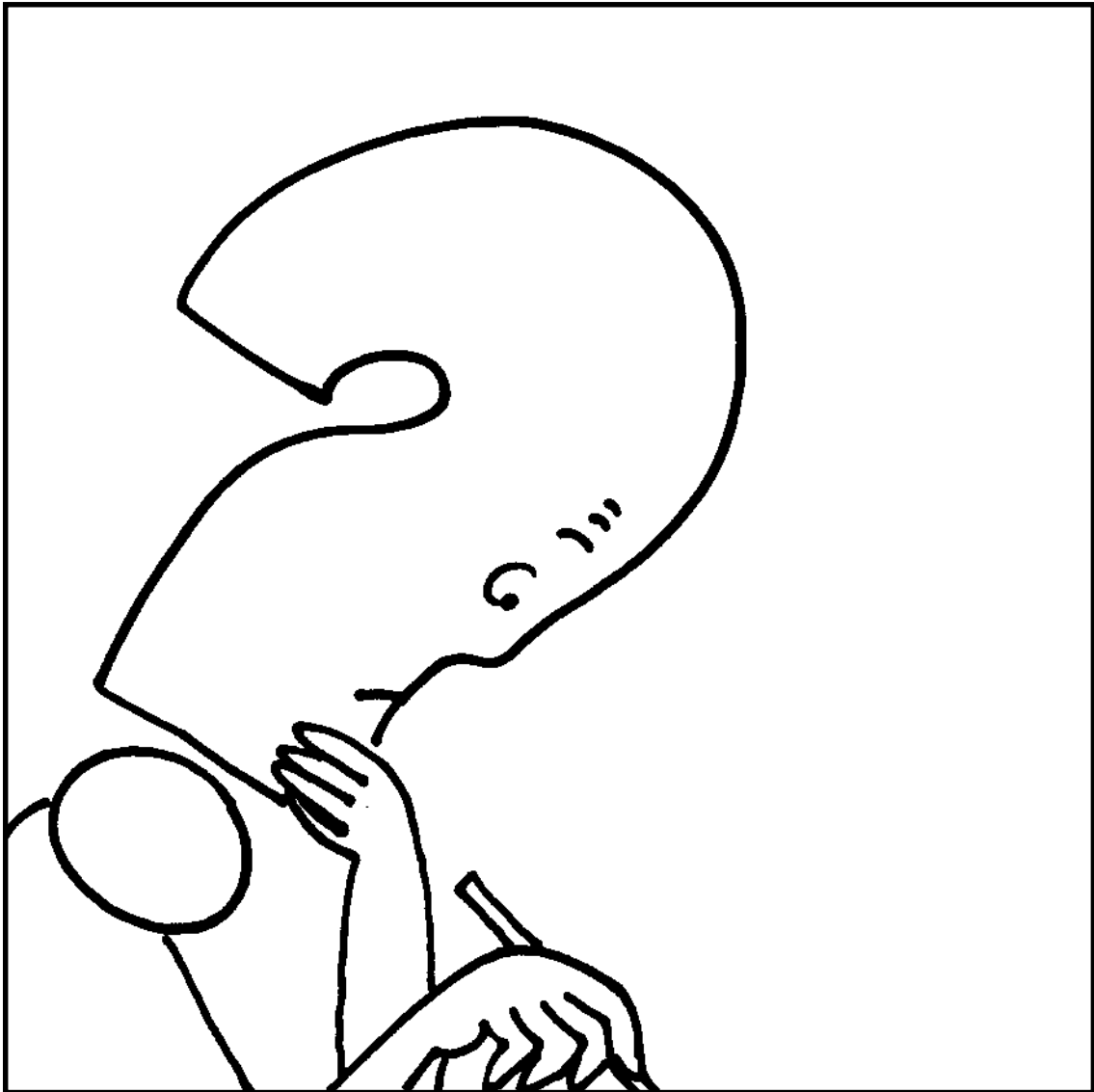


C

Programme Evaluation Instruments



Model pre-post test

Instructions to teachers

1. Tell the students that the questionnaire asks for personal answers so it is important to work alone and not communicate with anyone.
2. Hand out the questionnaires and ask the students to turn the questionnaires over (upside-down) and not begin until instructed to do so.
3. Remind students that they are not to write their names on the questionnaires. Explain that the questionnaire is confidential (no one will know who has given the answers). The answers will only be seen by researchers.
4. Tell the students that this is not a test on which they will be graded.
5. Read the instructions aloud to the students.
6. Tell the students that you will not walk around the room during the test, so that their answers will be completely private.
7. Ask if students have any questions about the questionnaire. Answer these questions, then ask them to complete the questionnaire.
8. Because some of the students may believe that some of the false statements are, in fact, true, it is important to discuss the correct answers with students as soon as possible following the questionnaire's completion and collection.

