FINAL REPORT AND RECOMMENDATIONS

EMPOWERED YOUTH

CAPACITY BUILDING IN PEER EDUCATION FOR THE PREVENTION OF HIV/AIDS, SUBSTANCE ABUSE AND DRUG RELATED HARM

Prepared by Michael J. Rosati
Submitted 15 August 2004
# TABLE OF CONTENTS

INTRODUCTION 3

OVERVIEW OF PROJECT 3

OVERVIEW OF ASSIGNMENT 4

KEY ACTIVITIES CONDUCTED AS PART OF THE PROGRAM REVIEW PROCESS 6

GENERAL OBSERVATIONS 9

GENERAL RECOMMENDATIONS 10

PEER SELECTION, TRAINING DESIGN/MODULES AND STAFF DEVELOPMENT 10

ONGOING SUPPORT FOR THE PEER EDUCATOR PROGRAM AT 3 PROGRAM SITES 12

SCALING UP THE PROGRAM AT THE NATIONAL AND REGIONAL LEVEL 14

CONCLUSIONS 16

APPENDIX ONE: WORK PLAN 17

APPENDIX TWO: SUMMARY OF DISCUSSIONS WITH KEY GROUPS 23

YAKITA STAFF FACILITATORS 24

BALI PEER EDUCATORS 26

BANDUNG PEER EDUCATORS 28

MAKASSAR PEER EDUCATORS 30

APPENDIX THREE: MONITORING AND EVALUATION TOOLS 32

EVENT RECORD FORM 33

SELF ASSESSMENT TOOL 37

OBSERVER’S FEEDBACK FORM 39

PARTICIPANT DAILY EVALUATION FORM 41

PARTICIPANT FINAL EVALUATION FORM 43
INTRODUCTION

The following report was developed as a contracted activity on behalf of UNICEF. The period of performance was 1 – 15 August 2004. A draft report was presented on 13 August 2004 and this final report was submitted on 15 August 2004. The report introduction will provide a brief summary of the project on which this report is focused, as well as an overview of this specific assignment.

OVERVIEW OF PROJECT

In the last three years Indonesia has moved from a “low” to “concentrated” phase of HIV epidemic, with HIV prevalence exceeding 5% among several sub-populations. Following several years of low reported levels of HIV prevalence among IDUs, Indonesia has now observed a rapid increase in HIV seroprevalence within this group.

Injecting drug use is one of the major factors driving the HIV/AIDS epidemic in Indonesia, along with the other countries in the region. There are an estimated 1.3 million to 2 million drug users in Indonesia (Reid & Costigan, 2002) of whom between 124,000 and 196,000 inject drugs (UNAIDS & WHO, 2002). National estimates indicate that already some 43,000 IDUs are HIV positive and that an estimated 9,000 women have been infected sexually by men who inject drugs (UNAIDS & WHO, 2002).

In order to directly address this growing problem with young injecting drug users and other high risk groups, UNICEF Indonesia has provided technical and financial resources to a number of NGOs working with young people on prevention of HIV/AIDS, substance and drug abuse. One of these NGOs is Yayasan Kita (Yakita), an Indonesian drug treatment facility currently operating three program sites (Bali, Ciawi and Makassar). With UNICEF’s support, Yakita is presently implementing a peer education program designed to train young people in three sites (Bali, Bandung and Makassar) in both the content and skills necessary to develop and present seminar workshops on HIV/AIDS, drug abuse and the relationship between the two.

The program model employed involves a cascade training module. Groups of approximately 25 individuals have been selected from each site and have come to Yakita’s residential facility in Ciawi to participate in a three-week peer training program. In addition, each group receives a weeklong follow-on training upon returning to their home site. This fourth week of training focuses specifically on skill development in the areas of presentation development and delivery. Once the training is completed each group is tasked with developing a work plan for outreach and presentation delivery. In addition to making direct presentations to young people, each of the three peer groups is responsible for planning, designing and delivering site-based peer education training seminars with the end goal of expanding the number of peer educators in each of the three program sites.
As part of capacity building for Yakita, UNICEF engaged a consultant with expertise in management and training on drug and substance abuse prevention programmes for young people as per Yakita’s request contained in the approved proposal and PCA. The consultant’s task was to review key program activities and to make a series of recommendations regarding training design and delivery as well as recommendations to guide the ongoing implementation of follow-on activities on the part of peer educators who complete the program’s training of trainers modules.

A consultant was selected in July 2004 and undertook this assignment during the first two weeks of August 2004. The following section briefly describes the TOR for this assignment.

OVERVIEW OF ASSIGNMENT

Objective of Assignment

As stated in the TOR, the overall objective of this assignment was to conduct an assessment to explore potential areas in training where Yayasan Kita can be strengthened including the approach and training equipment requirements for the delivery of a one-month residential training course to take place four times a year.

Summary of Key Tasks and Activities

The following key tasks were identified in the TOR. Following each is a list of the key activities that were conducted to support the fulfillment of each.

Task One: Based on the objectives and tasks spelt out in this terms of reference, the consultant developed and submitted to UNICEF for approval a schedule of activities (workplan) to be undertaken during this consultancy.

- A work plan was developed, submitted and approved on August 2, 2004. See Appendix One.

Task Two: Reviewed existing training system and materials including project proposal submitted to UNICEF for the peer education in four provinces of Bali, Jakarta, West Java and South Sulawesi conducted by Yakita and project progress of activities reports. The purpose was to get a clear picture of on-going activities, as well as understand existing human and organizational resources. Observation of existing teaching facilities/practice and system were also conducted concurrently with the review of documentation listed above.

