

Appendix A

Oral Consent for Focus Groups, semi-structured interviews, and questionnaires

Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the focus group/interview/questionnaire.

You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. This will be used to help improve youth peer education in your area, country and other places in the world. We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of a focus group/be interviewed/fill out a questionnaire. It may take up to an hour to be in a focus group discussion/interview/ half an hour to fill out a questionnaire.

You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.

We will protect information about you and your taking part in this study to the best of our ability including from other people in the program. Your name will not be written as part of the focus group/interview transcripts/on the questionnaire. The tape/questionnaire will be destroyed after it has been written without your name on paper/in a computer. If results of this research are published, your name will not be shown.

You will be paid _____/ not paid for your participation. You may leave the study at any time.

Do you have any questions at this time?

Are you willing to participate?

Can I start the tape/give you the questionnaire?

Signature of the interviewer certifying that informed consent has been given verbally by the respondent/date

ARCHIVAL #: _ _ _

Date of FG: _____

Start Time: _____

Place: _____

End Time: _____

Name of P.E. Program: _____

Gender of participants: Male or Female

Moderator: _____

Note taker(s): _____

Group interviews for *Technical Framework*

I. Peer educators

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- I'd like to present my colleague(s) _____ who will be taking notes.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve the program, youth peer education in your country, and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.
- You may leave the interview or the research study at any time.

- After the focus group is over, please do not share information discussed in the group with others. However, we cannot guarantee that information discussed in the group will not be shared, so consider this before discussing personal matters.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Before we begin our discussion, I'd like us all to agree to some ground rules so that everyone feels comfortable stating his or her opinion:

- Respect each others opinions even if different from your own
- Do not interrupt; everyone will have a chance to speak
- Maintain confidentiality about anything personal said during the discussion, by not discussing such things with others outside of this group
- All cell phones and pagers should be turned off so we can give each other our full attention

In order to keep your identity confidential during the discussion the code on the card in front of them is your new name for the focus group. Please call each other by the identification code and not by their names. Since you may know each it is okay if you accidentally say a person's name during the discussion because all names will be removed from the transcripts and the note-taker will not be writing down any names. Also, the tapes will be stored in a locked file cabinet and destroyed after the study.

Can I start the tape?

I just want to make sure everyone agrees to the rules we set for the focus group and is ready to participate. Is this correct?

Go round and have the young people quickly say their code, their age, and how long they have been in the program.

1. How did you become peer educators?

Probe: What were the reasons for deciding to join?
Who contacted you first?

Notes:

2. Please describe the training you have received.

Probe: What did you think of the training?
Did it prepared you for your work?

What would you change for next time?

Notes:

3. What are your personal goals in your peer education work?
Probe: What is the 'problem' as they see it (i.e. risk behaviors)?
What do they do to tackle the problem?
What are greatest personal challenges?
Did it prepared you for your future work?

Notes:

4. What have you done/do in your practice as a peer educator?
Probe: How do your peers respond to this?
What would you like to do differently?
What are the barriers and challenges?

Notes:

5. What kind of support do you receive in your work?
Probe: Supervision and technical support?
Emotional support?
How has this helped you in you your activities?
How could it be even better?

Notes:

6. How has the work affected you personally?
Probe: Positive effects and how
Negative effects and how

Reactions from friends and family.
How could life for peer educators be improved?

Notes:

7. What would you like to change about the program and program roles to make it even better?

Notes:

8. What does HIV (or AIDS) mean to you?

Notes:

ARCHIVAL #: _ _ _

Date of FG: _____

Start Time: _____

Place: _____

End Time: _____

Name of P.E. Program: _____

Gender of participants: Male or Female

Moderator: _____

Note taker(s): _____

Focus Groups for *Cooperation Domain*

Overview of topics to be covered:

Level of involvement at program stages

Quality of youth-adult partnerships

Stakeholder cooperation

Gender equity

I. Peer educators

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- I'd like to present my colleague(s) _____ who will be taking notes.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve the program, youth peer education in your country, and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the

interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.

