

**Program Y**

# **MONITORING AND EVALUATION**

**in Schools**





The diagram features a central white circle with a dark blue border containing the text "Monitoring & Evaluation". This circle is surrounded by a larger, light blue circular shape. Four thick, light blue arrows originate from the outer edge of this larger circle and point outwards towards the top, bottom, left, and right. The entire graphic is set against a solid dark blue background.

**Monitoring  
& Evaluation**

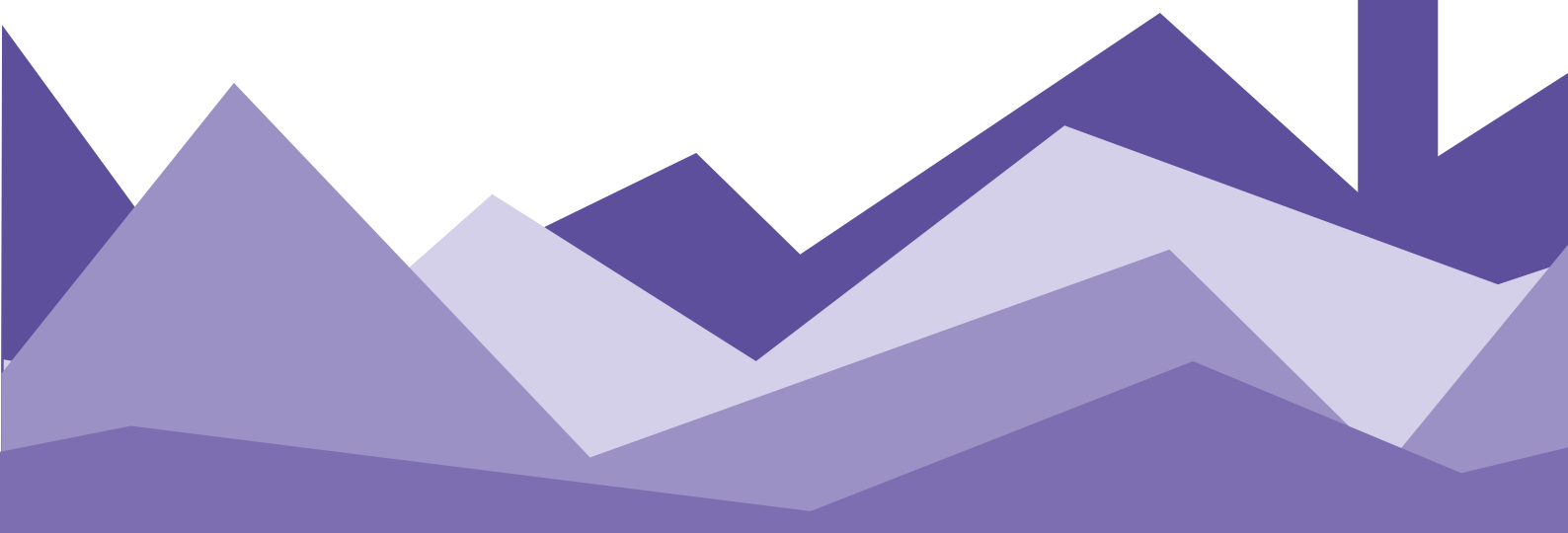
# Program Y Monitoring and Evaluation in Schools



To ensure high implementation standards, objective analysis, continuous feedback as well as enhance learning opportunities and further development of the Program Y in high schools, it is highly recommended that monitoring and evaluation is conducted on a regular basis.

Monitoring and evaluation are integral parts of the program and it is recommended that school staff assign one of its members to monitor and evaluate the program throughout, starting from its beginning.

**Monitoring** should be conducted on a regular basis. It should include reviewing workshops' and campaigns' short reports prepared by teachers and peer educators, keeping track of number of participants involved in the program (including gender disaggregated participants' data), attendance lists of participants, including those attending workshops and campaigns and other relevant school events.