Instructions to students

1. The purpose of this questionnaire is to obtain information about your knowledge, attitudes and skills with respect to the prevention of HIV infection and AIDS. As well, you are asked to describe some of your intentions in the near future. The information you provide will be used to improve the quality of an HIV/AIDS/STD education programme.
2. We encourage you to answer all of the questions because your responses are important to this study.
3. Your answers will be kept confidential. No one will know how you answered these questions.
4. When you have completed the questionnaire, do not sign it. Your responses will be combined with those of other students your age for analysis.
5. Thank you for completing the questionnaire.

Age	Sex	Date

Your knowledge

Instructions: Read each question. Tick the answer that fits best. Some of these questions use the words “having sex.” This means sexual intercourse.

	True	Don't know	False
1. STD can be cured, but there is no cure for AIDS.			
2. One can recognize a person infected with HIV by how she/he looks.			
3. HIV is transmitted through semen and vaginal fluids and blood.			
4. You can get HIV if you have sex once, without a condom.			
5. You can get HIV by hugging or touching a person who has HIV or AIDS.			
6. A person can get HIV by giving (donating) blood.			
7. The more sexual partners a person has, the greater the chance of getting infected with HIV or a sexually transmitted disease.			
8. People who choose only healthy-looking partners won't get infected with HIV.			
9. There are drugs available that can help prolong the life of a person with AIDS.			
10. A good reason to delay sexual intercourse is the risk of HIV, STD and pregnancy.			
11. Assertive people get their way by overpowering others.			
12. If a person tries to get you to do something you don't want to do, you should either refuse, delay, or bargain with that person.			
13. Condoms protect a person from HIV and STD if they are used correctly every time one has sexual intercourse.			
14. A condom can be safely reused.			
15. “No condom, no sex” is a good rule to protect yourself from HIV and STD.			
16. It is important to keep condoms in a warm, moist place, before use.			
17. A person with HIV who is not allowed to attend school is an example of discrimination.			
18. A person can get HIV from living in the same home with a person who has HIV or AIDS.			
19. A person with AIDS who is sweating, vomiting and has diarrhoea needs extra food.			

Scoring procedures for knowledge items

Each correct answer receives one point.

– If the correct answer was **false**, a student would receive one point for answering, “false”.

– If the correct answer was **true**, a student would receive one point for answering, “true”.

– **Don't know** scores count 0 points, but the number of “don't know” responses should be recorded for each question.

Percentage of students correct, wrong, and “don't know” should be calculated. These scores when compared to the control group will provide you with information on the achievement of your knowledge objectives.

Scoring key

True: 1, 3, 4, 7, 9, 10, 12, 13, 15, 17

False: 2, 5, 6, 8, 11, 14, 16, 18, 19

Your attitudes

Instructions: Read each statement, and circle A if you agree, circle NS if you are not sure, or circle D if you disagree.

	Agree	Not Sure	Disagree
1. Young people should realize that if they do not protect themselves, they could get infected with HIV.	A	NS	D
2. It is alright to have sex without a condom, because your chance of getting infected with HIV is very low.	A	NS	D
3. It is alright not to have sex while you are a teenager.	A	NS	D
4. It is alright for young people to have sex without a condom if they know each other well.	A	NS	D
5. If people think they might have sex with a partner, they should carry a condom with them.	A	NS	D
6. A young person can inject drugs once in a while without the risk of getting infected with HIV.	A	NS	D
7. It would be alright with me to be in the same classroom with someone who has AIDS.	A	NS	D
8. People who have AIDS should be forced to live far away from other people.	A	NS	D
9. I would feel comfortable hugging a close friend who had AIDS.	A	NS	D
10. It is alright to say "no" to friends when they want me to do things I do not want to do.	A	NS	D
11. If your boy/girlfriend wants you to have sex, it is better to agree rather than to lose him/her.	A	NS	D