- Read project proposal and available reports
- Observed training facilities/practice and systems
- Discussed and interviewed program staff, peers and implementers regarding the program to get a clear understanding of the peer training program and activities conducted to date
Discussed and interviewed program staff, peers and implementers and provided recommendations on how to improve systems and practice based on available resources

Provided skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on these areas

Visited and talked with Bandung Peer Educators and UNICEF Bandung

Visited Makassar (South Sulawesi) Peer Educators and observed activities

**Task Three:** Participated in the delivery of Bali peer education “train the trainer” session that was held in Ciawi. The purpose was to identify areas for improvement in order to enable the refinement of the training and development of trainer assessment and peer review tools.

- Observed and participated in the training of trainers for Bali peer education in progress in Ciawi
- Assisted in the development of assessments and peer review tools, including monitoring and evaluation tools that can easily be carried out by young people to report their progress
- Provided skill-building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills

**Task Four:** Reviewed the peer education train the trainer module currently under development by Yakita in order to provide input for its finalization.

- Discussed with project staff and peers regarding peer education training materials developed by peers
- Provided skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on how to write training modules

**Task Five:** Prepared a detailed report of the assessment including key recommendation and plan of action for follow-up by Yakita

- *The report was submitted in draft form on 13 August 2004 and final form on 15 August 2004.*
**KEY ACTIVITIES CONDUCTED AS PART OF THE PROGRAM REVIEW PROCESS**

The following is a day-by-day accounting of the activities that were conducted during the 15-day consultancy period.

<table>
<thead>
<tr>
<th>Day</th>
<th>Key Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sunday</strong></td>
<td></td>
</tr>
<tr>
<td>01 August 2004</td>
<td>• Travel from Bangkok, Thailand</td>
</tr>
<tr>
<td></td>
<td>• Discussed work plan with Yakita senior staff</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td></td>
</tr>
<tr>
<td>02 August 2004</td>
<td>• Met with UNICEF project officer to discuss the TOR workplan and receive approval for the workplan</td>
</tr>
<tr>
<td></td>
<td>• Discussed overview of the project and project activities with Yakita senior staff</td>
</tr>
<tr>
<td></td>
<td>• Reviewed all related proposals, training scope and sequences, evaluations and progress reports</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td></td>
</tr>
<tr>
<td>03 August 2004</td>
<td>• Observed presentations of didactic information and discussions with Bali peer educators</td>
</tr>
<tr>
<td></td>
<td>• Continued to discuss overview of project and key activities with Yakita senior staff</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td></td>
</tr>
<tr>
<td>04 August 2004</td>
<td>• Observed a daylong series of outdoor activities designed to build team spirit and individual confidence on the part of the Bali peer educators</td>
</tr>
</tbody>
</table>
| Thursday 05 August 2004                                      | • Conducted informal focus group with five participants in the Bali peer training to learn their impressions of the training seminar experience  
• Conducted informal focus group with four Yakita staff peer education facilitators on their impressions of the training seminar and training modules/materials  
• Discussed life skills theory and training development with Yakita senior staff  
• Attended and participated in a Narcotics Anonymous Meeting at a local prison |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 06 August 2004</td>
<td>• Provided daylong technical assistance seminar to Yakita staff on presentation skills, networking and development</td>
</tr>
</tbody>
</table>
| Saturday 07 August 2004                                       | • Observed and participated in a daylong experiential self-awareness training seminar for Bali peer educators  
• Discussed long-term program development possibilities with Yakita senior staff |
| Sunday 08 August 2004                                         | • Traveled to Bandung  
• Met with peer educators to discuss their impressions of peer training of trainers seminar as well as needs for future program support  
• Observed peer educators working with a local program that supports street children  
• Met with the director of the UNICEF field office in Bandung to discuss the program and methods for ongoing support  
• Met with peer educators to discuss current program challenges and brainstorm solutions |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| **Monday** 09 August 2004 | • Returned from Bandung  
• Traveled to Makassar  
• Met with Yakita staff in Makassar |
| **Tuesday** 10 August 2004 | • Observed peer educators and Yakita youth staff conduct the secondary peer education seminar  
• Made brief presentation to secondary peer training workshop in Makassar  
• Discussed peer education training and needs for follow-on support with Makassar peer educators and local Yakita youth staff |
| **Wednesday** 11 August 2004 | • Returned from Makassar  
• Met at UNICEF Jakarta office to complete DSA forms  
• Developed draft report |
| **Thursday** 12 August 2004 | • Developed draft report |
| **Friday** 13 August 2004 | • Submitted draft report  
• Received review comments from UNICEF project officer  
• Revised draft report |
| **Saturday** 14 August 2004 | • Revised draft report |
| **Sunday** 15 August 2004 | • Submitted final report |
| **Monday** 16 August 2004 | • Travel day to Bangkok, Thailand |
GENERAL OBSERVATIONS

As detailed in previous sections, a number of key activities have been undertaken to the end of developing this report. A review was conducted of the project proposal, reports, and related documentation. Interviews were conducted with UNICEF country office and field office staff, Yakita senior staff, Yakita peer facilitators, Bali peer educators, Bandung peer educators and Makassar peer educators. The discussions with UNICEF and Yakita senior staff were conducted as informal interviews. The discussions with the Yakita peer facilitators and the three peer educator groups were conducted using a focus group format. Summaries of the key findings of each focus group appear in Appendix Two. In addition to these discussions, this report has been informed by direct observations of the Bali peer educator training in Ciawi as well as observations of peer educators presenting to young people at program sites in Bandung and Makassar.

It is on the basis of these activities that the following observations are offered:

• The peer education program as currently designed is an effective training model that has been used to successfully train approximately 75 peer educators in three program sites (25 per site). In addition to this initial cohort of 75 peers, each peer group will be conducting secondary peer training in each of the three sites. These secondary trainings will expand the program’s capacity by more than doubling the number of peer educators by the end of this calendar year.