### **Evaluation should be conducted through:**

1. Comparison between the Baseline assessment and Endline Research results (measurement of change that can be attributed to the Program Y)
2. Pre and post testing (knowledge and attitudes)
3. Collection of feedback (oral or written) from students, teachers, parents and other stakeholders involved
4. Audio and video recording of participants throughout workshops, campaigns and other foreseen activities

Possible indicators for progress measurements are listed below:

#### **a) Output level** (as result of direct input or activities implemented):

- › Number of teachers trained for Program Y implementation
- › Number of workshops implemented by teachers and school staff
- › Number of students (Female/Male) attending the workshops facilitated by teachers
- › Number of campaign activities implemented by students and teachers
- › Number of community actions implemented by students and teachers

#### **b) Outcome level:**

- › Percentage (%) of targeted students (Female/Male) shows improved knowledge and attitudes concerning gender equality and healthy lifestyles and interpersonal violence has been decreased among them.
- › Percentage (%) of teachers (Female/Male) that report changed attitudes concerning gender equality as a direct result of participation in Program Y delivery.

### **Recommendations for the Baseline and Endline Research:**

**Baseline Research** – The overall objective of the Baseline Research is to describe the situation before intervention started in order to be able to determine the basis for monitoring project progress along the way as well as gather data that will be used in program implementation in schools. Baseline assessment provides inputs for adequate programming and that is why it should happen before any intervention. The results gained provide where the focus of the program should be (for example, if the Baseline shows low level of knowledge related to sexual and reproductive health and high level of gender equality understanding, the implementation team can adapt the program and intervention to be more focused and more complex related to sexual and reproductive health and much less around gender equality).

**Endline Research** – The main objective of the Endline Research is to contribute to a comprehensive understanding of the overall program progress as well as the changes in knowledge, attitudes and behavior related to violence and gender based violence, gender equality and

*...objective of the Baseline Research is to describe the situation before intervention started...*

healthy lifestyles amongst young men and young women, but also amongst teachers and parents.

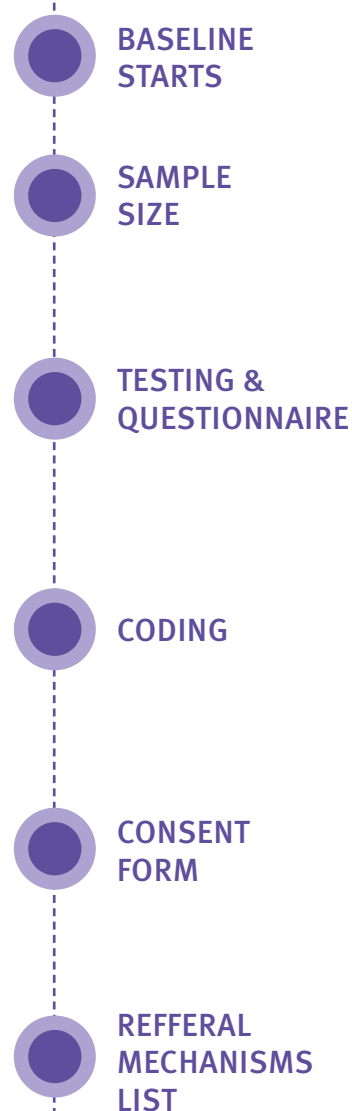
The assessment of the knowledge level, attitudes, and behaviors of the above-mentioned target groups should be done **by conducting self-administered surveys** prior to the program implementation in the school, so that a **comparison and assessment of the program purpose can be made** in the Endline assessment which should be conducted after the program implementation.

In this document you will find research documents for students and teachers that are proven to provide necessary information related to program targets.

*Should be done by conducting self-administered surveys prior to the program implementation in the school...*

#### Description of process:

- › The Baseline starts before any program activity. It should be done in September / October, at the beginning of the school year.
- › Sample size – the Baseline should be done with first grade students (both young men and young women) and if possible, it should be done with all students in the first grade. If not, school staff can decide representative sample size for their own school.
- › Testing the questionnaire – before the Baseline: testing of the questionnaire should be done with 5 -10 students as part of a reality check. If there are questions they do not understand or find them confusing the school staff should make necessary adjustments and finalize the questionnaire after feedback is received.
- › Coding – to comprehensively measure the change. It is recommended that each student as research participants gets their code. The assigned school staff member should make sure that codes relate to the lists of students, but more importantly that confidentiality of every respondent is respected after the research conducted.
- › Consent form – the person in charge for the research should ensure that all research participants (or their parents) sign a consent form confirming their willingness to take part in the research. Those students who do not want to participate are not expected to sign the consent form.
- › Referral mechanisms list – the school staff should come up with a description of the existing support or referral mechanism in place that is available in their school and the local community and ensure that the research participants are familiar with it.