- You may leave the interview or the research study at any time.
- After the focus group is over, please do not share information discussed in the group with others. However, we cannot guarantee that information discussed in the group will not be shared, so consider this before discussing personal matters.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Before we begin our discussion, I'd like us all to agree to some ground rules so that everyone feels comfortable stating his or her opinion:

- Respect each others opinions even if different from your own
- Do not interrupt; everyone will have a chance to speak
- Maintain confidentiality about anything personal said during the discussion, by not discussing such things with others outside of this group
- All cell phones and pagers should be turned off so we can give each other our full attention

In order to keep your identity confidential during the discussion the code on the card in front of them is your new name for the focus group. Please call each other by the identification code and not by their names. Since you may know each it is okay if you accidentally say a person's name during the discussion because all names will be removed from the transcripts and the note-taker will not be writing down any names. Also, the tapes will be stored in a locked file cabinet and destroyed after the study.

Can I start the tape?

I just want to make sure everyone agrees to the rules we set for the focus group and is ready to participate. Is this correct?

Go round and have the young people quickly say their code, their age, and how long they have been in the program.

As you know, your program was selected because of its successes and we would like to learn more about how it works. We'd to discuss the program from your own personal perspective as young people in the program. By this we mean the dynamics and partnerships you have with the adults involved in the program and the program itself.

First, lets talk about partnerships between young people and adults. To help guide the discussion I'd like to show you drawing that's called 'Hart's Ladder of Participation'. It is taken from adults and young people working with environmental problems. Its rather out of date and is not the answer but let's just use it as a starting point for discussion.

Present and quickly explain Hart's Ladder.

Describe how Hart's Ladder reflect the youth-adult partnerships the _____ program?

Probes: How could it improve? or Why is it so good?

(do not let discussion drift into technicalities but aim for the heart of Y-A dynamics).

All partnerships involve give-and-take, maybe a partnership is when a balance is found. Being able to work together. Youth and adults are different as are you roles in the program. Describe how this balance is achieved in your program.

Let's talk about your actual involvement or participation in the program.

Please describe your participation in the program.

Let's talk about actual decisionmaking. In a program such as this there are many steps in its creation. The development of the idea, the schedule, your training, the materials you use and what you do.

How are decisions made about these things in the program? Describe the process.

Prompts:

Different steps in the process.

Who finally decides and how.

Does this work?

What would you improve?

Stakeholders

There are many adults working involved in the program besides staff. For instance (parents, teachers, clinical persons, etc)

Gender

Now let's talk about gender and gender equity. (equity may need to be explained). We would like your perspectives and opinions as young men/women. You work with the subjects of HIV/AIDS and reproductive health and it is difficult to get away from the subject and differences between gender, and the interactions between them. Your program involves both young men and women and we'd like to discuss how you have found a balance in working together as men and women- this is not always easy.

What is gender equity for you?

How does gender equity relate to your work in the program?

Probe: Good & bad

Tell me about gender equity within youth-adult partnerships.

Why is it important?

How could it be better?

ARCHIVAL #: _ _ _

Date: _____

Start Time: _____

Place: _____

End Time: _____

Moderator: _____

Note taker(s): _____

Semi-structured interviews for *Technical Framework* and *Community Participation* domains

I. Program staff

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- I'd like to present my colleague _____ who will be taking notes.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve the program, youth peer education in your country, and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.
- You may leave the interview or the research study at any time. You can stop the interview and tape recorder saying 'Stop'.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Can I start the tape?

NOTE: Keep in mind that the information gained during these interviews will also be used to complete the Technical Framework Checklist.

Program background

- Please describe the program's working model and how you put it into practice.
- What other NGOs are also working with your target group or active in your program's catchment area?
- What kind of results or impact do you expect from your program?
- How will you know?

Program details

- Please describe the process of peer educator recruitment.
Probes: How are they selected? How representative are they of the community? Were they active in the community before joining the program? Are they still active after joining?
If applicable, how are direct beneficiaries (DB) chosen?
- Please describe the training they receive.
- How is peer educator retention?
- What do you believe motivates the peer educators to implement and stay involved in the program?
- Please describe the degree of peer educator self-determination and involvement in decision making.
- Describe how peer educators progress into other positions (super peers, coordinators, area educators, replicator leaders (RL)) within the program.
Probes: What do they need to do/accomplish in order to move into other positions?
How are they selected? What are the criteria?
- Please describe the individuals (parents, volunteers, paid staff, stakeholders) involved in the program and their roles.