Scoring procedures for attitude items

Attitudes about	Questions	Scoring key
Peer pressure	10	A =3, NS = 2, D = 1
Abstinence/delaying	3	A =3, NS = 2, D = 1
	11	A =1, NS = 2, D = 3
Condoms	4	A =1, NS = 2, D = 3
	5	A =3, NS = 2, D = 1
Drugs	6	A =1, NS = 2, D = 3
Threat of HIV	1	A =3, NS = 2, D = 1
	2	A =1, NS = 2, D = 3
People with AIDS	7	A =3, NS = 2, D = 1
	8	A =1, NS = 2, D = 3
Caring for someone with AIDS	9	A =3, NS = 2, D = 1

Higher scores on each item reflect positive attitudes.

Overall attitude scores and scores on each attitude will be analyzed and the results from experimental and control groups, compared.

Your skills

Instructions: Try to imagine yourself in the story. Circle how confident you feel: very, somewhat, not at all.

<p>1. You like your boy/girlfriend very much. He/she wants to have sex with you, but you don't. How confident are you that you could refuse and still remain friends?</p>	Very confident	Somewhat confident	Not at all confident
<p>2. You have been going out with someone and you have been having sex without condoms. You have heard that using a condom is a good way to keep from getting infected with HIV. Your partner does not like condoms. You do not want to have sex anymore without a condom. How confident are you that you could refuse?</p>	Very confident	Somewhat confident	Not at all confident
<p>3. You have bought condoms to protect you and your partner when you have sex. You really want to use condoms. How confident are you in being able to use the condom properly?</p>	Very confident	Somewhat confident	Not at all confident

Scoring procedures for skill items

Higher scores reflect better skills.

Very confident = 3

Somewhat confident = 2

Not at all confident = 1

These scores will be analyzed by refusal skills (items 1 and 2), and condom skills (item 3); they could also be accumulated to obtain an overall skill score, and compared with the control group.

Your intentions

Instructions: Read each statement and circle the one that is most true for you.

In the next six months...

1	<p>A) I do not intend to inject drugs</p> <p>B) I might use injecting drugs</p>
2	<p>A) I do not intend to have sex</p> <p>B) I might have sex</p> <p>C) I might have sex with two or more people</p>

If you circled B or C in statement 2, please answer the following

In the next six months...

3	<p>A) I will use condoms with my sexual partners</p> <p>B) It is unlikely that I will use condoms with my sexual partners</p> <p>C) I will not have sex without a condom</p>
----------	--

Scoring procedures for behavioural intentions

Calculate the percentage of students who choose each response. Higher scores reflect safer behavioural intentions.

Question 1: A= 2, B= 0
 Question 2: A= 2, B= 0, C= 0
 Question 3: A= 1, B= 0, C= 1

When compared with control groups, effective programmes lead to increased percentages of students moving towards lower risk behaviour.

Additional questions for pre-post test

2 PROGRAMME
EVALUATION
INSTRUMENT

Your knowledge

Questions	T = True F = False
1. People with AIDS die from serious illnesses.	T
2. Gonorrhoea is an example of a sexually transmitted disease.	T
3. HIV may be passed from a mother to her unborn child.	T
4. You may get HIV from sharing unsterilized needles for drugs, tattooing, and ear or nose piercing.	T
5. You may get HIV by drinking from the same glass that a person with AIDS has used.	F
6. You may get HIV by eating food prepared by someone who has HIV or AIDS.	F
7. The best method of protection against HIV and STD is to abstain from sexual intercourse.	T
8. Some methods of protection against HIV or STD are better than others.	T
9. The birth control pill protects from HIV or STD.	F
10. There is no way to find out if you are infected with HIV.	F
11. AIDS can be cured if you are given medicines early enough.	F
12. Vaseline is a good lubricant to use with a condom.	F
13. Lubricated condoms break more often than those that are not lubricated.	F
14. If a condom slips off the penis, into the female vagina, she will become sick.	F
15. It is safe to have sex just once without a condom.	F
16. Being compassionate to a person with AIDS is dangerous because there is a good chance you will become infected with HIV.	F
17. People with AIDS should be encouraged to do as much as they can for themselves.	T
18. People with AIDS, who are upset, should be encouraged to cry or be angry.	T