- › Data collection – should be done by experienced schools staff like school pedagogy chancellors or psychologists. Also, it is possible that school staff trains senior students to become data collectors. The data collection can be done in 45 minutes by using the developed questionnaire presented in this document (please see below) whereby 10 minutes are reserved for the introduction on the research purpose, signing consent forms, distribution of the referral mechanisms list and the questionnaires. Students usually need 30-35 minutes to fill out the questionnaires, which should be done in silence and without any interruptions.
  
- › Data analysis implies statistical data processing that can be done through different statistical programs. The most convenient ones created for that purpose are SPSS, R and others. Alternatively, Excel can also be helpful. Statistical data processing most commonly implies calculation of simple descriptive measurements such as percentages or potential arithmetic means. It is necessary to separate data processing for young men and young women. We suggest expert associates do this job, as they already have certain statistical knowledge. Data on characteristics of the sample (gender, education and parents' employment, etc.) and data on concrete phenomena that are being evaluated (statements and questions on gender equality, violence, sexual-reproductive health, etc.) should be calculated.
  
- › Research report – after data analysis; the school staff should develop a short and simple report about findings and share it with the school board but also use it for planning future workshops and the school-based activities.
  
- › Program implementation – after the baseline research is finished, the program implementation can begin. Firstly, with training for teachers and peer educators. As an Annex to this document, you can find suggestions for pre-tests and post-tests for teachers and peer educators that also serve to measure the change in their knowledge, attitudes and behaviors.
  
- › Endline research should be done in last grade (3rd or 4th year) students, involving the same students from the baseline (in their 1st grade). You should repeat the steps about coding, consent, referral mechanisms and possible training for data collection. It is very important here that the codes should be matched with students in order to identify the students who participated in the Baseline.



**DATA  
COLLECTION**

**DATA  
ANALYSIS**

**RESEARCH  
REPORT**

**PROGRAM  
IMPLEMENTA-  
TION**

**ENDLINE  
RESEARCH**

- › Data analysis – comparing the Baseline and Endline. This process implies comparing data from the baseline and endline researches. Similar statistical analyses, as those of data from the baseline research, are used. Additionally, it would be beneficial to calculate the so-called summation scores for certain phenomena such as gender equality, committed violence, knowledge about sexual-reproductive health, etc. It is useful to see if there are statistically significant differences in representation of those phenomena in the baseline and endline research. Non-parameter statistical tests for two related samples are used for this. If SPSS is used, they are called Wilcoxon test and McNemar test. These additional analyses imply more complex statistical knowledge so we recommend seeking assistance from a statistics expert.
- › Research report consists of several parts. A table of content section comes right after the report cover page, followed by the Introduction chapter. It describes problems in the community related to the project topic, describes why this project is necessary, basic project components, and goals of the research. A Chapter called ‘Methods’ describes: sample, i.e. number of young men and young women, main characteristics of their families (e.g. education, financial status, etc.), questionnaire, research process, intervention program, and the way statistical data had been processed. The following chapter ‘Results’ presents tables and short written interpretation of obtained results. We recommend that results are grouped per thematic areas. The part ‘Closing remarks’ or ‘Discussion’ contains more in-depth interpretation of obtained results. Certain recommendations for future work, as well as conclusion, are also mentioned in this section. At the end, possibly a list of the literature used, if it was mentioned in the text.

**Qualitative data collection** – if and when possible, you can also try to have and organize interviews with program beneficiaries (students) and their teachers and parents. Within these interviews you can gain a lot of data that can also show the possible change and project impact from which you can develop case studies and successful stories that could be used for further promotion of the program or fundraising.

We suggest you follow this process as described here and use the tools provided, so that the program impact can be measured in the same way in all schools across the Balkan region where implemented. In that sense, the Ministries of Education can follow and use the existing data and explore possibilities to incorporate Program Y into the school curriculum. If you need any assistance please contact the local partner organizations in your country. Good luck!