Probes: How often do they meet? What are their responsibilities? What is the level of cooperation between them? Describe the actual support they provide to the program.

- Please describe any community involvement.

Probes: Describe the involvement of the other NGOs, faith organizations, governmental services working in the target area. How does the program collaborate with them?

- How cohesive is the program? (As in social capital)
- How sustainable is the program?
- Describe the level of trust and reciprocity among the peer educators in the program.

Probes: Are there differences between the roles and responsibilities of males and females in the program?

- Describe the level of trust and reciprocity between the peer educators and the adults involved in the program (parents, stakeholders, etc).

Probes: What is the level of youth involvement in decision-making? What value do the adults place on the youth having decision-making power in the program? (Thinking about Hart's Ladder.)

Evaluation

- Please describe any evaluations (formative, process or impact) that have been or are being conducted. (Obtain copies of evaluation forms, documents, etc.)

Interview guides

Parents Interview Guide

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve youth peer education in your area, country and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask, or hit the ‘Stop’ button on the tape recorder at any time.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.
- You may leave the interview or the research study at any time.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Can I start the tape?

Overview of program

1. What are the goals of the peer education program?
2. Do you think the program is effective at reaching its goals? Why?

Child's participation

3. What does your child do in the program?
4. Do you agree with your child's participation in the program? Why or why not?
5. Do you think your child receives any benefits from participating? What are the benefits?
6. Has your child changed because of involvement in the program? How?

Parent's participation

7. In what ways do you participate in the program?
Probe: Do you provide support or resources? Please describe.
8. How did you become involved in the program?
Probe: Who recruited them?
9. Why did you want to participate?
Probe: What are your personal reasons for being involved? Do they receive any benefits from participating? What?
10. Did you receive any training about the program? Please describe the nature and the duration of the training?
11. How do you communicate your ideas and/or concerns about the program?
Probe: With whom do you communicate? How are ideas/concerns received?
Are your ideas/concerns addressed to your satisfaction?
12. What influence do you have in the program?
Probe: Did you help develop the programs goals? Do you share the program's vision and leadership?
13. To what degree do you feel you are involved in the program?
Probe: Degree of ownership?
14. Please describe what the relationships are like between the parents, program staff, stakeholders, intermediaries, community members, and the peer educators? Do they work well together?
15. How does the program negotiate between the needs of parents, religion, schools, the laws, the donors, the program staff, and the peer educators? How do you resolve conflicts?
16. What are your future expectations for the program?
17. Is there anything that could make the program better? Please describe.

Interview guides

Intermediaries Interview Guide

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve youth peer education in your area, country and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask, or hit the ‘Stop’ button on the tape recorder at any time.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.
- You may leave the interview or the research study at any time.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Can I start the tape?

Overview of program

1. What are the goals of the peer education program?
2. Do you think the program is effective at reaching its goals? Why?

Participation

3. In what ways do you participate in the program?
 - i. Probe: Do you provide support or resources? Please describe what you do and who you work with in the program. Do they have direct contact with the peer educators?
4. How did you become involved in the program? Please describe the process.
 - i. Probe: Who recruited them? How long have they been involved? Did they have to do anything to be accepted by the program or peer educators?
5. Why did you want to participate?
 - i. Probe: What are your personal reasons for being involved? Do they receive any benefits from participating? What?
6. What is your perspective towards young people? How much should youth be involved and make decisions in the peer education program?
7. What influence do you have in the program?
 - i. Probe: Did you help develop the programs goals? Do you share the program's vision and leadership?
8. To what degree do you feel you are involved in the program?
 - i. Probe: Degree of ownership?
9. Please describe what the relationships are like between the parents, program staff, stakeholders, intermediaries, community members, and the peer educators? Do they work well together?
10. How does the program negotiate between the needs of parents, religion, schools, the laws, the donors, the program staff, and the peer educators? How do you resolve conflicts?
11. Is there anything that could make the program better? For example, are there problems with getting curriculum time or resources for the program? Please describe.
12. Are there other people that should be involved in the program? Who?
13. What are your future expectations for the program?

