

Section 4

Monitoring & Evaluation

Chapter 12

Monitoring

Chapter 13

Evaluation





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Monitoring



Objective

This chapter will help you figure out what monitoring information on both participants and activities is important for your program to collect. It also will provide you with sample tools to do so.

This chapter and the next will focus on monitoring and evaluation. While the term “M&E” gets used a lot, it is often not clear what is meant, how the two are different, and what programs themselves can do without too much complexity or prior experience.

Overall, good monitoring and evaluation helps you to chart the success of your program – to tell the story of how girls benefit from participating in your program.

This chapter will focus on monitoring and Chapter 13 on evaluation.

Monitoring answers two basic questions:

- Who are we reaching?
- What are we doing?

It can also be seen as a process to help keep you on track by thinking of the questions as:

- Are we reaching who we said we would reach?
- Are we doing the activities we said we would do?

Good monitoring tools will help you keep track of who the participants are in your program and what activities you are doing.



Good monitoring tools will help you keep track of who the participants are in your program and what activities you are doing. There are two kinds of monitoring tools we will discuss—one that helps you keep track of participants and another that helps you keep track of activities.

Participant Register This helps you keep track of the girls in the program and their critical characteristics. Some sample participant registers are included at the end of this chapter, but the critical work for you will be to decide which characteristics are important for you to include in this register. For example, if you are working with in-school girls, you do not need to ask if they are in school or out of school, but instead what level they are in school. Ask yourself, do you need to know what school they go to? If your program has a component of school visits, then perhaps yes. Similarly, if you are working with teenage mothers, you do not need to ask if they do or do not have kids, but instead how many children they have. You will have to decide if you want to also ask who they live with or their level of education.

Note You may have already thought through the important characteristics for your program with the coverage exercise described in Chapter 1. Depending on the purpose of your coverage exercise (for example if you are using it at the intake stage), it may overlap with the participant register.

Remember! Too much information is not helpful. It usually just overwhelms program staff with data and makes them less likely to prepare summary reports.

Here is a list of sample characteristics that can be included in a monitoring register. You have to decide for your program which characteristics are the most critical.

CHARACTERISTIC	QUESTION (Depends on which piece of information you want to collect)
Age	How old are you?
Living Arrangements	Who do you live with?
Living Location	What neighborhood do you live in?
Schooling Status	Are you currently in school?
Education Level	What grade/class/level are you in? What is the highest level of schooling you reached?
School Attended	What school do you go to?
Parenthood Status	Do you have any children? How many children do you have?
Marital Status	Are you currently married? How many children do you have? Do you currently live with your boyfriend or husband?
Migration Status	Were you born in the neighborhood where you live? At what age did you move there? From where did you move?
Work Status	Are you currently engaged in any form of income generating activity? What income generating activities are you involved in?



The other important monitoring tool is an activity register. This will help you document the meetings, activities, events that you hold in your program, how many girls come and what the attendance levels are. This information not only helps you to be able to report on the activities in your program, but also helps you monitor trends to see if you need to make any changes. For example: Are attendance levels dropping? Are we covering all of the topics we said we would?

Like the participant register, you need to develop an activity register to meet the needs of your program, match the structure of your program, and the kinds of information that is relevant to you.

ID Cards

While counting and tracking girls is critical within your own program, it is also critical on a municipal, state, and national level. Officially counting and identifying vulnerable girls is typically a missed opportunity. Lack of birth certificates, immunization cards, or other kinds of official, recognized identification contributes significantly to this problem. This can affect girls when they go to access work opportunities, health services, financial services, or other formal institutions where identification is required.

Your program can help girls be counted officially – or obtain identification – either through 1) assisting with obtaining formal documents such as birth certificates or national IDs or 2) providing program IDs that are recognized locally that can help girls access formal institutions of society and perhaps at a later stage be used to obtain official ID. Some programs have reached agreements with local government to stamp their program ID cards which has added a level of formal recognition, and then the ID cards are used by the girls in the program to access health and other services.

Here is a list of kinds of information you might want to capture. Again, you will have to choose what is right for you.

Information for Activity Register

- Date
- Time
- Number of girls attended
- Topics covered (i.e. family planning, entrepreneurship, how to make a budget, HIV prevention)
- Type of activity (i.e. group meeting, lecture, family event, community outreach)
- Name of group mentor/facilitator/leader
- Girls who have been absent the last three meetings in a row
- Referrals made
- Material distributed

Again, tailor these registers to meet your needs.

Finally, there is no point in collecting the data if you are not going to do anything with it. So, before you get started developing your monitoring plan and tools, answer the following questions for yourselves:

- Who will create/finalize the registers & by when?
- When will these registers be used?
- Who is responsible for ensuring they get completed?
- Who is responsible for analysis/reporting?
- How often/when will the analysis/reporting be done?
- Do you need a monthly/quarterly summary form?