## DATA ANALYSIS



## RESEARCH RESULTS

*...have and organize interviews with program beneficiaries (students) and their teachers and parents...*

### Annex 1

Baseline / Endline (pre and post tests)  
questionnaire for students

### Annex 2

Example of Consent form

### Annex 3

Example of Referral mechanisms list

### Annex 4

Pre-test and post-test for teachers

### Annex 5

Pre-test and post-test for peer educators

### Annex 6

Qualitative survey interview for teachers

### Annex 7

Reporting template for workshops and campaign  
activities

### Annex 8

Example of data base of students and teachers



## Annex 1 Baseline / Endline (pre and post tests) questionnaire for students

### PROGRAM Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle / Promotion for Young men and women

#### QUESTIONNAIRE FOR STUDENTS

The questionnaire contains questions about different areas of life of high school students such as health, violence, family, gender relations, etc. It is important to give honest answers to all questions. This is not a test of knowledge and there are no incorrect answers. The questionnaire is filled in by circling or writing the appropriate answer independently. **Questionnaire should not be signed.**

**Q 1. Sex?**                      a) Female                                      b) Male

**Q 2. How old are you?** \_\_\_\_\_

#### GENDER RELATIONS

**Q 3. Please read carefully the following statements. By entering X in the appropriate box, point to what extent you agree with each statement.**

	STATEMENT	Completely untrue	Mostly untrue	Neither true nor untrue	Mostly true	Completely true
1	A woman's most important role is to take care of her home and cook for her family.					
2	Changing diapers, bathing and feeding children are the responsibilities of the mother.					
3	If a woman cheats on a man, it is justified for him to hit her.					
4	A single slap is a type of violence.					
5	It is more acceptable for a boy to skip class than a girl					
6	A man should have the final word about decisions in the home.					
7	I would accept that I have a gay friend.					
8	It is okay for a man to hit his wife if she will not (does not want to) have sex with him.					
9	I would be ashamed if I had a homosexual son.					
10	A woman should tolerate violence in order to keep her family together.					
11	It is both a man and a woman's responsibility to prevent pregnancy.					
12	It is okay for men to cry and show their emotions in front of others.					
13	It is okay to hit or kick a gay person if he flirts with me.					
14	When a woman is sexually harassed, it is most often because of the way she is dressed.					
15	It is acceptable for parents to beat their children when they do not behave well.					
16	The most important characteristics of a man are physical strength and power.					
17	Verbal insults are a type of violence.					

**HEALTH**

**Q 4. Do you smoke cigarettes now (circle)?** a) No b) Yes

**Q 5. How often do you drink alcohol (circle)?**

- a) Never
- b) Several times a year
- c) Several times a month
- d) Several times a week
- e) Almost every day

**Q 6. In the past three months, how often have you had five (5) or more drinks on one occasion?**

- a) Never
- b) Less than once a month
- c) About once a month
- d) About once a week
- e) Multiple times a week

**Q 7. In the past three months, how often have you used drugs (enter X in the appropriate box)?**

I FEEL ABLE TO CONDUCT PROGRAMS WITH MY STUDENTS RELATED TO ...		Never	Once or twice	More than twice
1	Marijuana			
2	Other (please describe)			

**Q 8. Do your close friends occasionally or often consume marijuana or some other drug (circle)?**

- a) No
- b) Yes

**Q 9. Please read each question and put the "X" mark below the answer that best describes how you felt during the past month.**

STATEMENT		All the time	Most of the time	Sometimes	Rarely	Never
1	How much time, during the past month, have you felt nervous?					
2	How much time, during the past month, have you felt unhappy and sad?					
3	How much time, during the past month, have you felt calm and peaceful?					
4	How often, during the past month, have you felt so depressed that nothing could cheer you up?					
5	During the past month, how much time have you felt happy?					

**Q 10. If you had a sexual intercourse (this refers to the last sexual intercourse you had), did you use a condom or any other form of contraception (circle)?**

- a) Never
- b) Several times a year
- c) Several times a month
- d) Several times a week
- e) Almost every day

**Q 11. How often do you go to a doctor to check your sexual and reproductive health (circle)?**

- a) Never
- b) Less than once a month
- c) About once a month
- d) About once a week
- e) Multiple times a week

## VIOLENCE

**Q 12. Below are the situations of violence in which young people can find themselves with their peers. Put X in the appropriate box and answer to what extent you participated in such situations in the LAST THREE MONTHS.**

	STATEMENT	It never hap- pened	It happened once	It happened twice or more times
1	Peers called me names, made fun of me, insulted me or threat- ened me.			
2	Peers slapped, hit or kicked me.			
3	They sent threatening or offensive messages to me via SMS, email or via social networks.			
4	Peers sexually harassed me against my will or touched me in a way that was very unpleasant to me.			
5	Group of peers attacked me and was violent towards me.			
6	I called other peers names, made fun of them, or insulted them.			
7	I slapped, hit or kicked other peers.			
8	I sent threatening or insulting messages to my peers via SMS, email or via social networks.			
9	I sexually harassed or touched other people against their will.			
10	As a member of peer group, I took part in a violent act.			
11	I verbally insulted or hit someone I thought was gay (homo- sexual/lesbian).			

