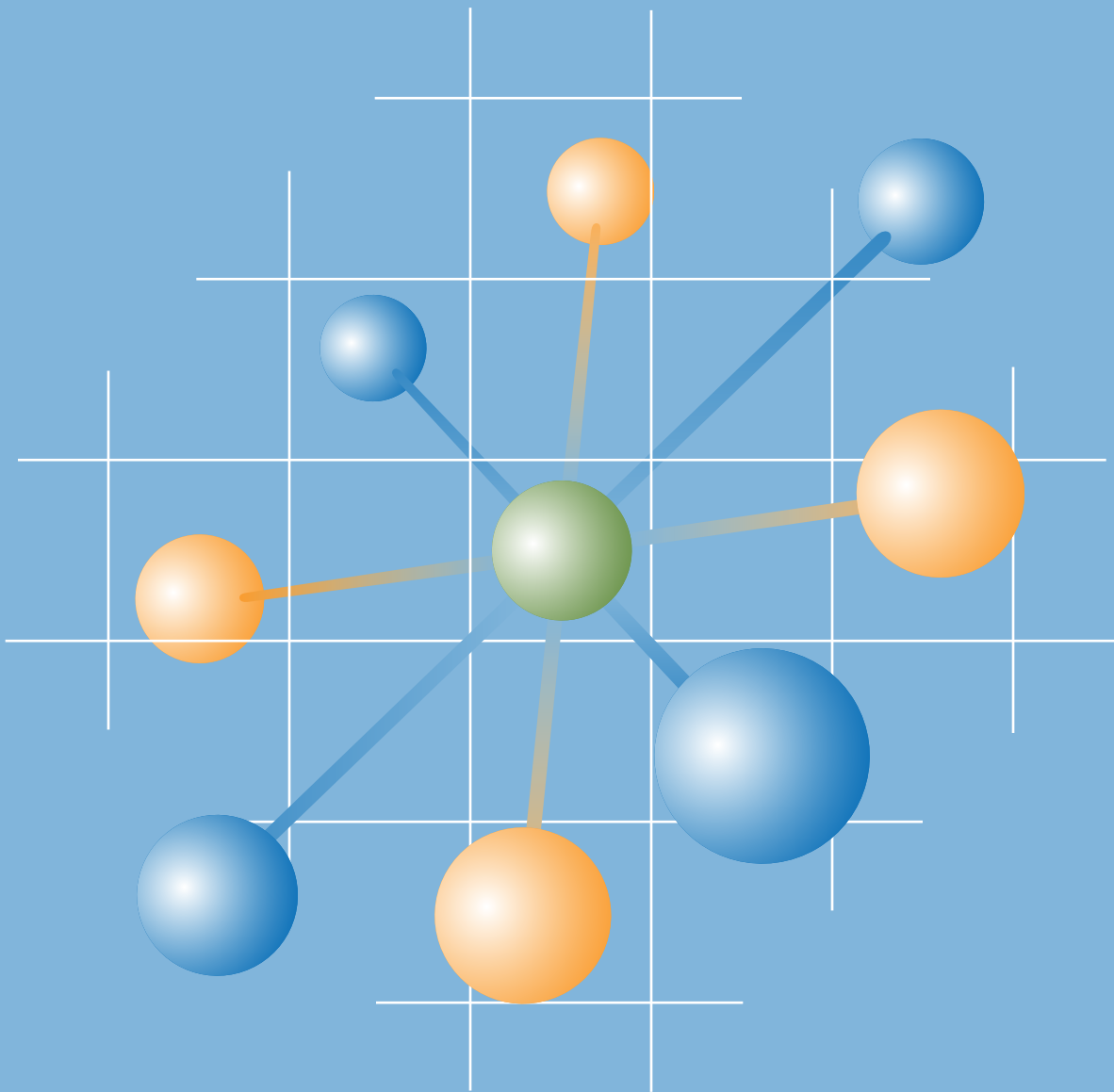


Youth Peer  
Education Toolkit

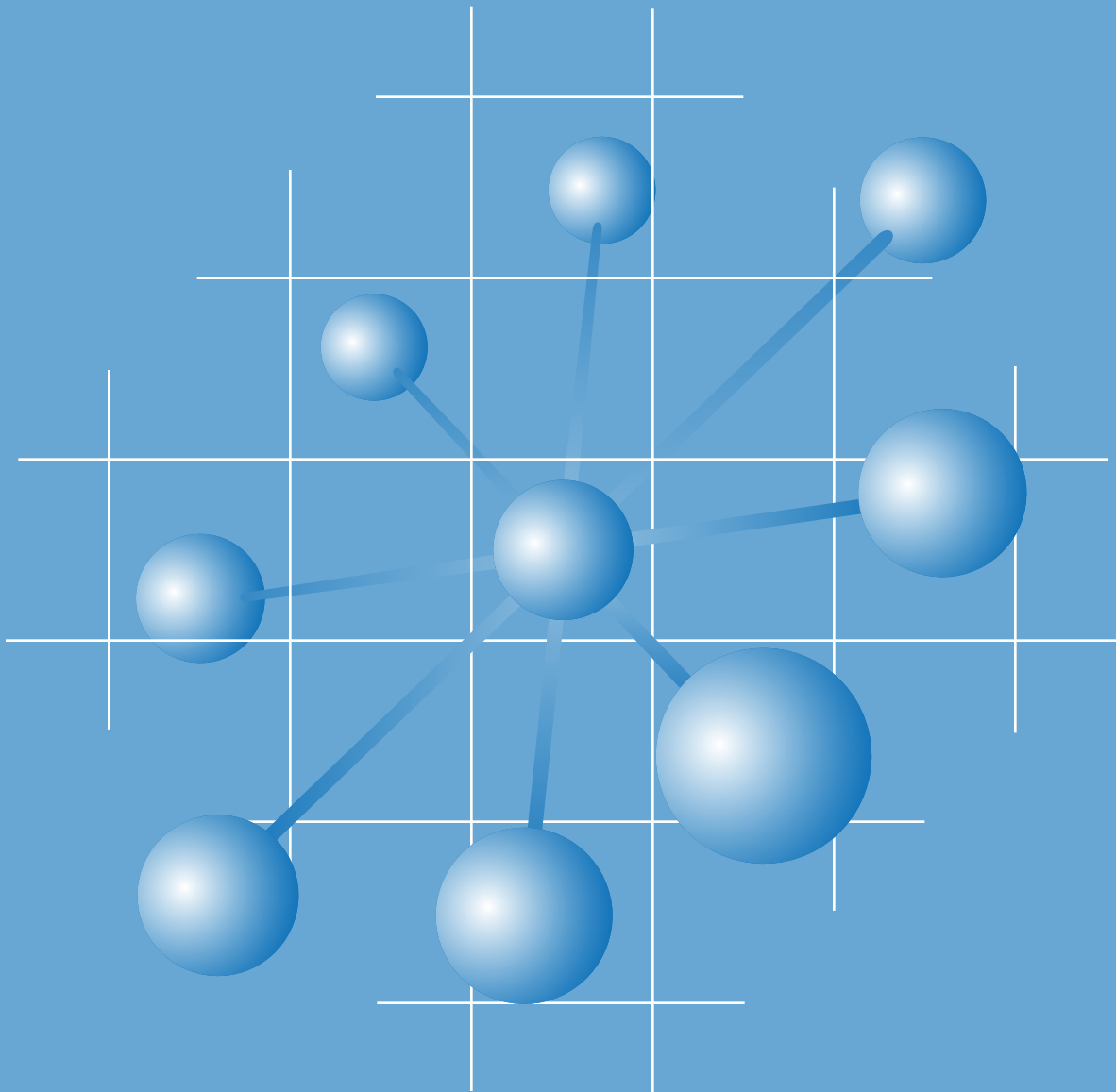
# Assessing the Quality of Youth Peer Education Programmes



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**Youth Peer  
Education Toolkit**

# **Assessing the Quality of Youth Peer Education Programmes**



This publication was made possible through funding from the U.S. Agency for International Development (USAID) to Family Health International (FHI)/YouthNet programme. This publication is part of a Youth Peer Education Toolkit, developed in collaboration with the United Nations Population Fund (UNFPA), for the Y-PEER (Youth Peer Education Network) Programme.

