe to get as many specific details as possible)
9. What do you think our contribution is to your community?
10. How are our contributions different from other organizations or government officers you work with?
11. What health challenges does the community face? Have these challenges changed at all since we started working here? If so, how?
12. Please describe how you work with Development Agents and other local government sectors. Has this changed since we started working here? If so, how?
13. What impacts from climate change have you seen in your community?
14. Has what you learned from us helped you to adapt and the community to adapt to any of these changes? If yes, how?
15. Do you have anything else you'd like to share about how PHE has benefited you?

### **Development Agents**

1. Please tell us your name, age and how long you have lived here.
2. Please tell us about your family and your schooling.
3. When did you become a DA?
4. What do you like about being a DA?
5. Please describe your interactions with our project.
6. What parts of our trainings you attended have you integrated into your work as a DA? Into your daily life?
7. How have you shared what you learned with others?
8. What benefits, if any, do you see to your work and to yourself personally from your interactions with us? (Probe to get as many specific details as possible)
9. What do you think our contribution is to your community?
10. How are our contributions different from other organizations or government officers you work with?
11. What development challenges does the community face? Have these challenges changed at all since we started working here? If so, how?

12. Please describe how you work with HEWs, HDA members and other local government sectors. Has this changed since we started working here? If so, how?
13. What impacts from climate change have you seen in your community?
14. Has what you learned from us helped you to adapt and the community to adapt to any of these changes? If yes, how?
15. Do you have anything else you'd like to share about how PHE has benefited you?

### **Teachers**

1. Please tell us your name, age and how long you have lived here.
2. Please tell us about your family and your schooling.
3. When did you become a teacher and when did you start leading this club?
4. What do you like about being a teacher?
5. Please describe your interactions with our project.
6. Why did you agree to lead the school club?
7. What parts of our trainings/workshops that you attended have you integrated into your work as a teacher? Into your daily life?
16. What benefits, if any, do you see to your work and to yourself personally from your interactions with us? (Probe to get as many specific details as possible)
8. What do you think our contribution is to your community and to the teaching-learning process?
9. How are our contributions different from other organizations or government officers you work with?
10. What challenges does the community face? Have these challenges changed at all since we started working here? If so, how?
11. Please describe how you work with other local government sectors, including HEWs, HDA members and DAs. Has this changed since we started working here? If so, how?
12. How do you think school club members and other students view our project? What benefits or changes, if any, have you seen for youth that are participating in the school clubs?
13. What impacts from climate change have you seen in your community?
14. Has what you learned from us helped you to adapt and the community to adapt to any of these changes? If yes, how?
15. Do you have anything else you'd like to share about how PHE has benefited you?

### **Model farmer- male**

1. What is your name and age? How many children do you have?
2. Tell me about your schooling.
3. When did you become a model farmer?
4. Why did you agree to become a model farmer?
5. What parts of the PHE trainings/workshops that you attended have you incorporated into your daily life?

6. What benefits have you seen for you and your family as a result of being a model farmer? (Probe to get as many specific details as possible such as how much their income has improved, how many different animals they now keep, how their health and or diet has changed, children's schooling etc)
7. What do you think our contribution is to you and your community?
8. How are our contributions different from other organizations or government officers you work with?
9. Do you discuss issues/information you learned about through us with your family or with others in the community? If yes, what do you discuss and what is their reaction?
10. Have you trained others in what you learned from us? If yes, how many people have you trained and what aspects of the program did you train them on? How many of the people you've trained have integrated what you taught them into their daily life?
11. How do you think other people in the community view the model farmer program?
12. Has your role in the community changed as a result of being a model farmer?
13. Has being a model farmer changed how you interact with your wife or your children?
14. Do you and your wife use a family planning method? If yes, when and why did you start to use family planning? If no, why is family planning not right for you at this time?
15. What impacts from climate change have you seen in your community?
16. Has what you learned as a model farmer helped you to adapt to any of these changes? If yes, how?
17. What challenges do you face as a farmer? Have these challenges changed as you have implemented more of the model farmer activities?
18. Has being a model farmer increased your opportunities to earn an income through new ways or increased your overall income? If yes, how?
19. Do you meet with HEWs, HDA members and DAs? If so, how often and what do you discuss with them? Has your interaction with them changed as a result of the model farmer program? What benefits do you get from your interactions with them?
20. Do you have anything else you'd like to share about how PHE has benefited you?