**Q 13. What would you do if you saw a fight between a person you know and some other person (circle 1 answer)?**

- a) Try to stop the fight
- b) Join the fight and help the person I know
- c) Call for help
- d) Do nothing

**Q 14. Questions related to your experiences with violence in a romantic/emotional relationship that you might have had with your partner, i.e. boyfriend or girlfriend, are given in the following table. If you have not had a girlfriend or a boyfriend until now, skip this table and move to next question.**

QUESTIONS		Never	Once	Twice or more times
1	Have you ever insulted or humiliated your girlfriend/boyfriend?			
2	Have you limited or forbidden your girlfriend/boyfriend to communicate with their friends, to go out, the way they dress, and the like?			
3	Have you ever slapped or hit your girlfriend/boyfriend?			
4	Have you ever had sex with a girlfriend/boyfriend against her/his will?			
5	Have your girlfriend/boyfriend ever insulted or humiliated you?			
6	Have your boyfriend/girlfriend limited or forbidden you to communicate with your friends, to go out, the way you dress, etc.			
7	Have your girlfriend/boyfriend ever slapped or hit you?			
8	Have your girlfriend/boyfriend ever had sex with you against your will?			

**Q 15. If you have experienced violence in an intimate relationship, how did you react in this situation (circle)?**

- a) I successfully resolved the situation by defending myself or avoiding violence
- b) I did not manage to prevent violence, I was a victim of violence.
- c) I did not experience violence in a relationship, so I did not react.

**We have come to the end of the questionnaire.  
Thank you for your cooperation and your time!**

## Annex 2

### Example of Consent form

#### Consent Form for Participation in Program Y Survey

##### **Purpose**

We are doing a study to understand more about what young men and young women think and how do they behave in terms of healthy lifestyles, violence, gender equality, sexual and reproductive health. We are also interested in learning about the issues facing young men and young women in the Balkans, and how do they think about their life and their lifestyle.

This study is being done in all schools and settings where Program Y is being implemented with the support of Ministry of Education.

If you want to take part in the study, we have created short survey about these topics. It is self-administered, which means that you can fill it out yourself, and the survey will not include your name, it will only include an ID number.

I will hand out the survey to those who give their consent to participate. I am available to answer any questions you may have. The survey will take about an hour to complete. If you decide not to participate, we ask that you remain in the room and read or do work quietly. Or, if you prefer, another room has been made available for you to read or do work.

##### **Voluntary participation**

If you want to be a part of this study, it is completely voluntary. If you agree to fill out the survey, you can always stop at any time, without having to give me any explanation and without any negative results. In addition, you do not have to answer any question that makes you uncomfortable, and you don't have to explain why you don't want to answer it and there will be no negative results from not answering. I will be here throughout the time allotted for filling out the survey, so you can ask any questions if you need more information on any question.

##### **Confidentiality**

The information that you share with us on the survey will not be publicly viewed or commented. No identifying information will be kept on the survey forms. A separate form will be used to match your name to the survey ID number. We are collecting this information so that we can match this survey with a survey you may fill out at the end of the school year. Only the research team will have the information that matches your survey ID number to your name. The surveys will be stored in a locked place and eventually destroyed. Confidentiality also depends on you not sharing your information with anyone except trusted persons.

**Risks**

Some questions on the questionnaire may embarrass you or may make you feel uncomfortable or bring up bad experiences or memories. You do not have to answer any question you do not want to. Before the survey, I will give you a list of names and contact information for people or organizations in your community that can help you if you want it. These are people who you can talk to about what you were feeling when reading the questions.

**Right to Refuse or Withdraw**

You can choose whether or not you want to be a part of this study. There is no penalty if you decide that you do not want to participate. And again, if you participate, you can decide not to answer certain questions or even decide to stop at any time.

If you are interested in participating, I would like you to sign this form. You can have a copy of it, if you wish.

**Agreement to Participate**

I have read/been explained this entire consent form and any questions have been answered to my satisfaction.

I agree to participate in the research Yes    No

Signature of Respondent ..... Date .....