Questions	T = True F = False
23. You may get HIV from sharing injecting needles and syringes for use of drugs.	T
24. You may get HIV by cutting your skin with an unsterilized razor blade or other sharp instrument that was used by someone else.	T
25. You may get HIV from toilet seats.	F
26. You may get HIV from wearing clothes that have been worn by another person with HIV.	F
27. A person who has an STD is at greater risk of getting HIV.	T
28. There is evidence that HIV can be spread by some types of insects.	F
29. There is no way to kill HIV on a drug injecting needle or syringe.	F
30. Once you are infected with HIV, you are infected for life.	T
31. Only a person who is sick with AIDS can give HIV to others.	F
32. A person can have a negative test for HIV and still be infected with HIV.	T
33. People infected with HIV are usually very thin and sickly.	F
34. The time from being infected with HIV to getting AIDS can be as short as 6 months to as long as 10 years or more.	T
35. There are drugs available that can help prolong the life of a person with AIDS.	T
36. A reason to get tested for HIV is so that you will not infect others.	T
37. The test for HIV looks for HIV antibodies.	T
38. Men and women often have very different thoughts about sexual intercourse.	T

Attitudes

Instructions: Read each statement, and circle A if you agree, circle NS if you are not sure, or circle D if you disagree.

	Agree	Not Sure	Disagree
1. It is a good idea for teenagers to delay having sex until they are older or married.	A	NS	D
2. A person does not have to feel bad about delaying or refusing sex.	A	NS	D
3. If I chose to, I could easily abstain from having sexual intercourse.	A	NS	D
4. I would be too embarrassed to use a condom.	A	NS	D
5. I would be too embarrassed to buy a condom.	A	NS	D
6. Using shared instruments (razors, knives) to cut the skin is alright if you do it only once or twice.	A	NS	D
7. A person who has AIDS should not be allowed to eat lunch with other students.	A	NS	D
8. I would stay away from someone in my class who had someone in their family with AIDS.	A	NS	D
9. People who have AIDS are getting what they deserve.	A	NS	D
10. I would be comfortable caring for someone who had AIDS.	A	NS	D
11. I feel we should do more to help people who have AIDS.	A	NS	D
12. I don't like it when friends talk me into doing things I know are dangerous.	A	NS	D
13. I think it is alright to accept gifts or presents from people I do not know.	A	NS	D
14. I would get tested if I thought I might have HIV.	A	NS	D
15. If I wanted, I would be able to be affectionate without having sexual intercourse.	A	NS	D
16. I am an assertive person.	A	NS	D
17. I try to support my friends when they do something that is healthy.	A	NS	D
18. If I were using drug injecting needles I would clean them with bleach.	A	NS	D

Scoring procedure for attitude items

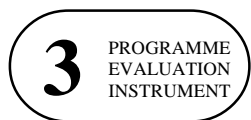
Question	Scoring key	Question	Scoring key
1	A =3, NS = 2, D = 1	10	A =3, NS = 2, D = 1
2	A =3, NS = 2, D = 1	11	A =3, NS = 2, D = 1
3	A =3, NS = 2, D = 1	12	A =3, NS = 2, D = 1
4	A =1, NS = 2, D = 3	13	A =1, NS = 2, D = 3
5	A =1, NS = 2, D = 3	14	A =3, NS = 2, D = 1
6	A =1, NS = 2, D = 3	15	A =3, NS = 2, D = 1
7	A =1, NS = 2, D = 3	16	A =3, NS = 2, D = 1
8	A =1, NS = 2, D = 3	17	A =3, NS = 2, D = 1
9	A =1, NS = 2, D = 3	18	A =3, NS = 2, D = 1

Higher scores on each item reflect positive attitudes.

Overall attitude scores and scores on each attitude will be analyzed and the results from experimental and control groups, compared.