YouthNet is a five-year programme designed to improve reproductive health and prevent HIV among young people. The YouthNet team is led by FHI and includes CARE USA and RTI International. This publication is funded in part through the USAID Cooperative Agreement with FHI for YouthNet, No. GPH-A-00-01-00013-00.

UNFPA is an international development agency that promotes the right of every woman, man, and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

The Y-PEER Programme has worked since 2001 with country partners to build the capacity of national non-governmental organizations and governments to implement, supervise, monitor, and evaluate peer education programmes to prevent HIV/AIDS and improve reproductive health. The Y-PEER initiative has been spearheaded by UNFPA in partnership with FHI/YouthNet, United Nations Children's Foundation (UNICEF), and others. Y-PEER, launched in 27 countries of Eastern Europe and Central Asia, is now spreading to other regions of the world, including the Arab states and Africa.

The opinions expressed in this document do not necessarily reflect the policies of UNFPA, USAID, or FHI. The principles and policies of UN agencies are governed by the relevant decisions of each agency's governing body, and each agency implements the interventions described in this document in accordance with these principles and policies and within the scope of its mandate.

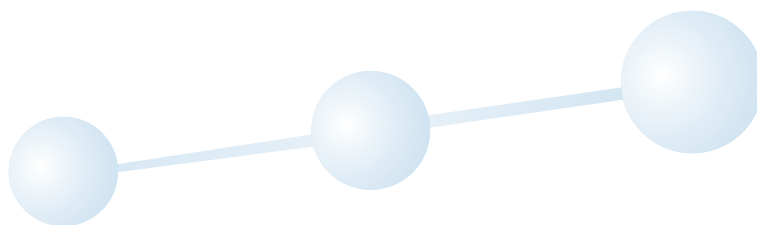
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ISBN: 1-933702-06-0

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## Acknowledgements

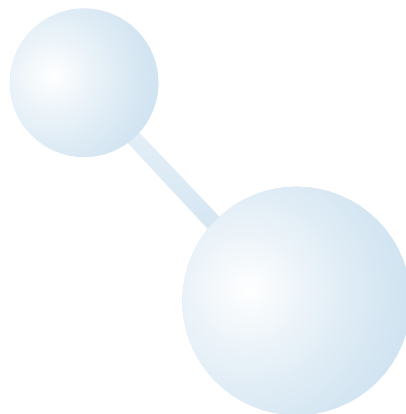
This publication was developed by Dr. Gary Svenson, a senior research associate at Family Health International (FHI)/YouthNet, working in conjunction with a number of colleagues through a research project on peer education. The tool was a product of a multi-year YouthNet research project in Zambia and the Dominican Republic, which Svenson led as primary investigator, with Holly Burke of FHI as project assistant.

Many others supported the research project. For a discussion of the research and a full list of the many people who assisted, please see the acknowledgements and text of *Formative Research on Youth Peer Education Program Productivity and Sustainability: Youth Research Working Paper No. 3*, available at: <http://www.fhi.org/en/Youth/YouthNet/Publications/YouthResearchWorkingPapers.htm>.

Assisting specifically with this publication were Alice Hazemba, a consultant who is a registered midwife and researcher at the University of Zambia, and the following who helped pilot the assessment during the research in Zambia: Simon Chizebuka, Cecilia Mwila, Chris Lubasi, Chipili Chipili, Moses Sakala, and Dr. Margaret Maimbolwa.

A useful format and publication for programme settings came from *Clinic Assessment of Youth Friendly Services* by Senderowitz, Solter, and Hainsworth (Pathfinder International, 2002).

Thanks to the following who reviewed the publication in draft form: Hally Mahler of the Academy for Educational Development; Cindy Waszak Geary, JoAnn Lewis, Tonya Nyagiro, Maryanne Pribila, and Jane Schueller of FHI; Gwyn Hainsworth of Pathfinder International; Aleksandar Bodiroza and Marija Vasileva-Blazev of the United Nations Population Fund; and Shanti Conly and Mahua Mandal of USAID. Also, at FHI, thanks to William Finger for editorial assistance and Karen Dickerson for copyediting. Dick Hill of HillStudio did the design and layout.



## Introduction

This tool is designed for assessment teams, project managers, supervisors, and others to assess the quality of community-based youth peer education (YPE) programmes. Identifying ways to improve the operation of YPE programmes is challenging. This tool provides instruments and a process that can help in this task. It is *not* designed to measure the impact of a YPE programme in a formal evaluation or research project. However, findings from assessments using this tool could be components in more formal evaluations.

The tool is based on eight checklists, which were developed and validated in a two-phase research study on the productivity, sustainability, and effectiveness of YPE programmes. The formative phase of the research included the development of the checklists. The second phase included the testing and validation of the checklists. The research was conducted in two distinctly different cultural settings, in Zambia and the Dominican Republic. A report of the formative research findings, with a discussion of how the checklists evolved, can be found in *Formative Research on Youth Peer Education Program Productivity and Sustainability: Youth Research Working Paper No. 3* by Gary Svenson and Holly Burke.<sup>1</sup> This tool was piloted as part of the second phase of the research project, and adjustments were made as needed.

In the research, seven key themes emerged that contribute to the quality and effectiveness of a YPE programme. A checklist summarizes key items under each theme. The study included an eighth technical frameworks checklist, adapted from an existing tool developed by the U.S. Centers for Disease Control and Prevention (CDC) on technical aspects of an HIV prevention intervention.<sup>2</sup> Each of the checklists contains individual items to assess. There are a total of 107 items in the eight checklists.

The technical frameworks checklist provides an overview of the programme and hence overlaps in some ways with the other seven. Some might find it useful to consider the technical frameworks checklist first, while others may find it most helpful to use it in the last part of the assessment so that it functions as a summary. A description of the eight checklist areas follows, drawing on findings from the research study.

- **Stakeholder cooperation.** A stakeholder is a person or organization that holds an important or influential community position, and has an interest, investment, or involvement in the programme. Stakeholders include governmental agencies; donors; policy-makers; and non-governmental, community-based, and faith-based organizations. Clinics, youth centers,

and schools that collaborate with the programme are also stakeholders. Stakeholders may work with programme staff or the peer educators. To facilitate cooperation and trust, programmes need to keep stakeholders informed of their strategies, work plans, and activities. Cooperation can include regular meetings, joint initiatives, and a shared vision and agenda to promote the well-being of local young people.