Signature of Researcher ..... Date .....

I want a copy of the consent form. Yes    No

**Investigator's statement:**

I, the undersigned, have explained to the subject in the language that he understands the procedures to be followed in this research and the risks and benefits involved. S/He has agreed participate in the research.

Signature of Researcher ..... Date .....

## **Annex 3**

### **Example of Referral mechanisms list**

- 1. SOS phone line for victims of violence**
- 2. Health center**
- 3. Center for Social Work**
- 4. Center for HIV/AIDS**
- 5. Youth support clubs**
- 6. Useful links**

## Annex 4

### Pre-test and post-test for teachers

#### PROGRAM Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle / Promotion for Young men and women

##### QUESTIONNAIRE FOR TEACHERS

The questionnaire contains questions about different areas of life of high school students such as health, violence, family, gender relations, etc. It is important to give honest answers to all questions. This is not a test of knowledge and there are no incorrect answers. The questionnaire is filled in by circling or writing the appropriate answer independently. **Questionnaire should not be signed.**

**Q 1. Sex?** a) Female b) Male

**Q 2. How old are you?** \_\_\_\_\_

**Q 3. How many years do you work as a teacher or a staff member of a school?** \_\_\_\_\_

**Q 4. Please read carefully the following statements. By entering X in the appropriate box, point to what extent you agree with each statement.**

	STATEMENT	Completely untrue	Mostly untrue	Neither true nor untrue	Mostly true	Completely true
1	A woman's most important role is to take care of her home and cook for her family.					
2	Changing diapers, bathing and feeding children are the responsibilities of the mother.					
3	If a woman cheats on a man, it is justified for him to hit her.					
4	A single slap is a type of violence.					
5	It is more acceptable for a boy to skip class than a girl					
6	A man should have the final word about decisions in the home.					
7	I would accept that I have a gay friend.					
8	It is okay for a man to hit his wife if she will not (does not want to) have sex with him.					
9	I would be ashamed if I had a homosexual son.					
10	A woman should tolerate violence in order to keep her family together.					
11	It is both a man and a woman's responsibility to prevent pregnancy.					
12	It is okay for men to cry and show their emotions in front of others.					
13	It is okay to hit or kick a gay person if he flirts with me.					
14	When a woman is sexually harassed, it is most often because of the way she is dressed.					
15	It is acceptable for parents to beat their children when they do not behave well.					
16	The most important characteristics of a man are physical strength and power.					
17	Verbal insults are a type of violence.					



**Q 5. Enter X in the appropriate box, indicating what you think or feel about each of the following statements:**

	STATEMENT	I disagree /Not true	I agree / True	I am not sure/ I don't know
1	A woman has a greater chance of getting pregnant in the middle of the menstrual period			
2	Testosterone is a hormone that affects the development of male secondary characteristics (such as facial hair, tone of voice, etc.)			
3	People can get infected with HIV by sharing food with a person who has HIV.			
4	All sexually transmitted infections have some symptoms visible to the naked eye.			
5	Interrupting sexual intercourse is a very reliable way to prevent pregnancy.			
6	Emergency Contraceptive Pills (ECPs) should not be used as the usual contraceptive method, but only in emergency situations.			
7	Women's body absorbs more alcohol than a man who drinks the same number of alcoholic beverages.			
8	Alcohol is a drug.			
9	Hallucinogens are a type of drug that lowers brain activity by causing laziness and lack of interest.			
10	People who smoke marijuana for a long time, are more likely to develop diseases, such as permanent coughing or lung cancer.			

**Q 6. Please read carefully the following statements. By entering X in the appropriate box, point to what extent you agree with each statement.**

	STATEMENT	Complete-ly untrue	Mostly untrue	Mostly untrue	Mostly untrue	Mostly untrue
1	Violence is sometimes the only way to solve some problems.					
2	Violence is also when someone accidentally hits someone else with a shoulder so that the other person feels pain.					
3	Insulting and humiliating someone is also violence.					
4	We cannot say that a man is violent if he only slaps a woman.					
5	In some cases of violence against women, women were guilty of this because they 'asked' for it.					
6	Violence against homosexuals is sometimes justified.					
7	It is normal for a high school student to drink alcohol sometimes.					
8	I support young people to try marijuana.					