Skills

<p>1. You are at a celebration where some of your friends are drinking alcohol. They want you to join them and are pressuring you to do so. If you did not want to join your friends in drinking, how confident are you that you could refuse?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>2. It is a Sunday afternoon, and you have been putting off your chores and homework all weekend. You have got enough work to fill the rest of the day. Your best friend calls to invite you to go to a movie that you have both been wanting to see. If you did not want to go with your friend, how confident are you that you could refuse?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>3. You are with a group of friends. One friend brings equipment to inject drugs. Some of your friends join in and seem to be having a great time. They urge you to join them. You know that sharing needles to inject drugs is an easy way to get infected with HIV. If you did not want to join your friends in injecting drugs, how confident are you that you could refuse?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>4. You find yourself alone in a deserted area with a boy you thought was quite nice. Suddenly he is saying things and touching you in a way that makes you feel very uncomfortable. He begins to pressure you to have sex with him. If you do not want to have sex with him, how confident are you that you could refuse and get out of the situation?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>5. You have been going with a boy for some time now and you have decided to have sex with him. One evening, when the two of you are alone, the opportunity for sex occurs. You even have a condom because you do not want to get HIV. However, your boyfriend becomes very upset and angry at you for thinking that he would use a condom. If you definitely do not want to have sex without a condom, how confident are you that you could refuse?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>6. You have selected a package of condoms and now must pay for them. As you get near the counter to pay for them, you notice the shop assistant is someone of the opposite sex. If you really wanted those condoms, how confident are you that you would still be able to buy them?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>
<p>7. You do not have money to buy a condom but you have heard that you can get them free at the local health centre. If you wanted to use a condom, how confident would you be to go to the health centre for condoms?</p>	<p>Very confident</p>	<p>Somewhat confident</p>	<p>Not at all confident</p>



Teacher feedback form

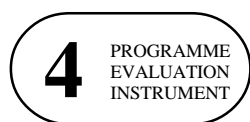
-
1. School / district: _____
 2. Grade level: _____
 3. Number of students in class: _____
 4. Sex of students: _____
 5. Sex of teacher: _____

Please fill in this form for Activity Number...

Answer the following questions by ticking **Yes** or **No**, and add comments:

	Yes	No
1. Was the activity clearly described?	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the activity relevant to students?	<input type="checkbox"/>	<input type="checkbox"/>
3. Was the language appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
4. Were the pictures/graphics appropriate?	<input type="checkbox"/>	<input type="checkbox"/>
5. Was students' participation satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>
6. Was students' learning satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>
7. Did students find the activity easy? (indicate which parts were found difficult)	<input type="checkbox"/>	<input type="checkbox"/>

- | | Yes | No |
|--|-------------------------------------|--------------------------|
| 8. Was class management easy for you? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. (if applicable) Were peer leaders helpful? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Was the Teachers' Guide useful for this activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Did the Teachers' Guide include all that was needed to carry out the activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Was it difficult for you to deal with the topics addressed in the activity? If so, which ones? | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. My suggestions for improvement of this activity are: | <hr/> <hr/> <hr/> <hr/> | |
| 14. My suggestions for improvement of the Teachers' Guide on this activity are: | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | |
| 15. How much classroom time was spent on this activity? (in minutes) | <input type="checkbox"/> | <input type="checkbox"/> |



Teacher interview

Notes to interviewer

1. Each question in the interview should be asked so that the teacher has a chance to expand or explain their answer.
2. Wait for the teacher's responses without influencing the answer.
3. Even though you will ask to tape record the interview, enter the responses as you hear them (i.e. tick the appropriate response choice) and record a few words that will help you elaborate or clarify an answer.
4. Expand or clarify answers from the tape recorder so that someone else can interpret them.
5. You will be asking these questions with reference to one class. If the teacher has taught the programme to more than one class, ask for reference to be made primarily to the latest class taught.