• The peer education training design blends a number of didactic and experiential activities in support of the topics discussed in the previous bullet. One very strong aspect of the training design is the daily opportunities the training provides for program residents to provide their personal perspectives to the peer educators. Yakita is a drug treatment program and recovery community. The program community is comprised of a number of residents at various stages in the recovery process. Each day, the residents conduct a morning meeting to discuss aspects of recovery and any other issues of importance to the community. Throughout the three-week training seminar, peer educators join the residents’ daily meetings and engage in an ongoing dialogue with Yakita program residents. Such interactions not only increase knowledge but also reduce stigmatization and lessen future discrimination. Another major strength of the training is that it is interactive and provides opportunities for participants to discuss the issues at hand. The training also provides opportunities for skills development, primarily during the fourth and final week (which takes place at the peer group’s home site).

• The peer education training manual contains a great deal of relevant information and is already proving to be a very useful resource for the peer educators. The manual contains content information on a range of topics including drug addiction, the 12 step recovery process for drug addiction, HIV AIDS and other STI. In addition, the module and training provides information and activities that address personal and transpersonal psychology; relationships with family; friends and the community; and interpersonal communications. The manual also provides information and structured activities to support the development of skills in both presentation design and delivery.
• The first two cohorts of peer educators have already begun making presentations at two of the program sites in Bandung and Makassar. In each instance the number of presentations and participants have exceeded expectations. For example, in Makassar, in just two months the peer educators have provided workshop presentations to over 2,000 young people. In Bandung a significant number of presentations have also been made with over 900 individuals participating in the presentations that have been offered to date.

• In contrasting the experience of these two groups, it is clear that the experience of each group is influenced greatly by the particular situation at each site. For example, in Makassar, the peer program enjoys strong support in a number of key areas. The strongest of these supports is the presence of a Yakita program facility in Makassar. This facility provides meeting space, logistical support and a physical anchor for the program. More importantly it provides ongoing coaching and technical assistance from the Yakita staff. As a result the outcomes that have been attained in just two months are outstanding. By contrast, while some progress has been made, the group in Bandung is dealing with a number of “start-up” issues, most of which reflect the lack of a local program host site. The group does not have space to meet and does not readily receive technical support. As a result, the group is having difficulty focusing and planning their activities, their sense of group is threatened and their output is compromised.

• In observing all the presentation involving young people it is apparent that this program is addressing issues of importance and relevance. In the training session, the young participants are clearly engaged with both the topics and the facilitators. In both the focus groups and in informal discussions with young people they reported over and over how important it is to talk with young people about this topic. It is also important to note that young people indicated that these are issues that parents and schools do not typically address and so the importance of developing peer programs is even greater, given the lack of alternatives for accessing information of this nature.

GENERAL RECOMMENDATIONS

PEER SELECTION, TRAINING DESIGN/MODULES AND STAFF DEVELOPMENT

Peer Selection Process

• Refine recruitment and selection process including the development of clear guidelines for selection (application form, recommendation letters, etc.) and criteria (such as having a clear upper age limit for participants, prior relevant experience, availability to participate in future program activities, etc.).

• Consider using a group interview as part of the selection process so that interpersonal skills can be assessed as part of the selection process. The group interview can involve both a series of key questions as well as group activities that will provide insights into how each individual participant functions as a team member.

• Clarify expectations for the peers with regard to what they are expected to do once they complete the training process and develop a contract that clearly states those
follow-on activities that will be required of the peer educators once they complete the training seminar.

Peer Training Design/Modules

- Review and revise (where necessary) written materials to shortening some, expand others, provide more time for reflection, and to clarify key points. In the future such revisions can be informed by the use of the evaluation instruments presented in Appendix Three. In addition, reorganize the manual so it will be easier for peer educators to use as a resource guide, especially once they begin making their own presentations.

- Revise the course sequence. Move the information that discusses what is peer education to the beginning of the seminar, so participants will have a clearer sense of the purpose of the program from the start of the seminar. In addition, for each module and activity begin by clearly stating the three or four key outcomes for that session as well as provide a summary of each session’s key points at the end of each presentation.

- Consider including materials that address cultural issues in the training as well as discussing current lifestyle issues that can both protect against -- and increase the risk -- for dangerous and unhealthy behaviors.

- Consider ways in which the use of booster sessions can be used to extend the training experience once the peer educators return to their site communities. A number of peer educators who completed the training felt the length of the training did not provide enough time to cover all of the topics and skill development adequately. The addition of booster sessions can be used to support the provision of additional information and have the added benefit of providing this information once the peers have begun making presentation (at which point they will have a more realistic sense of the program).

- Work with expert consultants to provide professional development for the Yakita program facilitators. While some peer educators suggested the training would benefit from the direct involvement of more outside expert as presenters for the peer training, it is recommended that outside experts be used to support the refinement of the training manual and for providing professional development for Yakita facilitators. The use of experts as presenters in the peer training is not recommended since there is no evidence to suggest they would be more effective than Yakita staff.

- Balance content and experiential learning with skill development. In addition, consider ways in which skills building activities can be blended throughout the training program. By integrating skills building throughout -- and interspersing content, reflection and application -- participants will have ample opportunities to practice, receive feedback, acquire and maintain new skills for both personal development and presentation design and delivery.

- Focus more on skill development for presentation design and delivery as well as provide more opportunities to talk in front of the group. Also consider providing
additional skill development in the areas of general advocacy, outreach, networking and marketing program services.

- Provide both skill development as well as structured activities to support the development of action plans to guide first steps during the three-months following the training, as well as the creation of annual action plans in subsequent years.