**Q 7. Have you seen within the last six months any of the following in your school?  
Enter X in the appropriate box for each described situation.**

	STATEMENT	Never happened	Happened once	Happened two or more times
1	A young man humiliated or insulted another young man.			
2	A young man hit or beat another young man.			
3	A young man humiliated or insulted a young woman.			
4	A young man hit or beat a young woman.			
5	A young woman humiliated or insulted another young woman or young man.			
6	A young woman hit or beat another young woman or young man.			
7	Physical fight between two or more groups of students.			
8	A student verbally or physically abused someone he/she thought was gay (homosexual or lesbian).			
9	A professor verbally insulted a student.			
10	A professor physically assaulted a student.			
11	A student verbally insulted a professor.			
12	A student physically assaulted a professor.			

**Q 8. What is your general opinion about presence of violence among students in your school (circle only one answer)?**

- a) There is no violence in our school
- b) Violence happens very rarely
- c) Violence happens sometimes
- d) Violence happens often
- e) Violence happens almost regularly

**Q 9. Do male and female students have the same opportunities in your school (circle only one answer)?**

- a) Male and female students are treated in the same way by their professors
- b) Young women are encouraged to consider engaging in professions dominated by men
- c) Young men are encouraged to consider engaging in professions dominated by women

**Q 10. What is your opinion about the need and idea that students learn about healthy life skills and styles in primary and secondary schools (circle only one answer)?**

- a) It is not the job of the school and school staff to conduct life skills education
- b) Schools have partial responsibility to implement life skills education.
- c) Schools should educate students about important life skills

**Q 11. To what extent do you agree with the offered statements, which relate to your ability to implement a life skills program at school? Enter X in the appropriate box for each described situation.**

	I FEEL ABLE TO CONDUCT PROGRAMS WITH MY STUDENTS RELATED TO ...	Com-pletely untrue	Mostly untrue	Mostly untrue	Mostly untrue	Mostly untrue
1	Violence prevention					
2	Sexual and reproductive health					
3	Gender equality					
4	Prevention of the consumption of psychoactive substances (alcohol, drugs, etc.)					

**We have come to the end of the questionnaire.  
Thank you for your cooperation and your time!**

## Annex 5

### Pre-test and post-test for peer educators

#### PROGRAM Y – Innovative Approaches in GBV Prevention and Healthy Lifestyle / Promotion for Young men and women

##### QUESTIONNAIRE FOR YOUTH EDUCATORS

The questionnaire contains questions about different areas of life such as health, violence, gender relations, relations in school, etc. It is important to give honest answers to all questions. This is not a test of knowledge and there are no incorrect answers. The questionnaire is filled in by circling or writing the appropriate answer independently. The questionnaire **should not be signed**.

**Q 1. Sex?** a) Female b) Male

**Q 2. How old are you?** \_\_\_\_\_

**Q 3. Please read carefully the following statements. By entering X in the appropriate box, point to what extent you agree with each statement.**

	STATEMENT	Completely untrue	Mostly untrue	Neither true nor untrue	Mostly true	Completely true
1	A woman's most important role is to take care of her home and cook for her family.					
2	Changing diapers, bathing and feeding children are the responsibilities of the mother.					
3	If a woman cheats on a man, it is justified for him to hit her.					
4	A single slap is a type of violence.					
5	It is more acceptable for a boy to skip class than a girl					
6	A man should have the final word about decisions in the home.					
7	I would accept that I have a gay friend.					
8	It is okay for a man to hit his wife if she will not (does not want to) have sex with him.					
9	I would be ashamed if I had a homosexual son.					
10	A woman should tolerate violence in order to keep her family together.					
11	It is both a man and a woman's responsibility to prevent pregnancy.					
12	It is okay for men to cry and show their emotions in front of others.					
13	It is okay to hit or kick a gay person if he flirts with me.					
14	When a woman is sexually harassed, it is most often because of the way she is dressed.					
15	It is acceptable for parents to beat their children when they do not behave well.					
16	The most important characteristics of a man are physical strength and power.					
17	Verbal insults are a type of violence.					