### **Model farmer- female**

1. What is your name and age? How many children do you have?
2. Tell me about your schooling.
3. When did you become a model farmer?
4. Why did you agree to become a model farmer?
5. What parts of the model farmer workshop/training have you incorporated into your daily life?
6. What benefits have you seen for you and your family as a result of being a model farmer? (Probe to get as many specific details as possible such as how much their

- income has improved, how many different animals they now keep, how their health and diet has changed, children's schooling etc)
7. What do you think our contribution is to you and your community?
  8. How are our contributions different from other organizations or government officers you work with?
  9. Do you discuss issues/information you learned about through us with your family or with others in the community? If yes, what do you discuss and what is their reaction?
  10. Have you trained others in what you learned from us? If yes, how many people have you trained and what aspects of the program did you train them on? How many of the people you've trained have integrated what you taught them into their daily life?
  11. How do you think other people in the community view the model farmer program?
  12. Has your role in the community changed as a result of being a model farmer?
  13. Has being a model farmer changed how you interact with your husband or your children?
  14. Do you and your husband use a family planning method? If yes, when and why did you start to use family planning? If no, why is family planning not right for you at this time?
  15. What impacts from climate change have you seen on your farm and in your community?
  16. Has what you learned as a model farmer helped you to adapt to any of these changes? If yes, how?
  17. What challenges do you face as a farmer? Have these challenges changed as you have implemented more of the model farmer activities?
  18. Has being a model farmer increased your opportunities to earn an income through new ways or increased your overall income? If yes, how?
  19. Do you meet with HEWs, HDA members and DAs? If so, how often and what do you discuss with them? Has your interaction with them changed as a result of the model farmer program? What benefits do you get from your interactions with them?
  20. Do you have anything else you'd like to share about how PHE has benefited you?

### **School Club Member**

1. Please tell us how old you are and what grade you are in school.
2. Please tell us about your family.
3. How long have you been in this school club?
4. Why did you join this school club?
5. What parts of what you learned from the club have you incorporated into your daily life?
6. How has being a part of the club changed how you feel about school and relate to what you are learning?

7. What benefits have you seen as a result of being in the club? (Probe to get as many specific details as possible)
8. What do you think our contribution is to you and your community?
9. How are our contributions different from other organizations or government officers you work with?
10. Do you discuss issues/information you learned about through us with your friends, family or with others in the community? If yes, what do you discuss and what is their reaction?
11. How do you think other people in the community view the school club?
12. Has being in the school club changed how you interact with your family or friends? If yes, how?
13. Has being in the school club changed how you interact with boys in school and out of school? (for girls) Has being in the school club changed how you interact with girls in school and out of school? (for boys)
14. What impacts from climate change have you seen in your community?
15. Has what you learned from the school club helped you to adapt to any of these changes? If yes, how?
16. What challenges do you face as a young person? Have these challenges changed since you have been part of the school club?
17. Do you meet with HEWs, HDA members and DAs? If so, how often and what do you discuss with them? Has your interaction with them changed as a result of our program? What benefits do you get from your interactions with them?
18. What do you want to be when you grow up?
19. How many children do you want to have?
20. Do you have anything else you'd like to share about how PHE has benefited you?

### **Out of School Youth Club Member**

1. Please tell us your name and how old you are?
2. Tell us about your schooling and your current occupation.
3. Please tell us about your family.
4. When did you join the youth club?
5. Why did you join the youth club?
6. What parts of what you learned from the club have you incorporated into your daily life?
7. What benefits have you seen as a result of being in the club? (Probe to get as many specific details as possible)
8. What do you think our contribution is to you and your community?
9. How are our contributions different from other organizations or government officers you work with?