- Consider appropriate ways to support participants in preparing for situations in which they might be asked to help young people deal with difficult emotional problems. While several participants express the desire to learn more counseling skills this would not be recommended for lack of ongoing clinical support. It is clear that Yakita senior staff appreciate this concern and would not place young people in situations that require substantial counseling. It is nonetheless necessary to consider what degree of training and technical assistance would need to be developed to support the peer educators should they be placed in this position by a young person in need of such support.

**Staff Development**

- Provide professional development opportunities for Yakita facilitators employing both intensive skill development seminars as well as periodic booster sessions. These seminars and sessions should provide content information on key issues, presentation design and delivery, and group dynamics. In addition, special attention should be given to how to manage a training since several participants commented that some of the facilitators had difficulty controlling and managing the group.

- Develop a system for periodic self analysis and peer review for all presenters. Appendix Three presents a series of evaluation forms for self-assessment, peer assessment and participant evaluation of facilitators. All three forms attempt to measure related areas so together they can provide multiple perspectives on common themes with regards to content and presentation skills.

**ONGOING SUPPORT FOR THE PEER EDUCATOR PROGRAM AT THE 3 PROGRAM SITES**

- Clarify UNICEF’s and others’ expectations of the peer educators with regard to future activities and levels of support. In addition to providing clarity of expectations, support the development of site specific action plans for outreach, presentation schedule, and capacity building for each upcoming program year.

- Provide a local secretariat (preferable housed at the UNICEF field office in Bandung and at Yakita in Makassar) which would include office space for meetings, phone, office supplies, name cards, program promotional brochures, and computer/internet access.

- Provide operating budgets for basic program activities such as reproduction of materials, refreshments (for peer presentations) and other logical costs associated with meetings and presentations. In addition, provide financial support for the production of posters, buttons and other promotional materials. Also provide both financial and
logistical support for transportation to presentation sites and meetings. Finally, consider providing stipends to support those members of the peer group who cannot afford to volunteer time or may need assistance with basic living needs. (note: the peer educators in one program site are presently making personal donations to cover program costs).

- Provide presentation equipment such as laptop computers, LCDs, markers and paper. In addition, provide assistance in developing interesting Power Point presentation which incorporate photos and other graphics. Also provide IEC materials for presentations and general distribution. Where necessary, support the design and printing of customized IEC materials to address specific issues at each site.

- Support the development of a three-day peer education training that can be used as the training design for the secondary peer training that will take place at each of the program sites. This three-day module can be developed by a team of cross-site peer educators. It can be then used for subsequent site-based trainings or be adapted by each site as needed.

- Support the development of a standard 2 to 3 hour presentation, a one-day presentation and a multi-module presentation that can be delivered either as a three-day training or as a series of six (8) three-hour sessions.

- Provide additional booster trainings on public speaking, leadership, instructional technology, organizational structure and management, proposal development, and report writing. In addition to periodic booster trainings, provide ongoing coaching and technical assistance including direct support from Yakita peer facilitator staff as needed for selected presentations.

- Consider the development of systems for ongoing support including procedures for tracking and prioritizing requests for services. Also develop protocols for assessment and referral of young people who, as a result of attending a peer presentation, identify themselves as needing additional support. Finally, develop systems to support those peer educators who encounter difficult situations of a non-educational nature such as being asked to facilitate a referral for a young person in need of treatment or social services.

- Consider implementing a program e-mail group to facilitate communication among the peer educators. Also consider how a web site and web board might be used as an enhanced IT tool for both communications and sharing of relevant resources. UNICEF should consider a possible tie-in to the UNICEF Voices of Youth web site as well.
SCALING UP THE PROGRAM AT THE NATIONAL AND REGIONAL LEVEL

General

- Invest in scaling up this program at the national level by establishing program sites in additional provinces over the next few years. In the next year, develop a plan to expand to 9 additional provinces. Continue to expand at a similar (or accelerated) pace in upcoming years. This recommendation is advanced for several reasons. First, it is quite clear that this program is addressing an important issue at a critical point in time. The current level of HIV/AIDS in Indonesia is low. In order to sustain these levels it is necessary to develop broad-based prevention initiatives to augment programs which impact high-risk groups with specialized and highly targeted interventions. In addition, to reaching a broad audience, this program has the added advantage of addressing HIV/AIDS, substance abuse and the relationship between drug use and HIV/AIDS. Given the projection models for the spread of HIV/AIDS in Indonesia, it is of critical importance to support programs that address both these important issues. It is also the case that there are few -- if any -- alternative programs to address similar issues with young people that are currently in place, so this program represents Indonesia’s best hope to respond immediately to the current situation. To lose the momentum and squander the capacity that has now been developed would be a disservice to the children, families and communities of Indonesia.

- Invest in scaling up this program at the regional level as well. Beyond the increased positive impact this program can have in Indonesia, it is recommended that the program be considered for replication by other UNICEF country offices. Further, it is recommended that materials be developed at the regional level to support the replication of this program at other sites.

Scaling Up at the National Level

- Develop linkages at the national level between this program and other school programs so that peer education becomes one component of a comprehensive response to address HIV and substance abuse. To this end develop comprehensive school-based programs that include effective and supportive policies; life skills education (taught by teams of teachers and peer educators); student led initiatives; parent involvement, education and support; positive school climate; and systems for assessment, referral, and voluntary testing and counseling when indicated. This can be achieved in a number of ways. One is to work with provincial and local school authorities to develop appropriate program models. Another is to providing training and professional support on these issues to educators through the Ministry of Education’s seven regional teacher training centers. In addition, it is recommended that UNICEF and Yakita work directly with the newly formed youth committee of the National AIDS Commission. This committee has been developed under the direction of Dr. Suharto and he has pledged his support for the development of peer education programs as part of a national response to addressing HIV/AIDS.
• Scale up a series of program activities that focus on community settings. Develop programs for outreaching young people in out-of-school settings; link to available services such as they exist in each community; and work with concerned community groups and individuals to advocate for the development of programs to address these important issues. It is also recommended that the peer education programs develop -- with the support of UNICEF (and others) -- community-based campaigns to reduce discrimination and stigma of people with HIV/AIDS and/or those who use drugs.

