

SCCW5. PEER EDUCATOR FOCUS GROUP GUIDE

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Improved capacity of service providers and volunteers (peer educators)

Intervention types:

- ✓ Training and skill building sessions to increase the capacity of service providers and volunteers
- ✓ Activities to improve collaboration, coordination and networking

Worked well with these populations:

- ✓ Peer Educators

Interventions for:

- ✓ HIV
- ✓ STIs

DESCRIPTION

Qualitative focus group discussion guide for youth peer educators assessing their competency in peer intervention in HIV prevention education.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Used in a study that successfully implemented peer-education that improved youth's HIV knowledge and attitudes in some areas, and identified barriers to peer education concerning homosexuality and condom use.
- ✓ Qualitative discussion can identify areas of effectiveness and ineffectiveness that were not anticipated and are otherwise hard to document

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- If possible, conduct several [focus groups](#), not just one. Each group should have 4 to 6 participants.
- Mix up participants so that they do not know each other well ; if possible, avoid having them sit with and bring friends to the group.
- The focus groups should last about an hour.
- The focus groups should be facilitated by someone who is not part of the program but who is knowledgeable about the program and the setting. (This is because participants may feel pressured to give positive responses if facilitated with someone who is part of the program.)
- Tell participants why you are conducting the focus groups, being clear that it is to evaluate the program and not them, to help make the program better. (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- Ensure that people feel safe and that the space is confidential, asking them not to discuss what is said in the group outside of it.
- Either record the group with participants' permission, or have a note-taker present.

ANALYSIS

- From the notes and/or listening to the recording, write down the main ideas that come out of each question in each group. Ideas can be important even if very few people said them.
- Write a summary of these main themes focussing on the outcomes of the peer-led interventions for the peer workers and for their priority populations.
- Illustrate the themes with quotes from the group discussion.
- If feasible, validate the themes with focus group participants.

SCCW5. Focus group discussion guide for peer educators

1. How do you evaluate your experience with the program?
2. To what extent do you think the program has had an impact on you?
3. How has the program affected how you behave with your family as well as friends? Inside and outside school? What are some examples?
4. How has it affected your life beyond peer education?
5. To what extent did you have the chance to educate friends outside school?
6. Do you have friends who are engaged in high-risk behaviour? If yes, were you able to approach them with what you know on life skills and HIV prevention?
7. To what extent was the subject of being gay raised during your sessions?
8. To what extent was the subject of condoms as a protective method raised during your session? What was the feedback from participants on this subject?
9. What are your recommendations to improve the program?

Sources:

Adapted from: Al-Iryani, B., Basaleem, H., Al-Sakkaf, K., Kok, G., & van den Borne, B. (2013). **Process evaluation of school-based peer education for HIV prevention among Yemeni adolescents**. *Sahara J*, 10(1), 55-64.