10. Do you discuss issues/information you learned about through us with your friends, family or with others in the community? If yes, what do you discuss and what is their reaction?
11. How do you think other people in the community view the youth club?
12. Has being in the youth club changed how you interact with your family or friends?
13. What challenges do you face as a young person? Have these challenges changed since you have been part of the youth club?
14. Has being part of the club helped you find new ways to earn an income? How has this changed your life?
15. Do you meet with HEWs, HDA members and DAs? If so, how often and what do you discuss with them? Has your interaction with them changed as a result of our program? What benefits do you get from your interactions with them?
16. What do you want to be when you grow up (as applicable)?
17. How many children do you want to have?
18. Do you have anything else you'd like to share about how PHE has benefited you?

### **Peer Educator (Youth and Adult)**

1. What is your name and age? How many children do you have (if applicable)?
2. Tell me about your schooling.
3. When did you become a peer educator?
4. Why did you agree to become a peer educator?
5. What parts of the trainings from our organization have you incorporated into your daily life?
6. What benefits have you seen for you and your family as a result of being a peer educator? (Probe to get as many specific details as possible)
7. What do you think our contribution is to you and your community?
8. How are our contributions different from other organizations or government officers you work with?
9. What are your regular activities as a peer educator?
10. What changes have you seen in the lives of the people you are educating?
11. How do you think other people in the community view the peer educators?
12. Has your role in the community changed as a result of being a peer educator?
13. Has being a peer educator changed how you interact with your husband/wife, your children or your family (as applicable)?
14. Do you use a family planning method (if applicable)? If yes, when and why did you start to use family planning? If no, why is family planning not right for you at this time?
15. What impacts from climate change have you seen on your farm and in your community?
16. Has what you learned as a peer educator helped you to adapt to any of these changes? If yes, how?

17. What challenges do you face as a peer educator? How have you overcome them?
18. Do you meet with HEWs, HDA members and DAs? If so, how often and what do you discuss with them? Has your interaction with them changed as a result of the peer education program? What benefits do you get from your interactions with them?
19. Do you have anything else you'd like to share about how PHE has benefited you?

### **Local Government, Community or Religious Leader**

1. Please tell us your name, age and how long you have lived here.
2. Please tell us about your family and your schooling.
3. Please tell us about your position and how long have you been in this position.
4. What do you like about your job?
5. Please describe your interactions with our project.
6. What parts of our trainings you attended have you integrated into your work?
7. How have you shared what you learned with others?
8. What is your relationship with HEWs, HDA members and DAs? Has your interaction with them changed as a result of our project? What benefits do you get from your interactions with them?
9. What benefits, if any, do you see to your work from your interactions with us?
10. What do you think our contribution is to your community?
11. How are our contributions different from other organizations or government officers you work with?
12. What challenges does the community face? Have these challenges changed at all since we started working here? If so, how?
13. Please describe how you work with other local government sectors. Has this changed since we started working here? If so, how?
14. What impacts from climate change have you seen in your community?
15. Has what you learned from us helped you and the community to adapt to any of these changes? If yes, how?
16. What parts of our trainings have you incorporated into your daily life?
17. What benefits have you seen for yourself as a result of your work with us? (Probe to get as many specific details as possible)
18. Do you have anything else you'd like to share about how PHE has benefited you?

## Champion Story Question Guides: Community/Kebele

1. Please describe your community/kebele. (Probe to get as many specific details as possible, such as population size and structure, how people make a living, the history of the kebele, etc)
2. What challenges was the community facing before the PHE project started related to:
  - Family Planning
  - Maternal Health
  - Water
  - Livelihoods
  - Energy Saving
  - Nutrition
  - Natural resource management
  - Integration
  - Others
3. Please tell me about the PHE project that was implemented in this community. (Probe to get as many specific details as possible such as who was involved, when did the project start, what activities were implemented).
4. What tangible changes have happened in the community/kebele as a result of the PHE intervention in:
  - Family Planning
  - Maternal Health
  - Water
  - Livelihoods
  - Energy Saving
  - Nutrition
  - Natural Resource Management
  - Integration
  - Others
5. What makes PHE approach different from other projects implemented in this kebele? How has that contributed to the changes you have seen?
6. How has information about the PHE approach been shared throughout the community?
7. How has the PHE approach impacted how the community works together?
8. Do you have anything else you'd like to share about how PHE has benefited your community/kebele?