- **Parental involvement.** Often overlooked, the attitudes of peer educators' parents and the degree of parental involvement may be crucial for YPE programme success. Programmes should reach out to parents and involve them. Parents are gatekeepers who allow their children to participate as peer educators and can motivate them by encouraging their activities. Parental involvement can increase retention and improve a programme's anchorage within the community.
- **Youth involvement.** Meaningful youth involvement is critical for peer educator retention, motivation, and productivity. Youth involvement refers to the degree of empowerment and decision-making that youth are able to assume through established organizational mechanisms. Opportunities for meaningful involvement require adequate training and supervision that can increase youths' decision-making skills and proficiency in carrying out their responsibilities.
- **Youth-adult partnerships.** Youth-adult partnerships are a step beyond youth involvement. This partnership requires work and initiative from both youth and adults, although adult staff members often need to initiate and facilitate the process within given organizational structures. A balanced youth-adult partnership includes the following components: direct youth involvement, open communication, trustworthiness, mutual respect, mutual sharing of positive and negative responses to the actions of others, and adult support.
- **Peer educator cooperation.** Cooperation and teamwork among the peer educators are important for retention and productivity. The camaraderie and friendships developed in a peer educator group are strong motivators to join, be active, and remain in a programme. Peer educators need a shared vision and commitment to the programme and its goals. Staff should encourage cooperation through group activities to increase peer educators' self-esteem and social skills. Staff should also provide supervision regarding conflicts.
- **Gender equity and equality.** Peer educators need to understand how gender influences their own attitudes and behaviors. Working in mixed groups in the field allows peer educators to practice new roles under the guidance of staff and to serve as role models for other youth. Training and supervision should cover not only biological differences but also the influence societal gender roles have on reproductive health and HIV/AIDS and on their performance as peer educators.



- **Community involvement.** The degree of cooperation between a YPE programme and the local community where it operates, including various stakeholders, is important. Broad community support is critical to programme productivity and sustainability because it increases the motivation of youth peer educators and involvement of parents as well as the responsiveness of the programme to the community and its institutions.
- **Technical frameworks.** The CDC framework, adapted here for YPE programmes, includes four parts: programme design, implementation, management, and responsiveness to the target audience. In this case, the technical framework needs to be responsive to the audience from which the peer educators are recruited and where activities are conducted. The technical or operational frameworks of YPE programmes have the same requirements as non-YPE programmes but with the added responsibility of directly involving young people.

### How to use this tool: the assessment process

The assessment involves three major steps.

1. **Plan the assessment and assemble and train the team.** Careful planning is needed, including identifying the team members and providing training (particularly on interviewing skills).
2. **Conduct interviews.** The assessment team conducts interviews with the various stakeholder groups, including the peer educators themselves. The team compiles the data and impressions from the interviews into notes that can be referenced. This tool includes sample interview questions to be used with peer educators, staff and management, parents, and stakeholders.
3. **Complete checklists and develop report.** The team uses the notes and team meetings to complete the checklists, as well as other information on the programme that the team gathers. Included in this tool are the eight checklists, along with a suggested instrument, *Summary of Checklist Results*.

How this tool is used depends on several factors: the goal of the programme, the stakeholders involved, available resources, logistics (e.g., how close the peer education projects are), the structure of the sponsoring organizations, the communities, donor needs, and others. Ideally, an assessment team would take two to three days to conduct interviews and complete the checklists. This could vary depending on the size of the programme, availability of the interviewees, and other logistical issues.

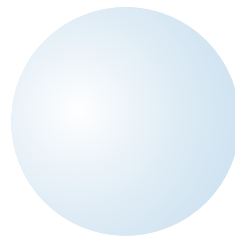
If a project must reduce the number of interviews in order to shorten the process, it is most important to interview the peer educators themselves and the programme staff and management. But, without interviews with the other stakeholder groups, a full picture of the programme will not be available. Interviewing parents and community stakeholders will add depth to the findings.

The tool can be used as an ongoing monitoring approach, if that is useful for the programme. If used as part of a formal evaluation, the data gathered using this tool should be part of a baseline and end-line assessment, which could include other types of data about the project.

Before the assessment team begins its work, a briefing about the assessment should be done with the programme and all of its participants, especially those individuals and groups to be interviewed. It may be necessary to notify or obtain permission from the parents of the peer educators to be interviewed, depending on their age.

The briefing should include the purpose of the assessment and how the results will be used (and by whom). The assessment procedures and the types of questions to be asked should be discussed. The issues of confidentiality and anonymity need to be explicit. An official letter from a government agency (e.g., the ministry of health) giving permission for the assessment is necessary in many countries.

Other types of activities related to the assessment are not discussed in this tool. For example, this tool does not offer details on how to conduct programme field assessments in general, such as gathering background materials, writing reports, and other necessary steps. An excellent reference on field assessments is the *Rapid Assessment and Response Technical Guide* compiled by the World Health Organization.<sup>3</sup> Similarly, this tool does not discuss action plans that might be taken as a result of using this tool. A sample action plan format is included in *Clinic Assessment of Youth Friendly Services* by Pathfinder International.<sup>4</sup>



## Step 1

# Plan Assessment, Assemble and Train Team

A donor, a stakeholder institution, a YPE programme, or an evaluator will identify the programme(s) for the assessment and a team leader. The team leader conducts a desk review of programme descriptions, reports, work plans, manuals, and strategy documents, including issues related to organizational structure, operations, stakeholders, and collaborators in the community. If the team leader is not based in the area where the assessment is to be done, a pre-assessment visit to the programme site is highly recommended to gather programme details and introduce the assessment to project staff, peer educators, and stakeholders.

The ideal assessment team would be composed of adults and youth experienced in youth peer education and in working with youth, with two adults and two young people of mixed sexes. This demographic mix can help facilitate open discussions about youth-adult and gender perspectives. The team will need to be trained to use the interview guides and checklists (see Steps 2 and 3).

The team members should have the basic skills needed for such an assessment, including local language fluency, interviewing skills, note-taking and report writing abilities, and related professional experience. Also, they must be trained in and adhere to ethics regarding confidentiality and special issues for interviewing youth. The content of the interviews can contain personal views or sensitive information that must remain confidential. The sharing of information gained in interviews is not only unethical but can cause damage to individuals or a programme. The integrity and objectivity of the team is crucial to the success of the assessment.

Depending on the skills and experience of the team members, training could range from one to three days. At the least, all members need to be familiar with the interview guides, the checklists, and the basic structure of the programmes being assessed. During the training, the team should review the interview guides (see Step 2, below) and adapt them to the local programme and its environment.

Other training and planning may involve role plays between adult and youth team members to help them work as a team during interviews, background sessions on the topics covered by the checklists (such as youth-adult partnerships), and clearly developed approaches for recording notes from the sessions. The training should be interactive with periods of discussion and feedback, conducted by the team leader or a consultant.

## Step 2

## Conduct Interviews

The assessment team conducts interviews with the various groups supporting the programme, including the peer educators themselves. The interviewers should be experienced in interviewing and know the local culture. The teams will work in pairs during the interviews (an interviewer and a note-taker, ideally one youth and one adult). Skilled note-taking is important because the notes will be used later for the checklist ratings.

Group or individual interviews can be used. Group interviews require less time and personnel and will generally suffice for nearly all groups, except for interviews with key staff such as programme coordinators, trainers, and management. Responses from these groups tend to be more open and frank when interviewed without the presence of peer educators or their supervisors. Some stakeholders may have to be interviewed individually because of distances involved. Parents can be interviewed as a group if this approach can be coordinated. Peer educators should be interviewed in small, interactive groups of no more than 10 people. In many cultures it may be necessary to interview them in both mixed-sex and single-sex groups.

Many items on the checklists may be considered too direct or personal to ask. During the piloting of the checklists, four interview guides were developed to help interviewers ask about such personal or difficult questions. The four guides are organized according to the group to be interviewed: peer educators, staff and management, parents, and stakeholders. The guides for the peer educators and staff and management are organized to a large extent by the checklist themes because comments from these two groups relate to most of the themes. The two for parents and stakeholders are more general about their involvement with the peer educators and the programme's operation. The guides are the first instrument in this publication.

How the team uses the interview guides will vary, depending on the experience of those being interviewed and the type of issue under discussion. Some participants may respond to direct questions while others will need to be gently probed. Questions about gender roles or youth-adult partnerships may be more contentious, generating more opinions than straightforward questions with specific answers, such as the number of education sessions held per week.