Teacher interview

A) Background information

1. Date of interview

Day	Month	Year

2. School/District _____

3. Sex (of teacher) Male Female

4. Sex (of students) Male Female Mixed

5. Number of hours in programme

		hours
--	--	-------

6. How many years have you been teaching?

 a) in total:

--	--

 b) this grade level/age:

--	--

 c) area/subject:

--	--

7. a) Do you have any training in teaching sexuality or AIDS, other than the teacher workshop you attended? Yes No

 b) If yes, specify what the training was: _____

B) Teacher attitudes about the programme

8. a) Would you want to teach this programme on HIV/AIDS/STD again? Yes No Only in part

 b) If not the whole programme, which parts would you want to teach? [*Tick one or more boxes, as appropriate*]

Unit 1	<input type="checkbox"/>	Unit 3	<input type="checkbox"/>
Unit 2	<input type="checkbox"/>	Unit 4	<input type="checkbox"/>

9. Rate the parts of the programme that you were most and least comfortable with

	Most	Least		Most	Least
The activities in unit 1:	<input type="checkbox"/>	<input type="checkbox"/>	The peer leader help:	<input type="checkbox"/>	<input type="checkbox"/>
The activities in unit 2:	<input type="checkbox"/>	<input type="checkbox"/>	Parent involvement:	<input type="checkbox"/>	<input type="checkbox"/>
The activities in unit 3:	<input type="checkbox"/>	<input type="checkbox"/>	Assertiveness skills:	<input type="checkbox"/>	<input type="checkbox"/>
The activities in unit 4:	<input type="checkbox"/>	<input type="checkbox"/>	Condom skills:	<input type="checkbox"/>	<input type="checkbox"/>

Other: _____

C) The students

10. What was the age range of students in your class? to
11. Generally, how was the reading level of the activities for most of your students? **Too high** **Alright** **Too low**
12. How would you describe the students' overall involvement in the programme's activities? **High** **Moderate** **Too low**

D) The parents

13. a) Did you receive any positive comments from the parents about the programme? **Yes** **No**
- b) If yes, how many? _____
- c) If yes, give an example: _____

14. How did you involve parents? [*Tick one or more boxes, as appropriate*]

- | | | | |
|----------------------------|--------------------------|-------------------|--------------------------|
| parent meeting | <input type="checkbox"/> | letter to parents | <input type="checkbox"/> |
| student activities at home | <input type="checkbox"/> | leaflet | <input type="checkbox"/> |
| parent/student interview | <input type="checkbox"/> | drama, exhibition | <input type="checkbox"/> |
| other | <input type="checkbox"/> | | |

E) The peer leaders

15. Did you use peer leaders to help you with the programme? **Yes** **No**
16. How much time did you spend training the peer leaders? hours
17. How effective were the peer leaders in the programme?
- | | |
|-----------------------------|--------------------------|
| Very effective | <input type="checkbox"/> |
| Moderately effective | <input type="checkbox"/> |
| Not effective | <input type="checkbox"/> |
18. a) Would you recommend any changes to the peer leader part of the programme? **Yes** **No**

b) If yes, what changes? _____

19. To what extent did the peer leaders help the students? Greatly Somewhat Little Not at all

20. How did the peer leaders help in classroom management? _____

F) Teacher training

21. a) How do you feel about the teacher training programme now that you have finished the programme?
 Very satisfied Satisfied Dissatisfied Very dissatisfied

b) If dissatisfied, why? _____

22. Was the training long enough? Too short Alright Too long

23. How well did the training prepare you for teaching the programme?
 Very well Quite well
 Not well enough Did not need the training

24. Do you have anything to add about the teacher training? _____

G) Evaluation of students

25. a) Did you use the evaluation materials to give the students a grade or mark? Yes No

b) If yes, which ones? [*Tick one or more boxes, as appropriate*]

true-false questions short answer questions

skill questions life situation questions

26. a) Are there changes you would like to make to the evaluation questions? Yes No

b) If yes, what changes? _____

H) Teaching methods

27. Were you able to make copies of the activity sheets for each student? Yes No

28. Did you write the activities on the blackboard? All Most Some None

29. Did you read the activities to the students? All Most Some None

30. Did you use small groups for the activities? Yes No

31. a) Did you have trouble carrying out the activities? Yes Some No

b) If yes, please tell us what the difficulties were: _____

32. Do you have any recommendations that would make it easier for you to use the activities?

I) Sensitive issues

33. a) Did sensitive issues come up while teaching the programme? Yes No

b) If yes, what were they? _____

c) Did the teacher's guide help you to deal with these issues? Yes No

d) If no, what other help would you like to see in the guide about sensitive issues? _____