Interview guides

Stakeholder Interview Guide

Introduction – Consent

- Hello, my name is _____. I am a researcher from _____. I am going to tell you about the study we have asked you to participate in. You will be asked to give us your verbal consent before taking part in the interview.
- You have been asked to take part in a study to gain an understanding of the _____ program. We want to know what you think about the program and what you have learned from it. We are interested in your opinions. This will be used to help improve youth peer education in your area, country and other places in the world.
- We also want to learn how the program works and about your activities and involvement in it. We would like you to be part of the interviews. It will take about one hour for the interview.
- The research study has been approved by the national Ethics Committee at _____ and by the Ministries of _____.
- You are free to refuse to be in this study; it will not affect your involvement in the program. If you do participate, what we learn from you may help other peer education programs.
- We would like to take notes and tape record this interview. Your input is important and we want to make sure that we accurately record what you tell us. Feel free to not respond to any question we ask, or hit the ‘Stop’ button on the tape recorder at any time.
- We will protect information about you and your taking part in this study to the best of our ability including other people in the program. Your name will not be written as part of the interview transcripts. The tape will be destroyed after it has been written without your name on paper or in a computer. If results of this research are published, your name will not be shown.
- You may leave the interview or the research study at any time.

Do you have any questions about anything I have said so far?

Are you willing to participate?

Can I start the tape?

Overview of program

1. What are the goals of the peer education program?
2. Do you think the program is effective at reaching its goals? Why?

Participation

3. In what ways do you participate in the program?
 - i. Probe: Do you provide support or resources? Please describe what you do and who you work with in the program. Do they have direct contact with the peer educators?
4. How did you become involved in the program? Please describe the process.
 - i. Probe: Who recruited them? How long have they been involved? Did they have to do anything to be accepted by the program or peer educators?
5. Why did you want to participate?
 - i. Probe: What are your personal reasons for being involved? Do they receive any benefits from participating? What?
6. What is your perspective towards young people? How much should youth be involved and make decisions in the peer education program?
7. What influence do you have in the program?
 - i. Probe: Did you help develop the programs goals? Do you share the program's vision and leadership?
8. To what degree do you feel you are involved in the program?
 - i. Probe: Degree of ownership?
9. Please describe what the relationships are like between the parents, program staff, stakeholders, intermediaries, community members, and the peer educators? Do they work well together?
10. How does the program negotiate between the needs of parents, religion, schools, the laws, the donors, the program staff, and the peer educators? How do you resolve conflicts?
11. Is there anything that could make the program better? Please describe.
12. Are there other people that should be involved in the program? Who?
13. What are your future expectations for the program?

Appendix B

Tool for Assessment of Youth Peer Education TECHNICAL FRAMEWORKS

A. INTERVENTION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. The program has a clearly defined audience		1 2 3 4 5	
2. The program has clearly defined goals and objectives		1 2 3 4 5	
3. The program is based on sound behavioral and social science theory or evidence-based experience		1 2 3 4 5	
4. The program is focused on reducing specific risk behaviors		1 2 3 4 5	
5. The program provides ample opportunities for peer educators to practice relevant skills		1 2 3 4 5	
B. IMPLEMENTATION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. There is a realistic schedule for the implementation		1 2 3 4 5	
2. Staff are adequately trained to be sensitive to the needs of young people during the trainings and supervision of peer educators		1 2 3 4 5	
3. Peer educators are adequately trained to deliver the core elements of the intervention.		1 2 3 4 5	
4. Core elements of the intervention are clearly defined for staff, peer educators and maintained in the delivery		1 2 3 4 5	
5. The program is embedded in a broader context that is relevant to the targeted youth and community		1 2 3 4 5	
C. ORGANIZATION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. There is administrative support for the intervention at the highest levels		1 2 3 4 5	

2. There are sufficient resources for the current implementation, including peer educator training and supervision.		1 2 3 4 5	
3. There are sufficient resources for sustainability (does not mean self-sufficient)		1 2 3 4 5	
4. Adult decision-makers are flexible and open to youth input		1 2 3 4 5	
5. The program organization is embedded in a broader context that is relevant to the target population and community		1 2 3 4 5	
D. AUDIENCE/ PARTICIPANT ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. The program meets specified priorities and needs defined by the community		1 2 3 4 5	
2. For the targeted population, the peer educators are representative and culturally competent		1 2 3 4 5	
3. For the target population selected, the intervention is developmentally appropriate		1 2 3 4 5	
4. For the target population selected, the program is gender specific and sensitive		1 2 3 4 5	
5. The intervention as implemented is acceptable to the peer educators regarding the quality of youth-adult partnerships.		1 2 3 4 5	
6. The intervention as implemented is acceptable to the peer educators regarding the degree of youth involvement.		1 2 3 4 5	