• Develop and support a process for revision of the current peer education modules and training. As suggested in a previous section, the module and training design are already strong. Given that fact that these materials have now been pilot tested on three occasions in this past year, it is now an opportune time to revise each. The revision should be supported by a technical expert with experience in the design and development of training materials and design. A competent writer who can ensure that the materials are written in a clear and concise fashion should also support the revision. While this revision can greatly enhance the utility of these materials, it should be undertaken with respect for both the original input on behalf of young people, as well as with consideration for that fact that these materials have already been shown to be useful and effective with the original three peer education cohorts. Therefore, young people should play a key role in any module and training revision process.

• Develop a set of secondary training materials to be used by peer education training participants so that they may more effectively provide peer education training to secondary groups (as previously suggested in the section on supporting the educators in the original three sites). This is particularly important as the program is scaled up nationally, since the program utilizes a cascade training model. For example, in this first-year project phase, the 75 peer educators who were trained at Yakita Ciawi, will provide trainings to additional cohorts of peer educators at each program site. Given time and logistical limitations, they will not be able to employ a four-week training design similar to the one that they used in their training. As a result, it will be necessary to adapt the key elements of the four-week training module to a three-day, site-specific peer education secondary training model. Rather than expect this adaptation to take place at each program site, it is both more efficient and arguably more effective to do this as a cross-site adaptation. It is further recommended that the program consider employing the same technical experts that will be used to revise the four-week module and training (as recommended in the previous bulleted item) to support the creation of the secondary peer training materials. If the decision is made to scale up this program, than it is even more critical that the adaptation of the current four-week training module is undertaken.

**Scaling Up at the Regional Level**

• Develop a protocol and manual to facilitate the replication of this program in other countries within the region. The protocol that is developed should be a step-by-step process to guide the development of country-specific training modules and training design. In addition, using the Indonesia experience as a case example, procedures and tools should be provided on marketing the program as well as recruiting and selecting the peer educators. For example, a promotional video could be produced on the Indonesia experience as a way to promote peer education models in other countries.
Finally, additional guidance should be provided regarding the practical and logistical implications of implementing and sustaining program activities.

- Consider how the formation of peer education programs can be supported regionally by working with young people from Indonesia and other countries in the region to advocate for peer education and other prevention approaches. Advocacy efforts can be focused at the UN system, donors and national ministries. Advocacy should promote the fact that young people stand ready to contribute to our collective efforts to address HIV and substance abuse. They need to be seen as a resource as opposed to a point of service.

CONCLUSIONS

South East Asia is currently facing a dual crisis. The number of people living with HIV/AIDS is increasing and the growing number of individuals who are using drugs not only contribute to the increase in HIV/AIDS, but also creates a range of additional problems for young people, families and entire societies.

It has been often been suggested that a crisis is a time of both danger and opportunity. The danger is clear – both for Indonesia and the region. Models presented at the recent XV World AIDS Conference in Bangkok, Thailand indicate that in Indonesia the AIDS epidemic is likely to spread dramatically (fueled in large part by injecting drug use) unless strong and timely interventions are developed. Similar trends are also predicted for many other countries in the region, especially in those situations where injecting drug use is prevalent.

While the danger is clear, the Yayasan Kita Peer Education Program provides an opportunity. The accomplishments of this project to date are a solid base upon which to build. By developing a plan and providing support for a national scaling up of this program, a vital component of a comprehensive national response can be implemented in an efficient and timely manner. Further, considering ways in which this model can be adapted in other country settings can provide a similar opportunity to others. Finally, by developing systems to support the development of peer education programs at the national and regional levels, we will be harnessing the human capital that is in fact our region’s greatest asset in addressing these very important health and social issues.

Acknowledgements

The author would like to thank UNICEF Indonesia Country Office and UNICEF East Asia and the Pacific Regional Office (EAPRO) for the opportunity to develop this report. Acknowledgement is also given to the Yayasan Kita program staff and community for their forthrightness and cooperation. Most importantly, sincere appreciation is expressed to all the young people who not only were willing to share their perspectives, but are also giving so generously of their time and spirit for the betterment of their communities and society.
Appendix One

Work Plan
Objective of this assignment

As stated in the TOR the overall objective is to conduct an assessment to explore potential areas in training where Yayasan Kita can be strengthened including the approach and training equipment requirements for the delivery of a one-month residential training course to take place four times a year.

Key Tasks and Activities

The following key tasks were identified in the TOR. Following each is a list of the key activities that will support the fulfillment of each.

Task One: Based on the objectives and tasks spelt out in this terms of reference, the consultant will develop and submit to UNICEF for approval a schedule of activities (workplan) to be undertaken during this consultancy.

- This document serves as the work plan referenced in Task One.

Task Two: Review existing training system and materials including project proposal submitted to UNICEF for the peer education in four provinces of Bali, Jakarta, West Java and South Sulawesi conducted by Yakita and project progress of activities reports. The purpose is to get a clear picture of on-going activities, as well as understand existing human and organizational resources. Observation of existing teaching facilities/practice and system will be conducted concurrently with the review of documentation listed above.