Don't forget – sometimes those funding your program are also interested in specific kinds of details or ask for certain information on their reports. Think about what you will have to report on to your donors ahead of time and make sure this information will be captured through your registers.



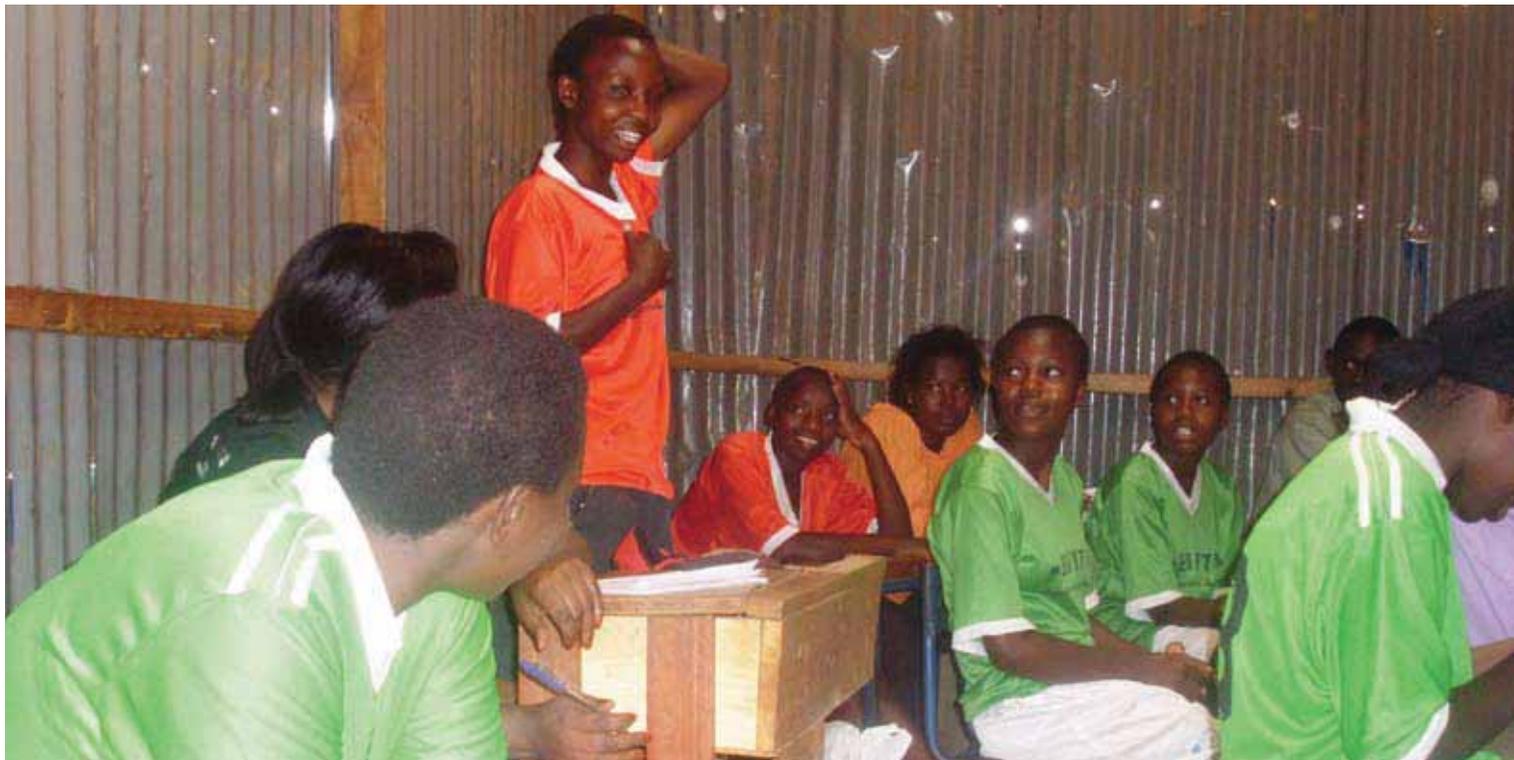
Do

- Develop and use monitoring tools that collect information that is important for your program
- Use monitoring tools that collect information on participants and activities
- Assign responsibilities to staff responsible for the different monitoring tasks