Youth Peer Education assessment checklist

Youth-adult Partnerships

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. There is trust and mutual respect between the PEs and program <u>Coordination</u> .		1 2 3 4 5	
2. There is trust and mutual respect between the PEs and program <u>Management</u> .		1 2 3 4 5	
3. PE experience that their input and suggestions are taken seriously by program <u>Coordination</u> .		1 2 3 4 5	
4. PE experience that their input and opinions are taken seriously by program <u>Management</u> .		1 2 3 4 5	
5. PE experience that their input and suggestions are taken seriously by <u>Intermediaries</u> .		1 2 3 4 5	
6. PE experience that their input and suggestions are taken seriously by <u>Stakeholders</u> .		1 2 3 4 5	
7. PE do not feel manipulated by adult staff nor experience themselves as tokens or decorations.		1 2 3 4 5	
8. PE are given credit for their activities and achievements.		1 2 3 4 5	
9. Adults and PE can successful resolve differing points of view.		1 2 3 4 5	
10. Adult staff experience that PE understand their responsibilities and constraints.		1 2 3 4 5	
11. PE experience that adult staff understand their responsibilities and constraints.		1 2 3 4 5	
12. Program staff do not show favoritism resulting in PE conflict and confusion.		1 2 3 4 5	
13. PE experience that adult staff understand their thinking and feelings.		1 2 3 4 5	
14. The program facilitates the self-development of PE including leadership skills and decision-making capacities.		1 2 3 4 5	
15. The program provides adequate emotional support and skills development for handling difficult cases and field situations.		1 2 3 4 5	

16. There is a sense of fairness and equal treatment in the program.		1	2	3	4	5	
17. All in all, the program has balance in its youth adult partnerships.		1	2	3	4	5	

Youth Peer Education assessment checklist

Youth Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. PE have a clear understanding of the activities they carry out and why.		1 2 3 4 5	
2. PE are directly involved in the design and development of the activities they implement.		1 2 3 4 5	
3. PE are/were involved in the design and development of the materials they use.		1 2 3 4 5	
4. PE have/had the opportunity to revise already existing materials.		1 2 3 4 5	
5. PE feel that they have a platform to voice their opinions and be heard by <u>Coordinator(s)</u> .		1 2 3 4 5	
6. PE feel that they have a platform to voice their opinions and be heard by <u>Management</u> .		1 2 3 4 5	
7. Small cash incentives or in-kind tokens of appreciation are provided to PE.		1 2 3 4 5	
8. PE have representation on the program Board or comparable decision-making body.		1 2 3 4 5	
9. PE have a sense of ownership of the activities they implement.		1 2 3 4 5	
10. PE have a sense of ownership of the program.		1 2 3 4 5	
11. Budgetary issues that affect the PE are transparent and properly explained to them.		1 2 3 4 5	
12. PE feel they can influence the direction of the program.		1 2 3 4 5	
13. PE are satisfied with their overall level of involvement and influence in the program.		1 2 3 4 5	

Youth Peer Education assessment checklist

Peer Educator Cooperation

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Teamwork skills are taught and promoted in the program.		1 2 3 4 5	
2. Gender equity and equality are promoted including equal burdens and responsibilities.		1 2 3 4 5	
3. Guidance on conflict resolution is provided.		1 2 3 4 5	
4. PEs have an appreciation of diversity among people and themselves.		1 2 3 4 5	
5. The program promotes an atmosphere of trust and cooperation.		1 2 3 4 5	
6. PEs have a shared vision and commitment to the program and its goals.		1 2 3 4 5	
7. Program has PE group and recreational activities promoting friendships and team bonding.		1 2 3 4 5	
8. Staff does not practice favoritism that creates resentment and confusion.		1 2 3 4 5	