- Read project proposal and available reports
- Observe training facilities/practice and systems
- Discuss and interview program staff, peers and implementers regarding the program to get a clear understanding of the peer training program and activities conducted so far
- Discuss and interview program staff, peers and implementers and provide recommendations on how to improve systems and practiced based on available resources.
- Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on these areas
- Visit and talk with Bandung Peer Educators and UNICEF Bandung
- Visit Makassar (south sulawesi) Peer Educators and observe activities
**Task Three:** Participate in the delivery of Bali peer education “train the trainer” session to be held in Bogor. The purpose is to identify areas for improvement in order to enable the refinement of the training and development of trainer assessment and peer review tools.

- Observe and participate in the Training of Trainers for Bali peer education in Ciawi.
- Assist in the development of assessments and peer review tools, including monitoring and evaluation tools that can easily be carried out by young people to report their progress
- Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on these areas

**Task Four:** Review the peer education train the trainer module currently under development by Yakita in order to provide input for its finalization.

- Discuss with project staff and peers regarding peer education training materials developed by peers
- Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on how to write training modules

**Task Five:** Prepare detailed report of the assessment including key recommendation and plan of action for follow-up by Yakita.

**Final Output**

The final output for this consultancy will be the development of a detailed final report that will provide:

- self assessment and peer review tools
- recommendations for the revision of train the trainer module
- follow-up recommendations for strengthening capacity of Yakita to effectively undertake the residential one month peer education training on prevention of HIV/AIDS, drug and substance abuse

The following chart provides a projected time line for the key activities associated with this consultation.
<table>
<thead>
<tr>
<th>TASKS</th>
<th>ACTIVITIES</th>
<th>PERIOD / DATES IN AUGUST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task One:</strong></td>
<td>• Meet with UNICEF and YAKITA</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>• Create workplan together with YAKITA, and to report and detail the workplan to UNICEF</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 3 4 5 6 9 10 11 12 13</td>
</tr>
<tr>
<td><strong>Task Two:</strong></td>
<td>• Read project proposal and available reports</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>• Observe training facilities/practice and systems</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>• Discuss and interview program staff, peers and implementers regarding the program to get a clear understanding of the peer training program and activities conducted so far</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>• Discuss and interview program staff, peers and implementers and provide recommendations on how to improve systems and practiced based on available resources.</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>• Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on these areas</td>
<td>X X X X X</td>
</tr>
<tr>
<td></td>
<td>• Visit and talk with Bandung Peer</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 3 4 5 6 9 10 11 12 13</td>
</tr>
</tbody>
</table>

Based on the objectives and tasks spelt out in this terms of reference, the consultant will develop and submit to UNICEF for approval a schedule of activities (workplan) to be undertaken during this consultancy.

The purpose is to get a clear picture of on-going activities, as well as understand existing human and organizational resources.

Observation of existing teaching facilities/practice and system will be conducted concurrently with the review of documentation listed above.
<table>
<thead>
<tr>
<th>TASKS</th>
<th>ACTIVITIES</th>
<th>PERIOD / DATES IN AUGUST</th>
</tr>
</thead>
</table>
|       | Educators and UNICEF Bandung  
  - Visit Makassar (south sulawesi) Peer Educators and observe activities | 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 |
| Task Three: | Observe and participate in the Training of Trainers for Bali peer education in progress in Ciawi.  
  - Assist in the development of assessments and peer review tools, including monitoring and evaluation tools that can easily be carried out by young people to report their progress.  
  - Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on these areas | X | X | X | X | X | X | X | X | X | X |
| Task Four: | Discuss with project staff and peers regarding peer education training materials developed by peers.  
  - Provide skill building sessions with peer educators from YAKITA to enable them to improve their knowledge and skills on how to write training modules. | X | X | X | X | X | X | X | X |
| Task Five: | Prepare Assessment Report and Recommendation and POA for YAKITA to follow up | X | X | X | X | X | X |

Task Three:  
Participate in the delivery of Bali peer education “train the trainer” session to be held in Bogor.  
The purpose is to identify areas for improvement in order to enable the refinement of the training and development of trainer assessment and peer review tools.
**Final Output**

The final output for this consultancy will be the development of a detailed final report that will provide:

- self assessment and peer review tools
- recommendations for the revision of train the trainer module
- follow-up recommendations for strengthening capacity of Yakita to effectively undertake the residential one month peer education training on prevention of HIV/AIDS, drug and substance abuse

- Brief project staff and peer educators and implementers on temporary findings and how to improve overall capacity

- Submitting documents to both YAKITA and UNICEF

<table>
<thead>
<tr>
<th>TASKS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Output</td>
<td>• Brief project staff and peer educators and implementers on temporary findings and how to improve overall capacity</td>
</tr>
<tr>
<td></td>
<td>• Submitting documents to both YAKITA and UNICEF</td>
</tr>
</tbody>
</table>

| PERIOD / DATES IN AUGUST |
|-------------------------|------------------|
| 2 | 3 | 4 | 5 | 6 | 9 | 10 | 11 | 12 | 13 |
| ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ | ☒ |
Appendix Two

Summary of Discussions With Key Groups

Yakita Staff Facilitators
Bali Peer Educators
Bandung Peer Educators
Makassar Peer Educators
DISCUSSION WITH THE YAKITA STAFF FACILITATORS

USEFUL ASPECTS OF PEER TRAINING OF TRAINERS PROGRAM

- The composition of the group is very diverse and positive including representatives from schools, NGOs and voluntary groups
- The training blends theory and practice
- The training also provides young people with exposure to other young people who are the victims of society but are now in recovery
- A goal of the training is building a network and the training does this well
- Another goal that the training addresses is empowering young people to go out and serve the community by doing their duty to the community
- The training also provides information and tools for young people
- The selection of material in the manual is very good and useful to participants
- The training teaches about life and the important issues that schools and parents do not address with young people