J) Personal changes/issues

34. Did the programme affect you in any way? Yes No Don't know

If yes, in what way? _____

35. Will you change anything about the way you teach as result of the programme? Yes No Don't know

If yes, what will you change? _____

Checklist for student focus group

5 PROGRAMME
EVALUATION
INSTRUMENT

A) Background

1. Date of interview: _____
2. School/district: _____
3. Teacher: _____

4. Number of students in the group: (male/female) _____

B) Activities

1. Speaking generally: What did you think of the HIV/AIDS/STD Programme activities? What did you like and/or dislike?

2. Do you remember the four steps to an assertive message? What are they?

3. How did you find practising how to deliver an assertive message?

4. How did you feel about the condom activities? What did you learn from doing them?

5. What did you think about the discrimination and compassion activities towards the end of the programme? What did you learn from them?

6. How did you feel about the parent activities (if activities were done with parents)? Was it the first time you talked about those topics with your parents or other relatives?

7. Do you think your parents learned anything about HIV/AIDS?

8. Were there any activities you really liked? If so, which ones and why?

9. a) Were there any activities you really disliked? Which ones and why?

b) If yes, how would you change the activity to make it better?

10. What about the situations (scenarios) within the activities – were they useful?
Did you feel they were realistic/may happen to you or your friends?

11. Were you able to read and understand the language? Was it too difficult? Was it too easy?

C) Peer leaders (if used)

1. What did you think about the use of peer leaders in the programme? Were they helpful? Were they used too much/too little?

2. Were the peer leaders well chosen?

3. Would you have liked to be a peer leader? Why?

4. Would you change anything about the peer leader role to make them more useful?

D) Overall evaluation

1. Do you think you can now protect yourself from HIV/AIDS/STD? How? What about in the future?

2. Did you talk about HIV/AIDS/STD with your friends? With your boy/girlfriend? With friends who did not have such a programme? With siblings or cousins? In your church youth group?

3. Do you have any other comments to add? (e.g. – were there any aspects which really bothered you about the programme that you haven't already mentioned? Were there other aspects which you were pleased about?)

Parent interview

6 PROGRAMME
EVALUATION
INSTRUMENT

The parent interview format will depend on the type of activities planned for parent and family involvement. Choose from the questions below those you think are relevant and add others.

A) Background

1. Date of interview: _____
2. School/district: _____
3. Teacher's name: _____
4. Sex of parent: _____
5. Sex of student: _____

B) Possible questions

1. How do you feel about your son/daughter learning about sex and AIDS at school?

2. Have you seen any of the materials used in the programme? Which ones?

3. Have you attended any parent meeting about the programme?

4. The HIV/AIDS/STD programme in the school focuses on learning information and skills to prevent HIV and STD. Overall, what do you think of involving parents in such a programme?

5. Has your son/daughter taken the initiative to talk to you about the HIV/AIDS/STD programme that he/she is taking/has taken in the school?

6. Have you taken the initiative to ask your son/daughter about the programme?

7. Did you use some of the suggested questions in the booklet?

8. Did you do any of the Student/Parent activities with your son/daughter? Which one(s)?

9. Who did the activities with your son/daughter? (mother; father; both; other relative, specify)

10. Were any of the other children involved in doing the activities?

11. About how much time was spent on the activities that you did with your son/daughter?

12. How did you find the activities (language, pictures, too personal, too much information, unclear)

13. Had you discussed sexuality with your children before the programme?

14. Had you discussed AIDS/STD with your children before the programme? With other children in your family?

15. Did you find it difficult? Why?

16. Where do you think your children learn about sexuality outside the family and school?

17. Would you recommend that other parents participate in the parent/guardian activities with their son/daughter?

18. Do you think the programme has affected your son/daughter in any way – either a positive or negative way?

19. Do you feel you learned something from this programme? What?

20. Are there changes you think should be made in the programme or do you have any comments that you would like to make?

This ends the interview. Thank you for the time you have spent with me completing this interview and for all your comments and suggestions. We hope that your son/daughter has benefited from the programme.