Youth Peer Education assessment checklist

Gender Equity & Equality

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. There is an acceptable balance of young men and women PEs in the program.		1 2 3 4 5	
2. Gender and gender issues are included adequately within PE training and supervision.		1 2 3 4 5	
3. Gender and gender issues are included adequately in PE supervision sessions.		1 2 3 4 5	
4. The program guides and promotes gender equality and equity within the program including equal burdens and responsibilities.		1 2 3 4 5	
5. The programs develops a critically consciousness among PE about gender and gender roles.		1 2 3 4 5	
6. Male and female peer educators feel respected by the opposite sex.		1 2 3 4 5	
7. The program promotes open and respectful discussions among PE about gender including sexual and reproductive health.		1 2 3 4 5	
8. The program teaches gender sensitivity to PE for use during activities with peers and target audiences.		1 2 3 4 5	
9. The program examines and addresses issues of gender violence, abuse and inequity.		1 2 3 4 5	
10. Mixed gender teams are often utilized during field activities.		1 2 3 4 5	

Youth Peer Education assessment checklist

PE Parental Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Parents are satisfied with their understanding of the program's goals and philosophy.		1 2 3 4 5	
2. Parents support the program's goals and activities.		1 2 3 4 5	
3. Parents support their children's involvement and see benefits for them.		1 2 3 4 5	
4. Parents see benefits for the community in involving their child.		1 2 3 4 5	
5. Parents perceive that they are involved in the program and have an influence.		1 2 3 4 5	
6. The program has recurring contact and outreach to parents.		1 2 3 4 5	
7. The program has meetings and activities for parents.		1 2 3 4 5	
8. The program has meetings and activities for parents.		1 2 3 4 5	

Youth Peer Education assessment checklist

Stakeholder Cooperation

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. <u>Stakeholder</u> feels adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
2. Stakeholder supports the program directly or indirectly.		1 2 3 4 5	
3. Stakeholder feels its voice is heard and that it has influence on the program.		1 2 3 4 5	
4. The program collaborates with the stakeholder in the planning and implementation of activities.		1 2 3 4 5	
5. Stakeholder and the program cooperate to avoid duplication of activities in the same area.		1 2 3 4 5	
6. Stakeholder provides financial or in-kind support to the program.		1 2 3 4 5	
7. Stakeholder and program share a common vision to promote the health of young people.		1 2 3 4 5	
8. Stakeholder is satisfied with the quality of communication with the program.		1 2 3 4 5	
9. There is a high level of trust between the stakeholder and the program.		1 2 3 4 5	
10. The stakeholder and the program exchange information and skills.		1 2 3 4 5	
11. The stakeholder has confidence in the programs level of competence.		1 2 3 4 5	
12. Stakeholder experiences benefits from collaborating with the program.		1 2 3 4 5	

Youth Peer Education assessment checklist

Community Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. <u>Community-based organizations</u> (CBOs) feel adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
2. CBOs support the program directly or indirectly.		1 2 3 4 5	
3. The program collaborates with CBOs in the planning and implementing of activities.		1 2 3 4 5	
4. CBOs experience benefits from supporting the program.		1 2 3 4 5	
5. CBOs provide financial or in-kind support to the program.		1 2 3 4 5	
6. <u>Community decisions-makers</u> feel adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
7. Community decision-makers support the program directly or indirectly.		1 2 3 4 5	
8. The program collaborates with community decision- makers in the planning and implementing activities.		1 2 3 4 5	
9. Community decision-makers experience benefits from supporting the program.		1 2 3 4 5	
10. Community decision-making bodies provide financial or in-kind support to the program.		1 2 3 4 5	
11. <u>Faith-based organizations</u> (FBOs) feel adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
12. FBOs support the program directly or indirectly.		1 2 3 4 5	
13. The program collaborates with FBOs in planning and implementing activities.		1 2 3 4 5	

14. FBOs experience benefits from supporting the program.		1	2	3	4	5	
15. FBOs provide financial or in-kind support to the program.		1	2	3	4	5	
16. The program promotes faithfulness and abstinence and not just condom use.		1	2	3	4	5	
17. The program collaborates with or works in local schools.		1	2	3	4	5	
18. The program collaborates with or works in local RH and HIV/AIDS/STI health services.		1	2	3	4	5	
19. The program carries out community-level activities.		1	2	3	4	5	

How to use the activity log:

Complete one row for each peer education (PE) activity performed. A PE activity is any activity that you perform to carry out the mission of your PE group. This includes *informal* and *formal* activities where you talk about PE topic(s) such as HIV, STIs, pregnancy, condoms, contraceptive methods, and any other health issues that affect your peers. PE activities also include participating in PE meetings, trainings, supervision, and preparations such as making materials, practicing, reading, and setting up activities. Please record each P.E. activity that you perform on a separate row in the log.