LESS USEFUL ASPECTS OF TRAINING PROGRAM

- Having a mixture of older participants is not too useful since they do not feel so connected to the event -- this hurts the commitment of the younger participants as they tend to follow the example of the older ones
- Some of the written materials can be improved
- Some people come to the training but then do not do much by way of follow-up once they return home -- it would be helpful to have some type of contract so they agree up-front to a commitment to specific actions once they return
- Some of the exercises are unnecessary (for example the exercises in the Botanical Garden could be shortened)
SUGGESTED CHANGES TO THE TRAINING PROGRAM

- Limit the participant age range to 18 – 25
- Have more input into the review and selection of participants
- Provide more skill building on how to design and how to make a presentation
- Provide more opportunities for participants to talk in front of the group so they can gain the confidence to do this better (since most Indonesian young people are a bit shy)
- Add more experts to the training to support the staff in making their presentations
- Expand the program into more rural settings

SKILLS THE FACILITATORS WOULD LIKE TO LEARN

- Producing materials
- Making effective presentations
- Facilitation skills
- Technical skills
DISCUSSION WITH THE BALI PEER EDUCATORS

USEFUL ASPECTS OF PEER TRAINING OF TRAINERS PROGRAM

- Almost all of the training is good and useful
- The interaction between the treatment community and peers is good because it provides a chance to share experiences
- Meeting with the treatment community allows participants to blend theory with the practical experiences the community members share
- The ongoing interaction with the community members leads to a deeper understanding
- The retreat setting is very useful
- The diversity of the participants is a strength

LESS USEFUL ASPECTS OF TRAINING PROGRAM

- The end target audience that the peer educators will work with is not clear so it is difficult to know what is truly expected of the peer educators
- Many of the sessions are time limited so it is hard to finish on time and the presentation becomes rushed and is not done well
- Many of the sessions that contain important information run back-to-back so there is not time to process and truly understand the information
- There is a greater need for reflection rather than one presentation after another
- Sometimes the facilitators do not completely understand the modules
- Three weeks for the entire training is too long, there is a need to shorten the training

SUGGESTED CHANGES TO THE TRAINING PROGRAM

- Keep the materials the same but increase the opportunity for participant interaction
- Be more selective and choose appropriate participants
- Allocate adequate time for each presentation to be done well
• Address cultural issues in the training

• Discuss current lifestyle issues that young people in Indonesia are facing

• Reduce the time dedicated to information and increase the time for ice breakers and other activities

• Cut down on the volume of materials

• Shorten the training from 3 weeks to 2 weeks

**SUGGESTIONS REGARDING SPECIFIC TRAINING METHODS**

• Decrease the time dedicated to people talking -- this is not always an effective technique

• Increase the level of interactive exercises

• Don’t use self-reflective exercises like journal writing -- instead allow reflection to take place in dyads or small group discussions

• The information is very good but there is a lot of information and it could be organized in a way that is easier to follow and access

• Create more opportunities to practice leading a presentation
DISCUSSION WITH THE BANDUNG PEER EDUCATORS

USEFUL ASPECTS OF PEER TRAINING OF TRAINERS PROGRAM

- Learned new information regarding addiction
- Shared feelings and developed a sense of team spirit
- Learned about other people (especially people who use drugs)
- Learned to be more open minded and accepting of others
- Developed skills in a number of key areas including how to talk to a large group, how to develop presentations, leadership, non verbal communications and decision making

LESS USEFUL ASPECTS OF TRAINING PROGRAM

- Some of the Yakita staff facilitators were unable to control the group energy and arguments would ensure
- The discussions on communication could be shortened as many of the participants were already familiar with basic communications models

SUGGESTED CHANGES TO THE TRAINING PROGRAM

- Have David and Joyce Gordon make more of the presentations
- Expand the sections on HIV, Hepatitis C, ARVs, and care and support
- Provide more skills in the area of counseling especially with regard to how to talk to someone who has a drug problem

SUGGESTIONS FOR FOLLOW-ON SUPPORT

- Provide financial support for materials, transportation and other logistical costs
- Provide office space and equipment including phones, computer and office supplies
- Provide presentation equipment such as a laptop computer and LCD
- Provide booster training seminars as well as ongoing coaching and technical assistance
- Provide training on advanced leadership training
• New updated materials for presentations and general distribution

• Development of a secretariat, preferable housed at the UNICEF field office in Bandung

• Development of systems for management and tracking of requests and service delivery

• Development of criteria and processes for prioritizing and responding to requests for service

• Support in the design and printing of IEC materials either adapted or developed for use in Bandung

• Develop business cards for use by peer educators

• Provide stipends to support those members of the peer group who cannot afford to volunteer time or may need assistance with basic living needs
DISCUSSION WITH THE MAKASSAR PEER EDUCATORS

USEFUL ASPECTS OF PEER TRAINING OF TRAINERS PROGRAM

- Almost everything was impressive
- The materials were useful and very well developed
- The entire experience was very exciting
- Learned to be more open minded and accepting of others
- Developed skills in a number of key areas including how to talk to a large group, how to develop presentations, leadership, non verbal communications and decision making
- Over the course of the four weeks there was a balance of theory (during the first three weeks) and skills development (during the fourth week)
- Skill development focused on presentation skills
- Individual skills were addressed but more in the context of content materials as opposed to in specific lessons on skill development

LESS USEFUL ASPECTS OF TRAINING PROGRAM

- Some times the discipline in the training was lacking and it was hard for facilitators to get the peers to follow the rules
- Some of the peers did not always come to the sessions on time