Don't

- Collect more information than you will use



SAMPLE INTAKE REGISTER 1		**This is for a program that reaches a wide range of adolescent girls in the Kibera slum in Nairobi Kenya							
DATE _____									
	Name	Age	Village	School Status?	Class/Form	Lives With: **	Has Child?	Married?	How did you hear about the program?
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
** Lives With: 1=Both Parents; 2=Mother Only; 3=Father Only; 4=Boyfriend/Husband; 5=Alone; 6=Friends; 7=Other Relatives; 8=Other Non-Relatives; 9=Employer; 10=Other									
** Has Child: 0=No; 1=Yes **Married: 0=No; 1=Yes ** School: 0=out of school; 1=in school									
**Village: 1=Ayany; 2=DC; 3=Fort Jesus; 4=Kambi Muru; 5=Katwekera; 6=Kianda; 7=Kisumu Ndogo; 8=Laini Saba; 9=Lindi; 10=Makina; 11=Mashimoni; 12=Olympic; 13=Raila; 14=Silanga; 15=Soweto East; 16=Soweto West; 17=Toi; 18=Other									

SAMPLE INTAKE REGISTER 2		**This is a register of a program targeting young mothers who are working in a certain market in Kampala, Uganda							
	DATE _____								
	Name	Age	Neighborhood	# of Kids	Highest Level of Education	Lives With: **	Date started working in Market	Migration Status	Notes
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
** Lives With: 1=Both Parents; 2=Mother Only; 3=Father Only; 4=Boyfriend/Husband; 5=Alone; 6=Friends; 7=Other Relatives; 8=Other Non-Relatives; 9=Employer; 10=Other									
** Migration Status: 0=Born in Kampala; 1=Migrated from Rural Area					** Education Level: 1=Some Primary; 2=Finished Primary; 3=Some Secondary; 4=Completed Secondary; 5=Some Post-Secondary; 6=Other (specify in notes)				
Neighborhood: 1=Kisenyi; 2=Katwe; 3=Wandegya; 4=Bwaise; 5=Kivulu; 6=Kamwokya; 7=Makerere; 8=Ndeba; 9=Kawempe; 10=Kibuye; 11=Gayaza; 12=Nakulabye; 13=Kikoni; 14=Owino; 15=Old Kampala; 16=Kasubi; 17=Other in Kampala (specify in notes)									

SAMPLE MEETING/ACTIVITY LOG			
Group Name/# - _____		Group Leader(s) - _____	
Date	# girls attended	Topic(s)	Activity Type(s)



Chapter 13

Evaluation



Objective

This chapter will help you understand the importance of evaluation and introduce you to basic evaluation techniques. The tools and sample evaluation forms provided will help you decide what to evaluate within your own program and what questions to ask.

Monitoring, discussed in Chapter 12, can be the first step in evaluation because it provides a solid base of information about the girls in your program and what you are doing with them from which to evaluate your program.

Evaluation then helps you answer the questions:

- Is my program making a difference?
- What kinds of changes take place in girls because they participate in my program?

Many programs back away from evaluation because they find it overwhelming, they do not know where to start, or because it is not valued as a management or decision-making tool. Sometimes, just the day-to-day tasks of keeping a program running can keep you so busy that there never seems to be any time for it. However, evaluation is important because it helps you better understand what your program does and does not do for the girls who participate, and allows you to be able to tell that story with confidence and evidence to other people (whether they be parents, donors, or other partners).

Evaluation helps you answer the questions: Is my program making a difference? What kinds of changes take place in girls because they participate in my program?



A key point about evaluation is that it is not something that should be left to the end of a project. Instead, it should be part of the overall work plan and project design. Your program should decide at the beginning of a project cycle what kind of evaluation you want to do and what will be evaluated.

One common challenge is that programs often do not know what to evaluate. This chapter will help you decide what in your program you want to evaluate and what questions you can ask in those areas. In addition, this chapter will briefly outline different kinds of evaluation, when they can be done effectively, and how you can plan for evaluation activities.

Deciding What to Evaluate

For most of us, our programs have a strong mission or vision—whether they focus specifically on one area or another, in general we want the adolescent girls in our program to make a successful transition into adulthood. We want them to become young women who do not have HIV, who are able to plan their pregnancies, who live lives free of violence, who have a successful livelihood and are able to financially support themselves, their children and their families. Even more so, we do not stop at wanting these outcomes only for the girls, but for their entire communities.

However, those goals are very difficult to measure. Often it would mean doing complicated and expensive tests, mostly because change rarely happens quickly. It takes a lot of time to follow the same girls until they reach adulthood. If a girl is 14 years old when she joins your program, for example, you would have to wait a minimum of ten years until she's an "adult" of 24 to see if she is HIV free, financially independent, etc. It's a serious commitment for your program to take on the task of evaluating whether or not your program has succeeded at these goals.