## How to use the interview guidelines

The interview team should read the interview guidelines thoroughly **before** conducting the interviews. Then, depending on the education, experience, language, time allotted, and other issues, the team should adjust the questions so that they form the basis for a discussion. These questions are **not** meant to be used as a questionnaire. The questions are written in a style to be understood by the interview team. They will need to be adjusted for the interviewees – particularly for peer educators with less experience with issues such as gender equity and youth-adult partnerships.

In some cases, the assessment team may ask interviewees to give a rating of 1 to 5 to a specific item on a checklist. In other cases, the interview approach will need to be more circumspect, with indirect and then probing questions. The interview guides are not structured as a questionnaire with the items on the checklist to be completed as one would complete a survey. So, the interview team will need to sort through the notes from the interviews and use the material as appropriate to answer the checklist items.

The perspectives of young people and adults can be very different and even contrary. The piloting process demonstrated the importance of having both a youth and adult team member present during all interviews. This allowed the teams to cross-reference their perspectives during the ratings and to switch interviewer/note-taker roles if necessary. In some cases, peer educators may feel too intimidated or respectful towards adult interviewers to give honest answers; having a youth as part of the interviewer team encourages more accurate responses.

Peer educators should be interviewed in both mixed-sex and same-sex groups. Many of the issues addressed in the checklists are directly or indirectly related to gender issues. Depending on the group and the culture, this can lead to considerable debate among the young people or even silence. If gender issues have not been addressed in the programme, young people may lack the vocabulary to discuss the subject and need to be probed. The piloting process revealed that when the interviewer and interviewee are of the same sex, especially for gender-related questions, more helpful responses resulted.

Below are recommendations regarding the subgroups to be interviewed for each of the checklists. Note that the term 'programme staff' and 'programme staff

and management' are similar but not necessarily interchangeable. Some YPE programmes are attached to larger organizations. In that case, interviewing the management of the larger organization may be important.

- **Stakeholder Cooperation Checklist**  
Stakeholders, programme staff and management, peer educators
- **Parental Involvement Checklist**  
Parents, peer educators, programme staff
- **Youth Involvement Checklist**  
Peer educators, programme staff and management
- **Youth-Adult Partnerships Checklist**  
Peer educators, programme staff and management, parents, stakeholders
- **Peer Educator Cooperation Checklist**  
Peer educators, programme staff
- **Gender Equity and Equality Checklist**  
Peer educators, parents, programme staff
- **Community Involvement Checklist**  
Stakeholders, peer educators, programme staff and management
- **Technical Frameworks Checklist**  
Programme staff and management, peer educators, stakeholders

Because team members will probably not be able to interview all the peer educators, parents, or stakeholders in a programme, they will need to select interviewees using a sampling strategy. There are several methods for sampling the interviewees; these are not covered in this manual (see the WHO assessment tool mentioned on page 8).<sup>5</sup> However, there are strategic considerations when sampling YPE programmes.

The peer educator sample should include:

- Recently recruited as well as trained and active youth, i.e., not only 'old timers'
- Females and males proportional to the programme itself
- Youth representing age, ethnic, and geographical diversity of the programme

The stakeholder sample should include organizations and individuals that:

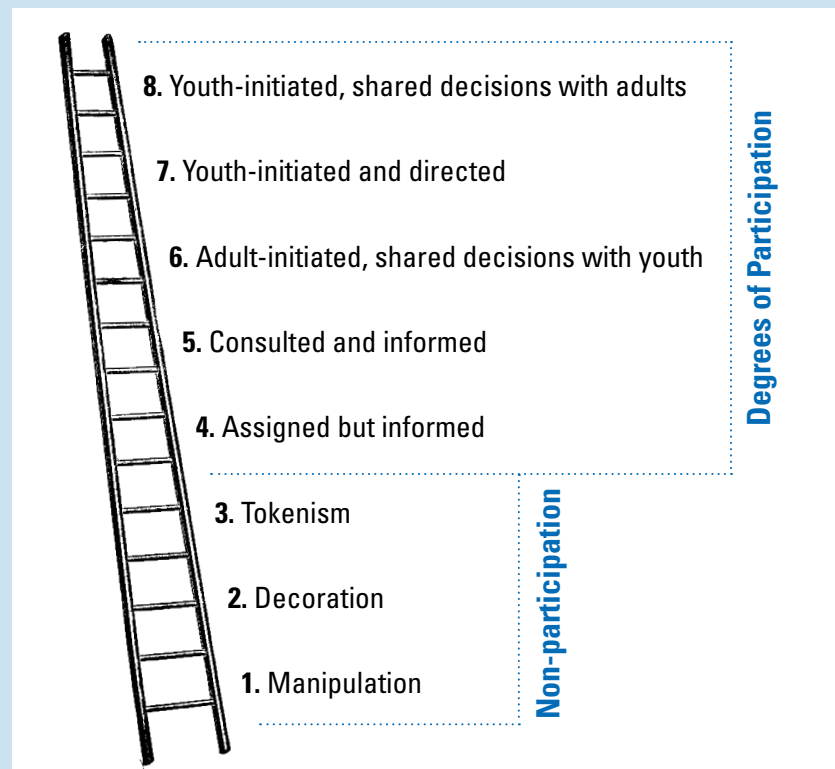
- Work actively with a programme and have an investment in its success
- Work directly with the peer educators, especially schools, clinics, and youth centers
- Are community opinion leaders and decision-makers such as faith leaders, traditional leaders, and governmental decision-makers, such as ministerial representatives

The sample of parents should include those who are active or invested in the programme as well as those representing the same community diversity as the peer educators.

The interview teams should share the results of the interviews and lessons learned during daily debriefings with the entire team. The team leader is central to this process and needs to take responsibility for ensuring that debriefings take place. All of the interviews with the various stakeholders need to be completed before beginning the step of completing the checklists.

## Hart's Ladder of Participation

Hart's Ladder<sup>6</sup> is a conceptual framework the team might use in interviews with peer educators. The interview team should be familiar with the concepts in this ladder and find ways to incorporate these ideas into the discussions regarding programme management and staff.



## Step 3

# Complete Checklists and Develop Report

The team members will need to determine a process for moving from the interviews to completing the checklists. The team will need to review the results of the interviews (both verbally and by sharing notes), compare and discuss findings from the different groups, and make the final rating for the items on the checklists.

Different groups may have different views on the same issue. For example, peer educators, programme staff, and stakeholders may have different opinions about the quality of youth-adult partnerships in a programme. These different opinions, along with the other information from the assessment, need to be considered by the team when discussing the items in the *Youth-Adult Partnerships Checklist*.

A five-point scale used for rating each checklist item can be classified as:

1-2 = Low                      3 = Medium                      4-5 = High

A low of 1 and a high of 5 should only be used in extreme cases. In most assessments, the ratings should be based on a three-point scale where 2 indicates low, 3 medium, and 4 high.

The checklist items have a small space for notes that can be used for important comments in the final draft of the checklists. Longer comments that provide a background or justification for the rating should be provided separately and numbered according to the checklists, i.e., checklist 2, item 5. Such comments are highly valuable to the organization requesting the assessment and the programmes. The comments should always be provided when available.

The not applicable (N/A) column is marked if, for some reason, the item could not be rated. For instance, the item may not be applicable to the programme or the interviewee(s) did not provide adequate responses.