**Q 4. Enter X in the appropriate box, indicating what you think or feel about each of the following statements:**

	STATEMENT	I disagree /Not true	I agree / True	I am not sure/ I don't know
1	A woman has a greater chance of getting pregnant in the middle of the menstrual period			
2	Testosterone is a hormone that affects the development of male secondary characteristics (such as facial hair, tone of voice, etc.)			
3	People can get infected with HIV by sharing food with a person who has HIV.			
4	All sexually transmitted infections have some symptoms visible to the naked eye.			
5	Interrupting sexual intercourse is a very reliable way to prevent pregnancy.			
6	Emergency Contraceptive Pills (ECPs) should not be used as the usual contraceptive method, but only in emergency situations.			
7	Women's body absorbs more alcohol than a man who drinks the same number of alcoholic beverages.			
8	Alcohol is a drug.			
9	Hallucinogens are a type of drug that lowers brain activity by causing laziness and lack of interest.			
10	People who smoke marijuana for a long time, are more likely to develop diseases, such as permanent coughing or lung cancer.			

**Q 5. Please read carefully the following statements. By entering X in the appropriate box, point to what extent you agree with each statement.**

	STATEMENT	Completely untrue	Mostly untrue	Neither true nor untrue	Mostly true	Completely true
1	Violence is sometimes the only way to solve some problems.					
2	Violence is also when someone accidentally hits someone else with a shoulder so that the other person feels pain.					
3	Insulting and humiliating someone is also violence.					
4	We cannot say that a man is violent if he only slaps a woman.					
5	In some cases of violence against women, women were guilty of this because they 'asked' for it.					
6	Violence against homosexuals is sometimes justified.					
7	It is normal for a high school student to drink alcohol sometimes.					
8	I support young people to try marijuana.					

**Q 6. To what extent do you agree with the offered statements, which relate to your ability to implement a life skills program at school? Enter X in the appropriate box for each described situation.**

	I FEEL ABLE TO CONDUCT PROGRAMS WITH MY STUDENTS RELATED TO ...	Completely untrue	Mostly untrue	Neither true nor untrue	Mostly true	Completely true
1	Violence prevention					
2	Sexual and reproductive health					
3	Gender equality					
4	Prevention of the consumption of psychoactive substances (alcohol, drugs, etc.)					

**We have come to the end of the questionnaire.  
Thank you for your cooperation and your time!**

## Annex 6

### Qualitative survey interview for teachers

#### Interview Guide with School Teachers — Program Y

1. Can you give me a little background on your experience with the school system in which you are working in?
2. How long have you lived in this particular community/area?
3. What are some of the main challenges that families (your students' families) in this area face?
4. When did you, personally, begin working in this school?
5. What are main challenges that you face as a teacher in this school?
6. What have you noticed/observed about the young people in this school? Probes:
  - › a. their school/educational performance
  - › b. their goals/aspirations
  - › c. main challenges/problems they face
  - › d. characteristics of young men that help them to overcome their challenges
  - › e. features of their environment that help or prevent them from attaining goals
7. What are some of the critical relationships or influences that youth here have?
  - › a. Peer relationships
  - › b. Adult role models
  - › c. Family support/influences
  - › d. Relationships with teachers
  - › e. Relationships with young women
8. What are some of the challenges young men face in this school? In the general community? In their homes?
  - › a. Sexual and RH of young male students
  - › b. Relationships with young women
  - › c. Peer violence
  - › d. Community violence (and violence in the home?)
  - › e. Different challenges for younger students? Older students?
9. What have you observed about young women in this school? What are some of the challenges young women face in this school? In the general community? In their homes? Probes:
  - › a. Sexual and RH
  - › b. Relationships with young men

10. The Program Y hopes to build more gender-equitable attitudes and behaviors in young men and women, hopefully leading to improved RH and decreased violence. What do you think about this idea? Do you think this type of project can be helpful? Why or why not?
11. What concerns do you have about the program?
12. What other activities would you want the program to include?
13. Are there any other stakeholders (e.g., parents, MOE) that you think it would be good for the program to engage?
14. Are there any activities that you want to be part of or might want to conduct with others?



## Annex 7

# Reporting template for workshops and campaign activities

### Educational workshops report and timesheet

Date of implementation											
Name and Surname of educator											
Name and Surname of educator											
Educational workshops report					Number of participants			Relevant conclusions / inputs from workshop implementation (problems, challenges,...):			
No.	Time schedule	Minutes	Topic of workshop	Class	Male	Female	Total				
1.											
2.											
3.											
4.											
5.											
6.											
Signature of Educator 1:					Signature of Educator 2:						

## Annex 8

### Example of data base of students and teachers

#### Program Y – list of participants

No	Name and surname	Teacher	Student	Grade	Contact	Attendance at Workshops	Attendance at Campaign activities
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
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21							
22							
23							