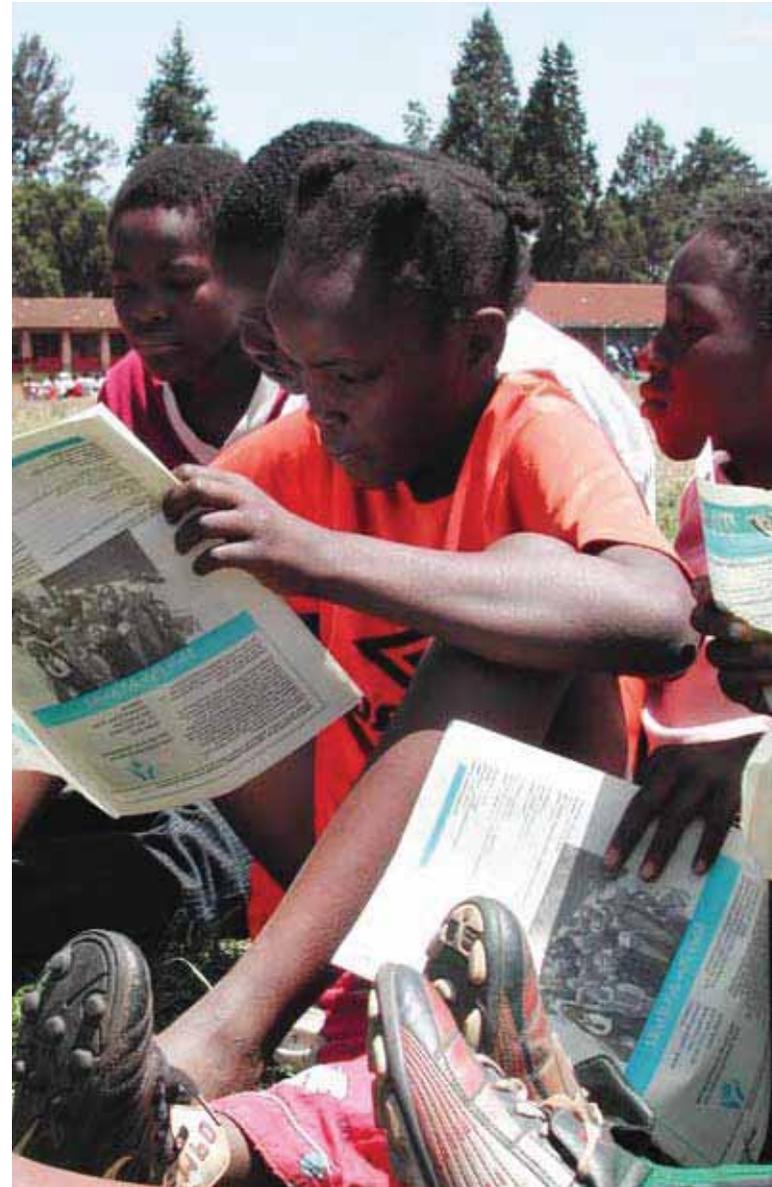
Therefore, when you begin to think about what to evaluate, two questions that will help get you started are:

- what are the "steps along the way"—or intermediate goals—you can measure to make sure that a girl is on the right track for a healthy transition into adulthood?
- what assets (knowledge, skills, attitudes, opportunities) is your program giving a girl to help her make that healthy transition?

Assets (see Chapter 7) are things that you can measure and can use to chart the success of your program. The second is to keep focused on the changes that you want to see in the girl herself. Measuring things like “lower HIV in the community” is very vague, difficult, and does not speak directly to the impact of your program.

In Chapter 7, you made a list of assets that you think girls should have by a certain age, and then you chose the assets that you wanted girls in your program to have. This is a great list of things to measure. For example, if you wanted girls to have a savings account—you can measure that. If you wanted them to know where to have an HIV test—you can measure that.

At the end of this chapter is a set of tools that will take you through a process of figuring out what you want to, and realistically can, measure. We have also included a sample list of questions that you can ask that will help you measure if girls have acquired those assets.



Quantitative v. Qualitative

Quantitative data is information that can be expressed in the form of a number—by a percent, a scale, or an average. The questions used to gather quantitative data are “closed-ended questions” meaning that they can be answered with a number or typically one word (yes or no; true or false; agree or disagree). The tools used to collect quantitative data are typically surveys or questionnaires and this kind of data is good for giving an overall picture or summary. It often answers the questions what, how much or how many?

Qualitative data is better at answering the questions how and why? The questions used are typically “open-ended”, asking the participant to describe, explain and elaborate. The tools often used are the in-depth one-on-one interview using open-ended questions and the focus group discussion—typically a group of 6-10 people with common characteristics who are guided by an experienced facilitator through a series of questions on the topic you are exploring. Another common qualitative tool is the case study—where you follow a small number of participants in the program over time and capture information on their life history, the changes they have experienced through the program, their challenges and successes. This is often a nice way to highlight the impact of your program.