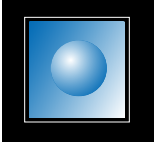
The results from the assessment will provide valuable information for everyone invested in the programme. They need to be reported with clarity, in order to provide guidance for those involved to make improvements. Where there are substantial differences in perspectives among the various groups interviewed, the notes should address these differences. Differences in scores may simply reflect different points of view. Or, they may reflect a deeper, more systemic lack

of cooperation among those most involved in the programme. Perhaps the most important overall quality to measure is the degree of cooperation among these groups and their support for the programme and its goals.

The completed checklists can be compiled into a *Summary of Checklist Results*. A final score is determined for each of the eight checklist areas by totaling the rating number for all items and dividing by the number of items rated. For the *Technical Frameworks Checklist*, the scores are calculated and reported for each subcategory, i.e., programme design, implementation, management, and responsiveness. This summary, together with other information gathered during the assessment, can serve as the basis for the overall conclusions and recommendations.

A suggested outline for a final report follows:

- **Background information.** This section provides the dates of the assessment, number of individuals interviewed in each category, and names and affiliations of the assessment team members. In some cases, it may be appropriate to include names and affiliations of those interviewed, such as key community stakeholders, donors, and management. It is important to maintain confidentiality in interviews, especially with the peer educators and staff, so including names of those interviewed should be done only with their approval and after weighing carefully any benefit from doing so.
- **Programme description.** The programme description provides background information gained from programme documentation, preliminary visits, and the assessment, including the goals of the programme, the issues addressed, and the context in the community. It summarizes the programme strategies in terms of target population, objectives, strategic approaches, delivery systems, and peer education recruitment and training. It identifies the collaborating partners, stakeholders and gate keepers, and donors. It also covers management issues such as the position of the YPE programme within a larger organizational structure.
- **Assessment results.** This section includes the summary of the checklist results. It might also include the full checklists and selected notes for backup support, depending on the scope and length of the report.
- **Recommendations.** This section addresses improvements needed, suggestions for further action, resources needed, potential obstacles, and person(s) responsible for actions.



## Interview Guidelines

### Peer Educators

#### **Suggested opening remarks, to be adapted by each assessment team**

*We would like to learn more about how your programme works, from your own personal perspective as young people. The information you share will be anonymous, so that none of the material we discuss will be linked with any individual. The information will be used to complete checklists on various aspects of the programme. Let's start with some of the basic information about the programme and how you became involved in it.*

Each assessment team should decide when it needs to divide the peer educators into mixed-sex and single-sex groups. You may be able to ask many questions in mixed-sex groups. But it is highly recommended that single-sex groups be used for the questions related to gender equity and equality.

#### **Technical frameworks**

- How did you become peer educators?  
*Probe:* How were you recruited? What were your reasons for joining?
- Describe the training you have received.  
*Probe:* What did you think of the training?  
Did it prepare you for your work?  
What would you change for next time?
- What are your personal goals in your peer education work?  
*Probe:* Do you think of your work as addressing some 'problem' such as sexual risk behaviours?  
What do you do to address this problem?
- Describe the programme's goals and activities.
- What activities do you do specifically? Do you give talks? Provide materials?  
*Probe:* What would you like to do differently?  
What are the greatest challenges for your work?
- Does the project include discussions about abstinence and faithfulness to one partner, as well as condom use?

- What type of adult support do you receive in your work?  
*Probe:* Do you have enough supervision? Enough technical support?  
 Emotional support?  
 How could you get more support?
- Describe how decisions are made in the programme.  
*Probe:* Who decides what activities to carry out?  
 Who decides the content of these activities and the information materials used?  
 Who decides programme planning and strategies?
- How has the work affected you personally?  
*Probe:* In what positive and what negative ways?  
 What have been the reactions from friends and family?
- What is it that motivates or does not motivate you in your work?
- Why do you think young people remain in or leave the programme?
- What would you like to change about the programme and programme roles to make it even better?
- Are budget issues that affect your responsibilities clear to you?

*Now, let's talk about the type of partnerships between young people and adults in the programme.*

### **Programme staff and management**

- Describe your level of involvement in the programme.  
*Probe:* How could it improve? Why is it so good?
- Are you clear on what your responsibilities are, how to do them, and when to do them?
- What type of support and backup do programme staff and management provide for your activities?

*Let's talk about decision-making. There are many steps in making decisions in the programme. This includes the development of ideas, materials, activities, and the content of the training.*

- Describe how decisions are made in the programme?  
*Probe:* Who finally decides and how?
- Are your suggestions and ideas taken seriously?
- What would you do to improve the decision-making process?
- Describe what kind of partnership you have with programme staff and management.
- Do staff and management treat you equally and fairly?
- Do staff and management appreciate your contributions?

### **Parental involvement**

- Are your parents involved in the programme? If yes, how did they become involved?
- Do your parents know what the programme's goals are and how it works?
- Do they know what you do in the programme?
- How do they support your involvement? For example, do they allow you time away from family jobs to work with the programme?
- How do they support the programme in the neighborhood or community?

### **Stakeholder cooperation**

- Describe the degree of cooperation you have with other community organizations involved with the programme (e.g., clinics, schools, faith-based organizations).
- How do they support you in your activities?
- How could this cooperation improve?

### **Peer educator cooperation**

- Describe the level of teamwork among the peer educators in the programme.
- How is your teamwork supported and promoted by staff?
- Do you participate in recreational activities together?
- How do you (peer educators) resolve disagreements among yourselves?
- Describe the level of trust and cooperation among the peer educators in your programme.

### **Gender equity and equality**

- How are responsibilities and decision-making distributed between female and male peer educators?
- Do boys and girls have equal responsibility? Please explain.
- Describe the quality of teamwork between female and male peer educators.  
*Probe:* Is it the same at programme locality and in the field? How is it different?  
Why do you think the team does or does not work well together?
- Describe how the programme addresses gender and gender issues in the training and during programme activities.  
*Probe:* Do they include discussions about sexual and reproductive health related to gender?
- How does gender equity – equal responsibility for females and males – relate to cooperation between the peer educators and programme staff and management?
- How could gender equity be improved in the programme?

## Staff and Management

### Programme background

- Describe the programme's working model and how you put it into practice.
- Describe any community involvement in the peer education programme.  
*Probe:* Describe the involvement of the other non-governmental organizations, faith organizations, and governmental services working in the target area.  
How does the programme collaborate with them?
- What kind of results or impact do you expect from your programme? How will you know if you achieve these results?
- How has your programme contributed to changes in the target group and in the larger community?
- Describe any evaluations (formative, process, or impact) that have been or are being conducted. (Obtain copies of evaluation forms, documents, etc.)

### Technical frameworks

- Describe the process of peer educator recruitment.  
*Probe:* How are they selected?  
How representative are they of the community?  
Were they active in the community before joining the programme?
- Describe the training they receive.
- How many male and female peer educators do you have in the programme?
- How is peer educator retention? Among males and females?
- What do you believe motivates the peer educators to implement and stay involved in the programme (incentives)?
- How is teamwork promoted (encouraged) among the peer educators in the programme?
- Describe how the peer educators are involved in programme planning, training, activities, materials development, and decision-making.
- Do you think there is a youth-adult partnership in the programme? How would you describe the quality of the partnerships?
- How are disagreements resolved in the programme?  
*Probe:* Between staff and peer educators?  
Between peer educators?
- Describe the level of trust and cooperation among the peer educators in the programme.
- Describe the type of supervision the programme provides to the educators.  
*Probe:* Does the supervision involve a mentoring process? With older peer educators? With staff?

### **Gender equity and equality**

- Does the programme provide training on gender and gender issues? Describe the training.
- To what extent do you address gender and gender issues in supervision and in activities?
- Describe how responsibilities and decision-making are distributed between female and male peer educators.
- Describe the level of cooperation between female and male peer educators.
- How does your programme address issues of gender violence and abuse?