Reporting Period- write the inclusive dates that you are reporting (example: June 15-16).

Date- indicate the date you performed each activity.

Duration- indicate how long the encounter or activity lasted.

Location- indicate where the encounter or activity took place. For example, this could be on the street, in a clinic, or in a school.

P.E. - indicate how many other peer educators were present. If you were the only P.E. present write “1” in the box.

Activity- using the list of codes, indicate the types of methods you used for your activity. You can write more than one answer. Spontaneous or informal encounters are very important to record because they let people know all the work you do outside of formal activities.

Topic- using the list of codes, indicate which topic(s) you talked about. For example, if you were distributing condoms, write the code for “Condoms”. If you were doing preparations, please indicate which topic(s) the activity was about. More than one answer is possible.

Total # - write the number of people you talked with during the activity. Please write the number of male and female participants present. This may be zero if you were making preparations. In this case just put a “0” in the box.

Participant code- using the list of codes provided, indicate your relationship with the people you talked with. A primary relationship is with your friends and close family members. A secondary relationship is with people you know, but are not closest friends or family members. A tertiary relationship is with people you never met before. More than one answer is possible for this question. For example, you may be talking with a group of people some of which you know and others you don't know. In this case you would need to write both codes for secondary and tertiary.

New attendee- write in the number of new attendees during the activity or encounter. If you met with 6 people and 1 was a new contact write ‘1’. If you met 1 new attendee write ‘1’ in the total and here. If it is a large group you may have to guess.

Anonymous survey for exiting peer educators

You are being asked to fill out this questionnaire in order to help us understand why peer educators leave programs. It is completely anonymous and there will no way to trace the questionnaire back to you.

Please do NOT write your name or any other identification on this form.

Taking part in this survey is voluntary. If you choose to participate, please put the completed form in the locked box with everyone else's form. There will be no way to ever know which form is yours. You will receive no direct benefit from participating in this anonymous survey; however, the results of this survey may help us understand how to improve peer educator retention.

If you choose not to participate please place the blank form in the locked box to help us understand how many are refusing to participate. You can fill out portions of the questionnaire too.

Do you choose to participate: Yes No

Today's date: __ __/ __ __/ __ __

Sex (circle one): Male Female

How old are you today? __ __ years

Name of peer education program: _____

How long have you been a peer educator in the program (months)? _____

Please tell us the reason(s) why you are leaving the program. Check all that apply.

<input type="checkbox"/> <u>Had to leave:</u> Moving/starting school/new job/got married/new baby/work schedule changed/need to help at home	<input type="checkbox"/> <u>Too little support.</u> Not enough training/did not feel prepared to perform the activities/lacked knowledge about topics
<input type="checkbox"/> <u>Scheduling problems:</u> Program time is inconvenient or conflicts with other activities	<input type="checkbox"/> Did not get along with other peer educators/poor cooperation
<input type="checkbox"/> Illness/death among family	<input type="checkbox"/> Lost interest or was bored
<input type="checkbox"/> Personal illness	<input type="checkbox"/> Lack of opportunities
<input type="checkbox"/> Parents discourage or will not allow participation	<input type="checkbox"/> Did not get along with program staff or management
<input type="checkbox"/> Transportation problems/participation cost too much money	<input type="checkbox"/> It was embarrassing to talk about subjects like sex or HIV/AIDS
<input type="checkbox"/> Program takes too much time	<input type="checkbox"/> Too little influence on activities and decision making
<input type="checkbox"/> Few or no incentives	<input type="checkbox"/> Created social difficulties with my friends and other young people
<input type="checkbox"/> Was asked to leave the program	<input type="checkbox"/> Program was not what was expected

Other (please specify): _____