For example – let’s look at a couple of different scenarios:

Condom Use

- How difficult is it for your partner to agree to use a condom every time you have sex?
a) Very Difficult; b) Somewhat Difficult; c) Somewhat Easy or; d) Very Easy

This kind of question will collect **QUANTITATIVE DATA**

- Why is it difficult for your partner to agree to use a condom every time you have sex?
(Then the interviewer will ask further: “Explain a bit more,” “Describe what you do in those situations” .)

This kind of question will collect **QUALITATIVE DATA**

Safety

- There is a lot of violence in the community where I live
 - a) Strongly Agree; b) Somewhat Agree; c) Somewhat Disagree; or d) Strongly Disagree

This kind of question will collect **QUANTITATIVE DATA**

- Describe for me the kind of violence that occurs in this community?
(The interviewer will ask further – what are the areas with the most violence and why do you think that is so? Who are the people who cause most of the violence and why? Who are the people who are the victims of the violence and why? What do you think can be done to improve the situation and reduce the amount of violence?)

These kinds of questions will collect **QUALITATIVE DATA**

Often, programs will use a combination of the two kinds of data collection. This gives a nice ability to describe the overall picture in numbers, as well as with in-depth explanations and stories.

Tips for Making an Evaluation Plan

- Make a timeline, just like for your program
- Be realistic about how long it will take
- Keep it simple and short
- Think about intermediate results
- Think about areas where you would expect to see improvement
- Make standard questions relevant for your context
- But make sure you record the critical information
- Measure what you are trying to change
- Timing: Before, during, and after
- Only collect data as often as you are willing to do something about it

A word about ongoing evaluation of activities

In addition to measuring the effect that your program is having on the girls themselves, it is important to engage in process evaluation - how is the program itself going? What do the girls think of the program activities? What do they like the most about the program? What changes would they make to the program? This can be done at certain time intervals (you can decide to do this every six months, once a year, etc.) or after major events (i.e. evaluating a specific training that the girls just went through or a community event that was held).

Doing this kind of evaluation regularly is important so that you have an up-to-date understanding about what works and what doesn't work in terms of your program activities, what the girls like and dislike, what they want more of or less of, etc. It can help you make changes in the program activities throughout the course of the program. See the tools section for a sample event evaluation form.

Do



- Have a clear understanding of what your program's big vision or goal is, as well as the steps along the way that girls need to achieve in order to reach that goal
- Build evaluation into your program's work plan from the very start
- Assign clear tasks and responsibilities for evaluation activities
- Conduct ongoing evaluation of program activities with the members and make program adjustments accordingly

Don't



- Evaluate more than you have the capacity for or collect more information than what you need
- Assume that evaluation is too hard or complicated for you to do



What do you want to measure?

As you think about the kind of evaluation that you are planning, one of the first steps is to decide what you want to measure. As we discussed, being able to differentiate between the overall goal and vision that you have for the girls in your program, and the steps along the way that will let you know that they are on the path to reaching that goal will simplify your evaluation work and allow you to get meaningful information.

First:

What is the overall goal and vision of your organization? What is the big, long-term goal that you have for the girls in your program?

Second:

What are the assets that you are trying to build within the girls themselves?



Third: What questions will you ask to measure each asset? (Use the list on page 174-181 to help you)

ASSET/INDICATOR	QUESTION

Fourth: Think about what tools you will use to gather the information about each of these changes that you would like to measure. Will you use a short survey and include several questions? Will you have some focus groups? Use the next chart to think through the different tools:

TOOL	ASSET/INDICATOR TO BE MEASURED	QUESTION TO BE ASKED
Eg. Quantitative Survey	Has Savings	Do you have money put aside or in your savings? (Yes/No)
Eg. Focus Group Discussion	Understands the Importance of Saving	What are some of the reasons that girls like yourselves save, or put money aside for future use?

Fifth: Now you can assign responsibilities and timelines for getting these evaluation activities in place. It is also important to think about a) how much money this will cost and if it is in your budget and b) do you have the in-house skills to complete these tasks or if you will need to engage someone external (and the cost implications of that):

TASK	WHO WILL BE RESPONSIBLE ?	DO WE NEED EXTERNAL EXPERTISE & IN WHAT AREA?	HOW MUCH MONEY WILL IT COST?	HOW MUCH STAFF TIME WILL IT TAKE?	BY WHAT DATE?
Finalize list of assets/indicators					
Finalize list of questions					
Develop Evaluation Tools (surveys, interview guides, etc.)					
Organize the Data Collection*					
Collect the Data* (doing the actual interviewing)					
Analyze the Data					
Compile Reports					

***Note** Data collection might happen at several points during the program cycle

Use the information in this chart to assess what can be done internally and what you will need external assistance with. Calculate the total budget costs and assess if you have the funds and staff time available.