### **Community involvement**

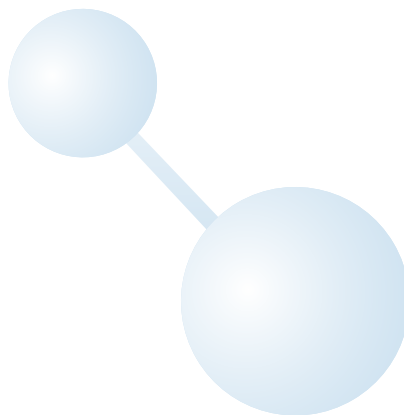
- Describe the quality of communication and cooperation with other community organizations and stakeholders(s).
- What type of direct support does the community and its organizations provide to the programme?

### **Parental involvement**

- Describe how you involve the parents of peer educators in the programme.

### **Donors**

- What type of support do you receive from donors?
- How do you communicate and cooperate with donors?
- How would you describe your relationship with your donors?



## Parents

### Programme overview

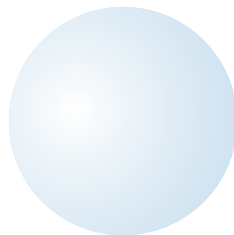
- What are the goals of the programme, as you understand them?
- Do you think the programme is effective at reaching its goals? Why or why not?
- Do you think the programme is important for your neighborhood or community?

### Youth participation

- What does your son or daughter do in the programme? In which activities is she or he involved?
- Do you support your son's (or daughter's) participation in the programme? Why or why not?
- Do you think your son (or daughter) receives benefits from participating? In what ways?

### Parent participation

- How are you involved in the programme?
- How did you become involved and why?
- Do you participate in programme activities or meetings?
- How do you communicate your ideas or concerns to the programme?
- What influence do you have in the programme and its decision-making?
- Are you satisfied with the level of cooperation between parents and programme staff?
- Do you support or promote the programme in any manner?  
*Probe:* Do you talk about the work your son or daughter is doing among community groups?  
Do you give your son or daughter time away from family jobs to work as a peer educator?
- What would make the programme even better?



## Stakeholders

### Program overview

- Describe your relationship to the programme.
- Do you understand the goals and objectives of the programme?
- Do you share the programme's goals and vision for young people?
- Are you satisfied with your awareness of the programme's activities and planning?
- Do you think the programme is effective at reaching its goals?

### Involvement with programme

- In what ways do you cooperate with the programme and its peer educators? Describe your activities.
- Are you satisfied with the quality of your communication with the programme?
- What influence do you have on the programme and its decision-making?
- To what degree do you feel involved in the programme?
- In what ways do you support the programme and its peer educators?
- What benefits do you experience from working with the programme?

### Perspectives about programme

- Do the programme and its peer educators address issues related to sexual behaviours, HIV, and similar issues in the community effectively?
- Does the programme provide accurate information?
- Do the programme and its peer educators appreciate the diversity of people, values, and opinions in the community?
- How knowledgeable are the peer educators about the subjects with which they work?
- How motivated are the peer educators in carrying out their activities?
- How important are the contributions made by the programme's peer educators?
- How well does the programme negotiate between the needs of its organization, young people, stakeholders, and community institutions?
- What is the quality of cooperation between the programme and the groups above? Do they work well together?
- How well do the youth and adults work together? Would you characterize it as a partnership with youth having substantive input? Or do the adults generally tell the youth what to do?
- How could your cooperation with the programme be improved?
- What are your future expectations for the programme?

## Checklist 1. Stakeholder Cooperation

Items	Notes from the programme	Rating (low to high)	N/A
1. The stakeholder feels adequately informed of the programme's goals, philosophy, and activities.		1 2 3 4 5	
2. The stakeholder supports the programme directly or indirectly.		1 2 3 4 5	
3. The stakeholder feels one's voice is heard and one has influence on the programme.		1 2 3 4 5	
4. The programme collaborates with the stakeholder in the planning and implementation of activities.		1 2 3 4 5	
5. The stakeholder and the programme cooperate to avoid duplication of activities in the same area.		1 2 3 4 5	
6. The stakeholder provides financial or in-kind support to the programme.		1 2 3 4 5	
7. The stakeholder and programme share a common vision to promote the health of young people.		1 2 3 4 5	

### Checklist 1. Stakeholder Cooperation (continued)

Items	Notes from the programme	Rating (low to high)	N/A
8. The stakeholder is satisfied with the quality of communication with the programme.		1 2 3 4 5	
9. There is a high level of trust between the stakeholder and the programme.		1 2 3 4 5	
10. The stakeholder and the programme exchange information and skills.		1 2 3 4 5	
11. The stakeholder has confidence in the programme's level of competence.		1 2 3 4 5	
12. The stakeholder benefits from collaborating with the programme.		1 2 3 4 5	

## Checklist 2. Parental Involvement

Items	Notes from the programme	Rating (low to high)	N/A
1. Parents are satisfied with the programme's goals and values.		1 2 3 4 5	
2. Parents support the programme'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 children.		1 2 3 4 5	
5. Parents perceive that they are involved in the programme and have an influence.		1 2 3 4 5	
6. The programme has recurring contact and outreach to parents.		1 2 3 4 5	
7. The programme has meetings and activities for parents.		1 2 3 4 5	

### Checklist 3. Youth Involvement

Items	Notes from the programme	Rating (low to high)	N/A
1. Peer educators (PEs) have a clear understanding of the activities they carry out and why.		1 2 3 4 5	
2. PEs are directly involved in the design and development of the activities they implement.		1 2 3 4 5	
3. PEs are involved in the design and development of the materials they use.		1 2 3 4 5	
4. PEs have the opportunity to revise existing materials.		1 2 3 4 5	
5. PEs feel that they have a platform to voice their opinions and be heard by supervisors/coordinators.		1 2 3 4 5	
6. PEs feel that they have a platform to voice their opinions and be heard by management.		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. PEs have representation on the programme's board or comparable decision-making body.		1 2 3 4 5	

9. PEs have a sense of ownership of the activities they implement.		1 2 3 4 5
10. PEs have a sense of ownership of the programme.		1 2 3 4 5
11. Budgetary issues that affect the PEs are transparent and properly explained to them.		1 2 3 4 5
12. PEs feel they can influence the direction of the programme.		1 2 3 4 5
13. PEs are satisfied with their overall level of involvement and influence in the programme.		1 2 3 4 5

## Checklist 4. Youth-Adult Partnerships

Items	Notes from the programme	Rating (low to high)	N/A
1. There is trust and mutual respect between the PEs and programme <i>coordination</i> .		1 2 3 4 5	
2. There is trust and mutual respect between the PEs and programme <i>management</i> .		1 2 3 4 5	
3. PEs experience that their input and suggestions are taken seriously by programme <i>coordination</i> .		1 2 3 4 5	
4. PEs experience that their input and opinions are taken seriously by programme <i>management</i> .		1 2 3 4 5	
5. PEs experience that their input and suggestions are taken seriously by <i>intermediaries</i> .		1 2 3 4 5	
6. PEs experience that their input and suggestions are taken seriously by <i>stakeholders</i> .		1 2 3 4 5	
7. PEs do not feel manipulated by adult staff nor experience themselves as tokens or decorations.		1 2 3 4 5	
8. PEs are given credit for their activities and achievements.		1 2 3 4 5	