SUGGESTED CHANGES TO THE TRAINING PROGRAM

- Dedicate more time to addressing each topic area so that participants can develop even deeper understandings of each issue – some of the discussions just scratched the surface
- Develop a more structured set of rules for the training
SUGGESTIONS FOR FOLLOW-ON SUPPORT

- Provide a local secretariat, office space for weekly meetings, phone and computer
- Provide transportation to presentation sites and meetings
- Provide name cards and brochures
- Acquire and provide good publications
- Help in developing interesting Power Point presentation including photos and other graphics
- Additional trainings on public speaking, instructional technology, organizational structure and management, proposal development and report writing
- Specialized support from Yakita Makassar staff as needed for selected presentations
- Clarity with regards to UNICEF’s and others’ expectations of the peer educators with regards to future activities and levels of support
- Support in developing an action plan for the upcoming year
- Financial support for basic activities
Appendix Three

Monitoring and Evaluation Tools
EVENT RECORD FORM

PART ONE: GENERAL INFORMATION

Event Name:  
Dates:  
Location:  

Target Audience:  
Number of Participants:  

Sponsoring Organization’s Key Contact Information  
Name:  
Address:  
Phone: __________ Fax: __________ Email: __________  

Lead Staff:  
Additional Staff:  

Event Summary  

Follow-up Activities/Next Steps  

PART TWO: THE TRAINING TEAM’S PERSPECTIVE

How effective was the presentation in your opinion?

What were some of the things that worked best?

What were some of the things that could have worked better?
PART THREE: THE PARTICIPANT’S PERSPECTIVE

Using the final participant evaluation form, enter the number of participants who checked each of the choices for the following question:

| Excellent | Very Good | Average | Below Average | Poor |

Using the participants’ final evaluation form, summarize what the participants thought were the best things about the event.

Using the participants’ final evaluation form, summarize what the participants thought were the areas that could have been improved.
| Based on your own assessment and the feedback of the event participants, what changes (if any) would you recommend for future events? |
SELF ASSESSMENT TOOL

PART ONE: GENERAL INFORMATION

Briefly describe your role in today’s session.

How would you rate your overall performance? (circle one of the following choices)

Excellent  Very Good  Average  Below Average  Poor

What were the two or three things that you think you did particularly well?

What are some ways in which you might improve your part of the training in the future?
PART TWO: PRESENTATION SKILLS CHECKLIST

For each of the following items, rate yourself.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a warm and friendly atmosphere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating acceptance of all participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing your thoughts clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using examples to support your main points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using audio/visual aids such as Power Point, the white board, music, video, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking good questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging discussion (including involving quiet participants)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the opinions of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using interactive methods such as role playing, debate, small group activities, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varying your presentation by using a number of different styles of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBSERVER’S FEEDBACK FORM

PART ONE: ABOUT YOU

Name:
Role:

PART TWO: GENERAL OBSERVATIONS

Name of the person you observed: ________________________________

Briefly summarize the presentation/activity that you have just observed.

How would you rate the presenter’s overall performance?
(circle one of the following choices)

Excellent  Very Good  Average  Below Average  Poor

What were the two or three things that you think this presenter did especially well?

What are some ways in which you would suggest this presenter could improve his or her presentation skills and style?
PART THREE: PRESENTATION SKILLS CHECKLIST

For each of the following items, rate the presenter you are observing.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a warm and friendly atmosphere</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrating acceptance of all participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing your thoughts clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using examples to support your main points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using audio/visual aids such as Power Point, the white board, music, video, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking good questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging discussion (including involving quiet participants)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the opinions of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using interactive methods such as role playing, debate, small group activities, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Varying your presentation by using a number of different styles of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please use the back of this form to share any additional observations and suggestions you feel would be helpful.
DAY XX

PART ONE: ABOUT YOU

Please tell us your age _______  Male _____  Female _____

PART TWO: EVALUATION OF SPECIFIC PRESENTATION SESSIONS

Insert Title of First Session

Please rate your satisfaction with each of the following aspects of this presentation session.

(Check one box on each line)

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the information presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of the presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness of the content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for questions/discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL satisfaction with this presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you like most about this session?

What did you like least?

Repeat this format for all the sessions that were conducted each day

(be sure to remind participants in what time slot each session took place)
PART THREE: OVERALL SATISFACTION WITH THE ENTIRE TRAINING DAY

Tell us what you thought about the entire day training event by circling one of the choices below:

Excellent  Very Good  Average  Below Average  Poor

Please feel free to share any suggestions on how we might improve the sessions in the upcoming days.
Insert Event Title

Participant Final Evaluation Form

PART ONE: ABOUT YOU
Please tell us your age ______ Male _____ Female _____

PART TWO: EVALUATION OF SPECIFIC TYPES OF PRESENTATIONS

Insert Title of a group of sessions (example of a group of sessions - “The presentations on drug addiction” or “The sessions on skills building”)

Please rate your satisfaction with each of the following aspects of these presentations.
(Check one box on each line)

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the information presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization of the presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usefulness of the content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for questions/discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL satisfaction with the presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you like most about these sessions?

What did you like least?

Repeat this format for as many groups of sessions as necessary
PART THREE: OVERALL SATISFACTION WITH THE ENTIRE TRAINING EVENT

Tell us what you thought about the overall training event by circling one of the choices below:

Excellent  Very Good  Average  Below Average  Poor

What were the most helpful features of the entire training event?

What were the least helpful features of the entire training event?

Please write any additional comments or suggestions that you might have to improve the quality of the training event.

What additional information/assistance would be useful as you move forward the development of an effective peer program to help young people and others in your community?