Finally, you can use all of this information to integrate the evaluation activities into your overall program work plan/timeline.

Sample questions

Below is a list of questions that can be used to measure different assets. This list was initially compiled by Eva Roca and was drawn from various Population Council surveys including Siyakha Nentsha (South Africa), Berhane Hewan (Ethiopia), TAP (Kenya), Biruh Tesfah (Ethiopia), SEWA (India), Safe and Smart Savings Products for Vulnerable Adolescent Girls (Kenya/Uganda).

Note – This list will help you to pick and choose questions that are relevant for YOUR program. We are not suggesting that you must ask all of these questions.

CATEGORY OF INQUIRY	ILLUSTRATIVE QUESTIONS
Basic demography	<ul style="list-style-type: none"> ● What is your age? ● What is your ethnicity? ● Who do you live with? (options given, with multiple responses possible—e.g., mother, father, grandmother, husband, alone, brothers, sisters, children, etc.) ● Is your birth/natural father/mother alive? (if yes, does he/she live with you; if no, what age were you when he/she passed away?) ● What is your marital status? (single/in a relationship/engaged/married/divorced, etc.) ● What is your religion? ● How long have you lived in the community where you currently reside? - If you migrated from another area, what is your region of origin? ● Have you ever attended school? ● Are you currently in school? ● What is the highest grade you have completed?
Critical life events	<ul style="list-style-type: none"> ● If you are married, how old were you when you were married? How old was your partner at the time? ● At what age did you start grade/standard 1 for the first time? ● (if not in school) At what age did you leave school? ● Have you ever had sexual intercourse—by which we mean full penetration with a penis (vaginal or anal) ? ● Have you ever had sexual intercourse when somebody was physically forcing you, hurting you, or threatening you? ● Have you ever been pregnant? ● Do you have a child? ● Have you ever experienced traditional ceremony (like FGM)?

Social Assets (social networks, group membership, relations of trust, access to wider institutions of society, freedom from violence)

- Time use/participation: In the last week did you...
 - Socialize with non-family friends?
 - How many times?
 - Socialize outside the home?
 - Play football, netball, or another sport?
- Time use: How many hours in the past 7 days did you spend...
 - Doing unpaid chores or work around the house? (such as cooking, cleaning, fetching water, child care, yard work, and home maintenance)
 - In organized activities outside of regular school hours? (such as playing sports, attending religious services, and participating in clubs or group activities)
- Access to safe spaces
 - Do you have a safe place outside home/school to meet non-family friends?
 - Do you meet at least weekly?
- Social networks
 - Do you belong to any of the following organizations? (savings group, sports group, study group, dancing/singing/music/choir group, church group, etc.)
 - How often do you meet?
 - Do you participate in a youth program?
 - How many close friends do you have?
 - Did you make new friends in the last year?
 - I have many friends in my neighbourhood /community. (agree/disagree)
 - I have a best friend who is not a member of my family. (agree/disagree)
 - Have you discussed the following topics with your best friend? (this can assess intimacy of close relationships):
 - Future goals
 - Financial problems
 - People who tease or bother you
 - Money you have saved or earned
 - HIV/AIDS
 - Sexually transmitted diseases
 - Family planning
 - Condoms
 - Violence in the neighborhood
 - The ideal age to get married
- Who do you consider to be a role model for your own life?

Social assets (social networks, group membership, relations of trust, access to wider institutions of society, freedom from violence)

- Safety/social cohesion *Strongly agree/Agree/Disagree/Strongly disagree* with the following statements:
 - I feel safe walking around in my neighbourhood/community during the day.
 - The adults in my neighbourhood/community will help me if I am in trouble.
 - There is a lot of crime in my neighbourhood/community.
 - There is a lot of violence among young people in my neighbourhood/community.
 - I would be much happier if I lived in another community.
 - I trust people in my community.
 - In my neighborhood, people tease me as I go about my business.

- Safety nets
 - If you didn't have a place to sleep, there is someone in the neighborhood who would take you in.
 - Do you have someone to turn to in difficulty?
 - Do you have someone to borrow money from in an emergency? / If you needed money urgently, is there someone you could borrow from?
 - How many non-family friends do you have?
 - How often do you see them?

- Safety planning
 - Do you have a plan to avoid harassment in the streets? (Yes/No)
 - Is it OK for teachers to invite you to their home to get a grade? (Yes/No)
 - Where is the nearest Police Station? (Is answer correct/incorrect)
 - Where do you go if someone is trying to marry you off against your will? (Is answer correct/incorrect)

- Has anyone ever (and when was the first/last time this happened?)
 - Slapped you or thrown something at you that could hurt you?
 - Pushed or shoved you?
 - Twisted your arm or pulled your hair?
 - Hit you with a fist or something else that could hurt?
 - Threatened you with a gun or knife?