Peer leader form and checklist for focus group

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Notes to interviewer

1. Explain to the peer leaders that the function of this session is to obtain their perceptions of their training to be peer leaders and the experience of being a peer leader.
2. Explain that you would like them to complete the attached form before discussing the experience in the group.
3. Hand out a form to each peer leader. Give them sufficient time to finish the form. Stress that they do not have to sign the form.
4. Ask the questions in the checklist allowing an open discussion of each topic. Use appropriate probes where necessary.
5. If possible, tape the discussion. If this is not possible, record words or expressions that will aid you in transcribing important information at a later date.
6. Thank the students. Collect the completed forms.
7. Summarize pertinent comments from the interview and submit this summary and the completed forms to the programme evaluator.

Peer leader survey

A) Background information

1. Date of interview:

Day	Month	Year
2. School/District: _____
3. Sex: Male Female
4. Age: years

B) Peer leader training

5. Did you receive any training to be a peer leader? [*If no, skip to 9*] Yes No
6. What did you find most interesting in your training? _____

7. a) Do you think the training helped you to be a better peer leader? Yes No Don't know
- b) If yes, what specific aspects were most helpful? _____

- c) If no, what kinds of things would have helped you? _____

8. Please evaluate the following aspects of the training by ticking the appropriate box.
- | | Good | Fair | Poor |
|---|--------------------------|--------------------------|--------------------------|
| The peer leader manual or materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor(s) that conducted the training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of time given to training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The skills you learned in the workshop | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C) The peer leader experience

9. Please evaluate the following aspects of your peer leader experience by ticking the appropriate box.
- | | Good | Fair | Poor |
|-------------------------------|--------------------------|--------------------------|--------------------------|
| My contribution to discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My help to the teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	Good	Fair	Poor
My listening to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to give support and help to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to write activities on the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My ability to read parts of activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help you received from your teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reactions of your peers during the activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reactions of your peers after class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. a) Would you be a peer leader again if you were asked? Yes No Don't know

b) Why? _____

Checklist for group discussion

1. What aspects of being a peer leader bothered you?

2. What aspects did you like?

3. What did you find most difficult?

4. What changes would you like to see, if you were asked to do this task again?

5. How would you improve the training you received?

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School director's interview

Notes to interviewer

Each question should be asked in an open-ended way. Wait for the responses and only use the probes or response choices if the director gives no response or the question is not understood.

Record responses as you hear them (i.e. – tick the appropriate response) and write down the main points of what was said when elaboration is needed. Note and expand the explanation for responses where given so that someone else can interpret them.

School director's interview

A) Background

1. Date of interview

Day	Month	Year
2. School/District: _____
3. Sex: Male Female

B) General views of the programme

4. What are your overall impressions of the programme?

Very good	Good	Fair	Poor	Very poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How enthusiastic were you about having it taught in your school?

High	<input type="checkbox"/>	Moderate	<input type="checkbox"/>	Low	<input type="checkbox"/>
-------------	--------------------------	-----------------	--------------------------	------------	--------------------------
6. a) How did the community, excluding students' parents, react to the implementation of the programme?

Positively	<input type="checkbox"/>	Negatively	<input type="checkbox"/>	Don't know	<input type="checkbox"/>
-------------------	--------------------------	-------------------	--------------------------	-------------------	--------------------------

b) Who reacted negatively? How did you respond? _____

15. a) Could the programme developers improve the programme to help you and your teachers with the implementation?

Yes

No

b) If yes, how? _____

E) Parent/guardian involvement

16. a) Did you receive any positive comments from parents about the programme?

Yes

No

b) If yes, from how many parents? _____

c) What kinds of comments were made? _____

17. a) Did you receive any negative comments from parents about the programme?

Yes

No

b) If yes, from how many parents? _____

c) What were the comments? _____

18. a) Was there additional help/information you would like to have had for the parents/guardians?

Yes

No

b) If yes, what do you need? _____

F) Issues

19. Did any of the teachers come to you with problems?

Yes

No

20. If yes, what were the problems? _____

21. How was the teachers' overall response? _____

22. Who were the teachers most in favour of the programme? (gender, age) _____

23. What kind of support did you get from the Ministry/Administration? _____

24. Do you have any other comments to add? (e.g. Were there any aspects which really bothered you about the programme that you haven't already mentioned? Are there aspects that you were pleased about?)