9. Adults and PEs can successfully resolve differing points of view.		1 2 3 4 5
10. Adult staff find that PEs understand their responsibilities and constraints.		1 2 3 4 5
11. PEs find that adult staff understand their responsibilities and constraints.		1 2 3 4 5
12. Programme staff do not show favoritism, resulting in PE conflict and confusion.		1 2 3 4 5
13. PEs find that adult staff understand their thinking and feelings.		1 2 3 4 5
14. The programme facilitates the self-development of PEs including leadership skills and decision-making capacities.		1 2 3 4 5
15. The programme provides adequate emotional support and skills development for handling difficult situations.		1 2 3 4 5
16. There is a sense of fairness and equal treatment in the programme.		1 2 3 4 5
17. All in all, the programme has balance in its youth-adult partnerships.		1 2 3 4 5

## Checklist 5. Peer Educator Cooperation

Items	Notes from the programme	Rating (low to high)	N/A
1. Teamwork skills are taught and promoted in the programme.		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 programme promotes an atmosphere of trust and cooperation.		1 2 3 4 5	
6. PEs have a shared vision and commitment to the programme and its goals.		1 2 3 4 5	
7. Programme has PE group and recreational activities that promote 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	

### Checklist 6. Gender Equity and Equality

Items	Notes from the programme	Rating (low to high)	N/A
1. There is an acceptable balance of female and male PEs in the programme.		1 2 3 4 5	
2. Gender and gender issues are included adequately within PE training.		1 2 3 4 5	
3. Gender and gender issues are included adequately in PE supervision sessions.		1 2 3 4 5	
4. The programme promotes gender equality and equity within the programme, including equal burdens and responsibilities.		1 2 3 4 5	
5. The programme develops a critical consciousness among PEs about gender and gender roles.		1 2 3 4 5	
6. Male and female PEs feel respected by the opposite sex.		1 2 3 4 5	
7. The programme promotes open and respectful discussions among PEs about gender, including sexual and reproductive health.		1 2 3 4 5	

### Checklist 6. Gender Equity and Equality (continued)

Items	Notes from the programme	Rating (low to high)	N/A
8. The programme teaches gender sensitivity to PEs for use during activities with peers and target audiences.		1 2 3 4 5	
9. The programme 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	

## Checklist 7. Community Involvement

Items	Notes from the programme	Rating (low to high)	N/A
1. <i>Community-based organizations</i> (CBOs) feel adequately informed of the programme's goals, philosophy, and activities.		1 2 3 4 5	
2. CBOs support the programme directly or indirectly.		1 2 3 4 5	
3. The programme collaborates with CBOs in planning and implementing activities.		1 2 3 4 5	
4. CBOs experience benefits from supporting the programme.		1 2 3 4 5	
5. CBOs provide financial or in-kind support to the programme.		1 2 3 4 5	
6. <i>Community decisions-makers</i> feel adequately informed of the programme's goals, philosophy, and activities.		1 2 3 4 5	
7. Community decision-makers support the programme directly or indirectly.		1 2 3 4 5	

### Checklist 7. Community Involvement (continued)

Items	Notes from the programme	Rating (low to high)	N/A
8. The programme collaborates with community decision-makers in planning and implementing activities.		1 2 3 4 5	
9. Community decision-makers experience benefits from supporting the programme.		1 2 3 4 5	
10. Community decision-making bodies provide financial or in-kind support to the programme.		1 2 3 4 5	
11. <i>Faith-based organizations</i> (FBOs) feel adequately informed of the programme's goals, philosophy, and activities.		1 2 3 4 5	
12. FBOs support the programme directly or indirectly.		1 2 3 4 5	
13. The programme collaborates with FBOs in planning and implementing activities.		1 2 3 4 5	
14. FBOs experience benefits from supporting the programme.		1 2 3 4 5	

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

## Checklist 8. Technical Frameworks

A. Programme Design	Notes from the programme	Rating (low to high)	N/A
1. The programme has a clearly defined audience.		1 2 3 4 5	
2. The programme has clearly defined goals and objectives.		1 2 3 4 5	
3. The programme is based on sound behavioural and social science theory or evidence-based experience.		1 2 3 4 5	
4. The programme is focused on reducing specific risk behaviours.		1 2 3 4 5	
5. The programme provides ample opportunities for PEs to practice relevant skills.		1 2 3 4 5	

B. Implementation	Notes from the programme	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 while training and supervising peer educators.		1 2 3 4 5	
3. PEs 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 and PEs and maintained in the delivery of services.		1 2 3 4 5	
5. The programme is embedded in a broader context that is relevant to the targeted youth and community.		1 2 3 4 5	

C. Management	Notes from the programme	Rating	N/A
1. There is administrative support at the highest levels for the intervention.		1 2 3 4 5	
2. There are sufficient resources for the current implementation, including PE 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 programme organization is embedded in a broader context that is relevant to the target population and community.		1 2 3 4 5	

D. Responsiveness	Notes from the programme	Rating	N/A
1. The programme meets specified priorities and needs defined by the community.		1 2 3 4 5	
2. For the targeted population, PEs are representative and culturally competent.		1 2 3 4 5	
3. For the target population, the intervention is developmentally appropriate.		1 2 3 4 5	
4. For the target population, the programme is gender specific and sensitive.		1 2 3 4 5	
5. The intervention is acceptable to the PEs with regard to the quality of youth-adult partnerships.		1 2 3 4 5	
6. The intervention is acceptable to the PEs with regard to the degree of youth involvement.		1 2 3 4 5	

## Summary of Checklist Results

The summary of results presents the individual checklist scores and averages them to help understand the strengths and weakness of a programme. For instance, a programme may receive high scores for its stakeholder cooperation and community involvement but low scores for internal cooperation (e.g., peer educator cooperation and gender equity and equality).

### Checklist scores

Checklist scores are calculated by dividing the *total score* by the *number of items that are applicable and rated*. For instance, the *Youth Involvement Checklist* has 13 items; the ratings (1 to 5) from each item would be totaled and divided by 13. If some items were not applicable or not rated, then the total would be divided by the number of items rated. The average scores will range from 1 (low) to 5 (high) for comparisons.

Checklist	Number of Items Rated	Total Score	Average Score
Stakeholder Cooperation	_____	_____	_____
Parental Involvement	_____	_____	_____
Youth Involvement	_____	_____	_____
Youth-Adult Partnerships	_____	_____	_____
Peer Educator Cooperation	_____	_____	_____
Gender Equity and Equality	_____	_____	_____
Community Involvement	_____	_____	_____
Technical Frameworks			
Programme Design	_____	_____	_____
Implementation	_____	_____	_____
Management	_____	_____	_____
Responsiveness	_____	_____	_____

## Selected Peer Education Resources

### **The Evaluation Center at Western Michigan University**

This is a comprehensive online resource for conducting evaluations and has a special section on the use of checklists.

[www.wmich.edu/evalctr/checklists](http://www.wmich.edu/evalctr/checklists)

### **Engaging Communities in Youth Reproductive Health and HIV Projects:**

#### **A Guide to Participatory Assessments**

Family Health International, 2006

This manual provides a summary of YouthNet experiences in how youth have played a prominent role in participatory learning and action (PLA) assessments, provides an overview of how to conduct a participatory assessment process, and includes a PLA toolkit with model workshop sessions and tools.

<http://www.fhi.org/en/Youth/YouthNet/Publications/CIresources/index.htm>

### **European Guidelines for Youth AIDS Peer Education**

Svenson G, et al. (eds). European Commission, 1998

This Europeer (the European peer education network) publication provides guidance on setting up, running, and evaluating AIDS peer education projects for young people. The first two chapters examine the benefits and limitations of the peer education approach.

Available in English, French, German, Greek, Italian, Portuguese, Spanish, Swedish, and Czech.

<http://www.europeer.lu.se/>

### **Guide to Implementing TAP (Teens for AIDS Prevention)**

Advocates for Youth, second edition, 2002

This step-by-step guide aims to help adults and teenagers develop and implement a peer education programme on HIV/AIDS prevention in schools and communities. It includes plans for 17 sessions with suggested activities and descriptions of ongoing projects.