- The last time this happened, did you tell anyone about it? Who? (friend, family, an authority, a teacher, etc)
 - Do you know a place you could go for help if something like this happened to you?

Human assets
*(skills and knowledge,
ability to work, good
health, self-esteem,
bargaining power,
autonomy, control
over decisions)*

- Confidence (agree/disagree) Please say whether you agree or disagree with each statement, as it applies to you:
 - I feel I am as important as other members of my family.
 - I feel as capable of doing many things as other people.
 - I am not satisfied with the relationships I have with the people around me.
 - I feel like I have a number of good qualities.
 - I am inclined to feel like I am a failure.
 - Many times I feel I am not important.
 - I can express my ideas to others.
 - People like me can make a positive impact in the community.
 - I feel as intelligent as most other people my age.
 - I sometimes feel worthless.
 - I do not have hope for my future.
 - I am optimistic that I will have a better life than my parents.
 - Parents should place more value on children's education.
- Agency/self-efficacy: life decision-making
 - Who mostly makes decisions about the following? (Answer Options - I do, I do together with someone else, someone else does)
 - Whether you can socialize outside the home
 - Whether or not you go to school, or study
 - Who you will marry
 - When you will get married
 - Whether or not you should have sex
 - Please say whether you agree or disagree with each statement, as it applies to you.
 - I need someone's permission before I leave the house.
 - I need someone's permission before I visit a friend.
 - I need someone's permission before I spend money.
 - I need someone's permission before I look for work.
 - If it were your choice, at what age would you like to be married, if ever?
 - What would you like to be doing in 2 years? Probe for work or education or marriage or where would like to live)
 - I believe I can negotiate condom use with a partner. (agree/disagree)
 - I believe I could refuse to have sex even if someone was pressuring me. (agree/disagree)
 - Are you able to decide on your own whether to keep all your earnings?
 - Who decides how you will use your money?
 - Myself only
 - Myself and my boyfriend/girlfriend
 - Myself and a relative

<p>Human assets <i>(skills and knowledge, ability to work, good health, self-esteem, bargaining power, autonomy, control over decisions)</i></p>	<ul style="list-style-type: none"> ● Skills and knowledge: work seeking <ul style="list-style-type: none"> -If you wanted to start your own income-generating activity/business, what are three things you would need to think about before doing so? -Please name three income-generating / business opportunities that exist your community -Please list two kinds of unsafe work -Please list two kinds of safe work -Have you thought about what kind of job you would like to have? -Where can you get information about business training? -Where can you get information about job training? -Have you ever tried to start an income-generating activity? -Please name the steps you could take to look for a job. -Have you ever received any vocational training (y/n)? -Have you ever spoken in public (in front of a crowd)? ● Knowledge and skills—self <ul style="list-style-type: none"> -Do you know how to read/write? -Do you know how to play traditional games? -Do you know how to kick a ball? -Is female genital mutilation illegal? -What is the legal age of marriage in this country? -What is the name of the district where you live? ● Knowledge and skills—health <ul style="list-style-type: none"> -General: <ul style="list-style-type: none"> • What are the main steps in proper hand washing? (Is answer correct/incorrect) • When are two times that it is important to wash your hands? (Is answer correct/incorrect) • What are the signs of diarrhea in a child? • When should a child with diarrhea be taken to the clinic?
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Human assets
*(skills and
knowledge, ability
to work, good
health, self-esteem,
bargaining power,
autonomy, control
over decisions)*

● HIV/AIDS

-How can people protect themselves from getting infected with HIV/AIDS? (check all the ways mentioned)

- 1 = Abstain from sex
- 2 = Non penetrative sex/thigh sex
- 3 = Always use condoms
- 4 = Limit number of sex partners
- 5 = Have only one sex partner
- 6 = Avoid sex workers
- 7 = Have sex with a virgin
- 8 = Use only sterilized needles
- 9 = Require partner to take blood test
- 10 = Other _____

-General knowledge about HIV:

- Know a healthy-looking person can be HIV+
- Know that most people do not get HIV from sharp objects
- Know that there is no cure for HIV/AIDS

-Do you know a place to go for an HIV test? Where? Have you ever had a test (you will not have to tell us the result)?

● Reproductive health

-Do you think there are times during a woman's cycle when she is more likely to get pregnant than other times? (If so, when is this time?)

-What are the early signs of pregnancy?

- No periods for six weeks or more
- Nausea (morning sickness)
- Breast enlargement and tenderness
- Fatigue
- Frequent need to pass urine
- Do not know
- Other (specify).....

-What are the danger signs in pregnancy?

-What are the danger signs in delivery?

-When should emergency transport be called for a woman who is in labor?