## Optional Activity: Creating PHE Champion Timelines

To support the champion stories, PHE implementers can ask them to fill in a timeline that will show when and how they have interacted with the PHE project. To prepare for this, develop a timeline template that will show when different trainings and other interventions were offered in the community which includes space for them to note key milestones from their own lives that happened during the project, such as building a new house. Informants will then mark which activities they participated in as well as other milestones for their interactions with the project.

During the interview process, show the timeline to the champion. Ask them to circle the activities in which they participated. Then ask them if there are any other important events in their life that they would like to add to the timeline that relate to their work with the PHE project. For example, when did they receive training on vegetable gardening, bee keeping, etc? When did they start using family planning? When did they start using soil conservation methods on their farm? Ask them to mark when these events happened on the timeline or mark it down for them. Interviewers may need to help them remember dates and make suggestions if they have difficulty understanding the exercise or if their memory of certain events is not strong.

This tool can also be used to gather stories from champion communities/kebeles using the same approach where you create a timeline and then document the changes that happened in the community as a result of the project activities. To adapt the timeline template for champion communities/kebeles, instead of having the last column be '*Events in my life,*' you can change it to either *Events in our community* or *Changes in our community*.

### Instructions for completing the template:

*Year:* Fill this column in before the interview to match the number of years the organization has been working in the community where the PHE Champion lives. The number of rows may need to be changed depending on how many events were held each year and how many years the organization has been working in the community.

*PHE Project Events:* Fill some of these in before the interview to help the interviewer and the PHE Champion/community representative remember when things happened

*Events in my Life:* These are the major events for the PHE Champion, such as building a new house, a child being born or married, becoming a Peer Educator, etc.

*Events in our community/changes in our community:* These are major changes that the community has started to see across the residents.

### PHE Champion Timeline Template

Year	PHE Project Events	Events in My Life or Events in Our Community/ Changes in Our Community

## Optional Activity: Most Significant Change

Most Significant Change (MSC) is a participatory M&E process that can be used to engage communities in gathering champion stories- for individuals and communities. If you would like to learn more about the MSC approach you can download *The Most Significant Change (MSC) Technique A Guide to Its Use* by Rick Davies and Jess Dart at: [www.mande.co.uk/docs/MSCGuide.htm](http://www.mande.co.uk/docs/MSCGuide.htm).

The ten steps laid out for an MSC process in this guide are:

- 1. How to start and raise interest:** Introduce the community to the MSC idea, raise their interest and get their commitment to participate.
- 2. Defining the domains of change:** The community decides what kinds of change they want to look at using a loose definition.
- 3. Defining the reporting period:** Decide with the community how often changes within the defined domains should be monitored.
- 4. Collecting SC stories:** Stories are collected from participants and field staff who are directly involved by asking a simple question such as “During the last month, in your opinion, what was the most significant change that took place for participants in the program?”
- 5. Selecting the most significant of the stories:** Respondents are encouraged to report why they consider a particular change to be the most significant one. Stories are shared through the hierarchy of the program, starting with the community, with each level selecting the stories they see as showing the most significant change within each selected domain and then sending their selected stories to the next level of the hierarchy.
- 6. Feeding back the results of the selection process:** When stories are selected, the criteria used to select them should be recorded and shared with all stakeholders.
- 7. Verification of stories:** The site where the selected story took place is visited to confirm the story was reported accurately and to gather additional information.
- 8. Quantification:** As possible, include quantitative data in the story and look at the extent to which the changes that took place in the story are happening in other project sites.
- 9. Secondary analysis and meta-monitoring:** Monitor the monitoring system- look at who participated, how they affected the outcome and how often different types of change are reported.
- 10. Revising the system:** Incorporate lessons learned from the process into the next round of story collecting.

# *PHE Champion*

## **Title of Story**

Your  
organization's  
logo



Photo of PHE Champion

Description of how the Champion is engaging or educating others about PHE

Introduction paragraph— who is the Champion and what are some highlights from their story?

Description of the PHE project and how the Champion worked with the project

Closing paragraph

Description of how the Champion's life has changed

Few sentences describing your organization, if you want