<http://www.advocatesforyouth.org/publications/tap.htm>

### **How to Create an Effective Peer Education Project: Guidelines for AIDS Prevention Projects**

Family Health International, nd

This document provides practical guidelines for planning and implementing a peer education project and creates awareness of potential difficulties.

<http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/peereducation.htm>

### **Improving Female Recruitment, Participation, and Retention among Peer Educators in the Geração BIZ Program in Mozambique**

Pathfinder with USAID Interagency Gender Working Group, 2006

This report of an intervention project in Mozambique found ways to improve the involvement of female peer educators, such as involving parents.

[http://www.pathfind.org/site/DocServer/PF\\_Mozambique.pdf?docID=6221](http://www.pathfind.org/site/DocServer/PF_Mozambique.pdf?docID=6221)

**Learning to Live: Monitoring and Evaluating HIV/AIDS Programmes for Young People**

Save the Children, 2000

This is a practical guide to developing, monitoring, and evaluating practice in HIV/AIDS-related programming for young people, based on experiences from projects around the world. It focuses on recent learning about peer education, school-based education, clinic-based service delivery, reaching especially vulnerable children, and working with children affected by HIV/AIDS.

Condensed version in English and Portuguese available.

<http://www.savethechildren.org.uk>

**The Narrative Research Method – Studying Behaviour Patterns of Young People by Young People**

World Health Organization, 1993

This research tool has been extensively used to understand behaviours, including sexual behaviour, among young people in the context of their cultural realities. A core group of young people is brought together to develop a representative story depicting behaviour in their community. The story is then transformed into a 'questionnaire', which is administered to other young people in the districts to be investigated. The findings of this participatory methodology can be used to develop local or national plans of action to promote adolescent health and health information products, in which the core group may become involved as facilitators. Available in English, French, and Spanish.

<http://www.who.int/bookorders/anglais/detart1.jsp?sesslan=1&codlan=1&codcol=93&codcch=54#>

**Peer Approach in Adolescent Reproductive Health Education:**

**Some Lessons Learned**

UNESCO Asia and Pacific Bureau for Education, Thailand, 2003

This booklet focuses on research on the impact of peer education in promoting healthy behaviour among adolescents, synthesizes field experiences, and offers guidelines to enable policy-makers and programme implementers to adopt or adapt appropriate strategies in their own settings.

[http://www.unescobkk.org/fileadmin/user\\_upload/arsh/IPs/IP\\_peerapproach.pdf](http://www.unescobkk.org/fileadmin/user_upload/arsh/IPs/IP_peerapproach.pdf)

**Peer Education and HIV/AIDS: Concepts, Uses, and Challenges**

Joint United Nations Programme on HIV/AIDS, Best Practice Collection, 1999

This brochure discusses the peer education theory and presents a literature review and the results of a needs assessment carried out in Jamaica in April 1999. Available in English, French, and Spanish.

<http://www.unaids.org/DocOrder/OrderForm.aspx> (look for BP095 in the section titled Best Practice Collection)

**Peer Education and HIV/AIDS: Past Experiences, Future Directions**

Population Council, 1999

This report presents findings from a participatory global project designed to better understand peer education in order to inform policies and programmes related to HIV prevention and the care and support of people living with HIV/AIDS.

[http://www.popcouncil.org/pdfs/peer\\_ed.pdf](http://www.popcouncil.org/pdfs/peer_ed.pdf)

### **Peer Education Toolkit**

United Nations Population Fund and Family Health International, 2005-2006

This series of five tools includes a training of trainers manual, a manual on theatre-based techniques in peer education, standards in peer education, a performance improvement tool, and this publication, the assessment tool. The first three include large resource sections on all aspects of peer education.

<http://www.fhi.org/en/Youth/YouthNet/Publications/peeredtoolkit/index.htm>

### **Peer to Peer: Creating Successful Peer Education Programs**

International Planned Parenthood Federation (IPPF), 2004

This guide describes the necessary steps to plan, implement, and evaluate a programme to train youth to teach their peers about sexual and reproductive health. It contains adaptable tools to support programme activities, as well as examples of projects from IPPF member associations in Latin America and the Caribbean.

[http://www.ippfwhr.org/publications/publication\\_detail\\_e.asp?PubID=62](http://www.ippfwhr.org/publications/publication_detail_e.asp?PubID=62)

### **Peer to Peer: Youth Preventing HIV Infection Together**

Advocates for Youth, 1993

This resource for programme planners and youth workers examines the rationale and research behind the peer education approach to risk reduction with a focus on HIV prevention. It outlines in detail successful model peer education programmes.

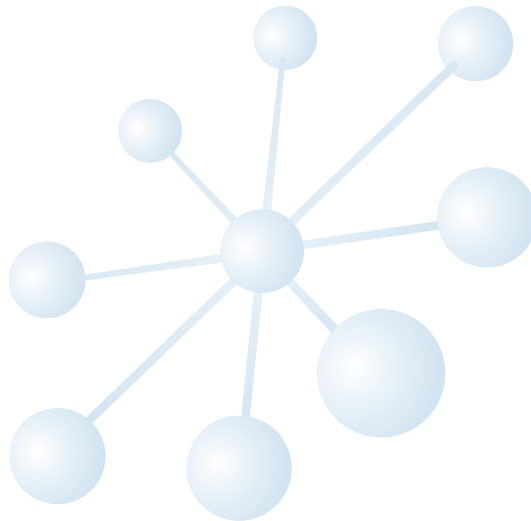
<http://www.advocatesforyouth.org/publications/peertopeer.pdf>

### **Rutangan Peer Education**

Harvard School of Public Health, nd

Rutangan is the result of a two-year collaboration in South Africa to take peer education seriously as a rigorous scientific endeavour. A range of training and other materials are available for use by schools, non-governmental organizations, and higher education.

<http://www.hsph.harvard.edu/peereducation/>



## References

<sup>1</sup> Svenson G, Burke H. *Formative Research on Youth Peer Education Program Productivity and Sustainability. Youth Research Working Paper No. 3.* Research Triangle Park, NC: Family Health International, 2005. Available at: [www.fhi.org/en/Youth/YouthNet/Publications/YouthResearchWorkingPapers.htm](http://www.fhi.org/en/Youth/YouthNet/Publications/YouthResearchWorkingPapers.htm)

<sup>2</sup> U.S. Centers for Disease Control and Prevention (CDC). *Compendium of HIV Prevention Interventions with Evidence of Effectiveness.* Section 3. Intervention Checklist. Atlanta: CDC, 2001. Available at: [www.cdc.gov/hiv/pubs/hivcompendium/section3.htm](http://www.cdc.gov/hiv/pubs/hivcompendium/section3.htm)

<sup>3</sup> World Health Organization (WHO). *Rapid Assessment and Response Technical Guide TG-RAR.* Geneva: WHO, 2003. Available at: [www.who.int/docstore/hiv/Core/CoverALT.html](http://www.who.int/docstore/hiv/Core/CoverALT.html)

<sup>4</sup> Senderowitz J, Solter C, and Hainsworth G. *Clinic Assessment of Youth Friendly Services: A Tool for Assessing and Improving Reproductive Health Services for Youth.* Watertown, MA: Pathfinder International, 2002. Available at: <http://www.pathfind.org/site/DocServer/mergedYFStool.pdf?docID=521>

<sup>5</sup> WHO.

<sup>6</sup> Hart RA. *Children's Participation: From Tokenism to Citizenship. Innocenti Essays No. 4.* New York: United Nations Children's Fund, 1992.