-STIs:

- Have you heard of STIs other than HIV/AIDS?
- Can a woman always tell when she has an STI?
- Can a woman always tell if a man has an STI?

<p>Human assets <i>(skills and knowledge, ability to work, good health, self-esteem, bargaining power, autonomy, control over decisions)</i></p>	<ul style="list-style-type: none"> ● Access knowledge <ul style="list-style-type: none"> -What is the nearest emergency health service? (Is answer correct/incorrect) -Have you been to an info session on HIV? -Do you know where to go if you wanted to get tested? -Have you ever had a health check up? -Have you had a visual/hearing screening? -Is there a youth club in your neighborhood? -Have you ever been there? ● Knowledge and skills – Financial Literacy <ul style="list-style-type: none"> -Do you know where the nearest bank is? -Have you ever been inside a bank? -Have you ever kept track of how much money you make for a period of time? -Have you ever kept track of how much money you spend for a period of time? -What are two reasons why savings is important? -What is one informal way to save money? -What is one formal way to save money? -Do you know where to go if you wanted more information on a financial service? -What are two obligations of a loan? -How often do you deposit money into your savings?
<p>Financial assets <i>(cash, savings, loans and gifts, regular remittances or entitlements)</i></p>	<ul style="list-style-type: none"> ● Employment and earning <ul style="list-style-type: none"> -Have you ever spent time actively looking for work? Last 12 months? Last month? -Have you ever undertaken any kind of work, whether for yourself or for other people, for which you have earned money? In the last 12 months? Last month? -What type of work was this? (have locally relevant categories available) -How much money did you earn? (per day, per hour, etc) -Was this work a type you would have chosen? (or something to indicate whether forced/coerced work) -What are two characteristics of unsafe work? (Is answer correct/incorrect)

<p>Financial assets <i>(cash, savings, loans and gifts, regular remittances or entitlements)</i></p>	<ul style="list-style-type: none"> ● Savings/ financial decision-making: <ul style="list-style-type: none"> -I have a financial goal (yes/no) -I am saving money in order to do or buy something specific (yes/no) -When you have money, do you plan ahead for how to spend it? -I have savings/ I am saving (yes/no) -I am saving for something specific (yes/no)—or some other indication of having a financial goal. -I have some money I keep in case of an emergency (yes/no) -How much money do you have in your savings? -Have you ever tried to open a bank account? (if yes, were you successful?) -Have you ever borrowed money?
<p>Physical assets <i>(land, housing, jewelry, shoes, clothing, productive assets, tools and equipment for business activities)</i></p>	<ul style="list-style-type: none"> ● Household level <ul style="list-style-type: none"> -Does your household own any of the following assets? (Could also ask if personally owned, as appropriate. Lists tailored for what is relevant in a particular setting. For example, Kenya included: radio, television, kerosene lamp, productive tools (i.e. sewing machine), mobile phone, refrigerator, furniture, bicycle, motorcycle, automobile, house, land, small/large livestock, savings, jewelry) ● Personal level <ul style="list-style-type: none"> -Do you personally own any of the following: (above list tailored for what is relevant in a particular setting) - Citizenship: Do you have any of the following identification documents: Birth certificate, ID card? -Do you have a CV? -Do you have any degrees/diplomas/certificates of achievement?



SAMPLE TRAINING PARTICIPANT EVALUATION FORM

Participant Training Evaluation Form

Date: _____ Title of Training: _____

1. What was your favorite part of the training today?

2. Which topic was the most important to you in the training? Why?

3. Which topics need to be added to this training?

4. What was your least favorite part of the training?

5. What are three things that we can improve about this training?
 - A)
 - B)
 - C)



SAMPLE PROGRAM EVALUATION FORM

Member Evaluation Form

Note This form is designed to be completed by the girls themselves in writing. Please adapt the questions to suit your specific program goals and activities. Also, it is generically called "this program". Feel free to fill in with your program's name.

1. What have you learned from (this program)?
2. What more would you like to learn at (this program) that you have not yet learned?
3. What is your favorite activity at (this program)?
4. What is your least favorite activity at (this program)?
5. What would you do to make (this program) better?
6. What would you do to make your life as a young woman better and that of other young woman in this community and (this program)?
7. What do you think is (this program)'s impact on this community?
8. How can (this program) better impact the community?
9. Has (this program) had an effect on your life? If so, how?

Any other comments

***Note** The two forms on pages 182 & 183 (training evaluation and program evaluation) require girls to be able to read and write. If you would rather not rely on that, you can ask the girls the questions out loud either individually or as a group. You can use the following chart as a guide for a group discussion. Ask participants what about the program or training they love, like, want less of, or want no more of:

LOVE IT	LIKE IT
LESS OF IT	LOSE IT