

ANNEX 1
COMPILED LIST OF RECOMMENDATIONS AND LESSONS LEARNED

RECOMMENDATIONS

IN-SCHOOL

Recommendations for Transition

- Develop and encourage a Training of Trainers approach within the existing schools in such a way that the current trained teachers can at least replace the teachers lost through attrition, if not expand the cadre of trained teachers within each school. Teaching more teachers might have the added benefit of orienting the teachers to participatory methodologies which could spill over into their other teaching.
- Continue to hold sessions with teachers (annually, or more often if feasible) to reinforce lessons learned and to encourage their participation in and ownership for the program.
- Continue to encourage the District Inspector of Schools's enforcement of his policy for implementing Sissy Aminata in the District schools, including facilitating his ability to monitor participating schools.
- Make sure each school has enough manuals to provide at least one set of cards per discussion group of 20 students. The number of manuals needed will be determined by the number of students in the largest class.

Recommendations for Expansion

- With plans for this project to expand within the District this evaluation also led to several recommendations which should be considered during this expansion:
- Given that some schools are already requesting Sissy Aminata, those schools should be prioritized for the expansion in order to avoid/minimize the delays and extra effort caused by resistance.
- Current teachers would like a role in training new teachers and convincing them of the benefit of the curriculum. This will provide some incentives while at the same time increasing their ownership for the program.
- While the need may be less than in the original project due to the prolonged exposure to and fame of the radio program, there still needs to be a strategy for sensitizing the wider community to the importance of SRH education for adolescents. This might be done through the Community Teacher Associations, development of drama presentations by students, or mobilization of community leaders to assist with sensitizing others. Use of diagnostic role plays should definitely be considered. This activity cannot depend solely on project staff.
- Take advantage of information from the case studies to enhance the positives that can come from supportive peers and parents while minimizing the

negatives such as peer pressure to have sex or community stigmatization.

- Incorporate the Sissy Aminata curriculum into the regular school time schedule from the beginning rather than starting as an extra-curricular activity.
- With less intensive staff input, it will be important to cultivate closer links with the Primary Health Units both for referrals and as a source of additional technical information as needed. As the next project adds this as a focus, approaches such as involving adolescents in Partner Defined Quality or working with health staff to use a self-review check list for adolescent - friendly services are strategies that might be considered. The District Health Officer has contraceptives that are supposed to be available for free, and is ready to work with the project to reinforce these services.
- Add definitions and explanations of the big words to the manual, particularly for use in the primary schools.

RADIO Recommendations

- Both the process and the product of the radio component were integral to the success of the project and should be maintained.
- Now that adolescent reproductive health topics are more accepted in the communities, the radio should add sessions on family planning choices and alternatives to abstinence, including issues around accessing adolescent health and family planning services.

COMMUNITY

Recommendations for Transition

- For those groups that have momentum and internal support to continue meeting, the project should explore ways to leave the tapes and a cassette player with a responsible adult in the community.
- For those groups that are not likely to continue meeting, the project should consider some kind of graduation and celebration of what the participants learned by being part of the groups.

Recommendations (Ideas) for the Future

Given the difficulties with the out of school intervention, the following are ideas, perhaps more than recommendations, for trying to approach this component differently in the future. It does not look likely that the out of school clubs will be part of the existing funding/plans for expansion.

- Increase youth involvement in the formation, planning, and managing of the groups from the beginning in order to develop their ownership. Be clear up front that project inputs are limited in quantity and duration.
- Consider supporting Primary Health Unit staff to do outreach to out of school youth.

- Strengthen the role of the peer facilitators and consider linking them into a network.
- There might be ways to link the out of school youth and/or their parents with adult literacy activities since there may be funding for this. Adult literacy could then become a platform for the Sissy Aminata curriculum.
 - An alternate strategy might be to link the adolescent activities with some kind of micro-credit or savings and loan strategy since supporting themselves is such an immediate concern for this group.

LESSONS LEARNED

Implementation

- Multiple channels reinforce both program implementation and social change: The package of radio, in-school curriculum, and community awareness raising contributed significantly to the success of this project.
- The participatory approach to learning led to changes in attitude and behavior: While this was most notable in the schools where participatory discussion methodologies are not usually used, the participatory nature of both the radio programs and the diagnostic role plays in the communities were also examples.
- Changing community norms takes time and intensive engagement: It was evident at this point that the Sissy Aminata program had a wide range of support in the communities which helps reinforce the in and out of school programs, but it took a significant number of community meetings as well as the radio to achieve this support. It took both time and “critical mass” to develop the momentum the project is currently enjoying. The radio editing committee was a great example how involving people in their own change process decreased resistance.
- Missed opportunities for youth participation and leadership contribute to less ownership: While this is particularly a concern for the out of school clubs which are currently lacking in ownership for sustainability, youth throughout the other components could have been tapped more than they were.
- Policy support from the DEO was integral to adoption of Sissy Aminata into the school curriculum: Even though the policy for implementing Sissy Aminata nationally may be mired down in politics, the DEO at the District level has both the authority and the weight to assist with integration of the Sissy Aminata curriculum directly into the regular school schedule.
- The radio was a powerful tool which formed the foundation for most of the other project activities: Given the leadership and effectiveness stemming from this component, this was definitely an asset. However, in other situations it might be helpful to have more guidance and interaction with the other components.

Organizational

- There are advantages and disadvantages to small, focused projects: While a project such as this offers the luxury of flexibility, focus, and the ability to really strive for excellence, it can also be difficult to establish the momentum needed to get a difficult project going, particularly in the face of expectations for material inputs. It is also difficult for small projects to recruit and maintain the level of staff needed to truly manage the learning aspects.
- Organizational structure contributes to learning: The common Project Manager, the theme group, and the centralized project design and monitoring unit contributed to integrating the Sissy Aminata approach into other CARE Programs.
- From piloting to scaling up takes time: Even with a discrete and successful package, the Sissy Aminata curriculum still has a ways to go before it will be easily replicable on a large scale. The Expand Net involvement with the next phase should significantly enhance this progression.
- Addressing underlying causes of poverty is difficult: Even with a concrete curriculum to offer as an “input” and a relatively focused project, there were significant delays in getting started. With such complex issues there are multiple layers of resistance to move through, ranging from internally within project staff to government, the other stakeholders, and ultimately within the beneficiaries. It takes perseverance to keep things moving when it feels like they are not.

ANNEX 2 – VISUAL “MAP” OF PROJECT IMPLEMENTATION
how activities were implemented within different villages

Wara Wara Yagala Chiefdom

*Predominantly Limba speaking
 Predominantly Christian*

Yagala (SA done here)
 Est'd No of HH= 71
 Est'd Pop = 500
 Hlth = MCH Aide but no
 Hlth Post
 Schools = 1 / Class 1-5
 CHC = None ever
 CARE DRP works there

Folosaba Dembelia Chiefdom

*Predominantly Fullah speaking
 Predominantly Muslim*

Koromasilia
 Est'd No of HH= 143
 Est'd Pop = 1002
 Hlth = Nothing
 Schools = 1 / Class 1-5
 CHC graduated from
 Watershed and CS. New
 CHC under DRP

Musaia
 Est'd No of HH= 250
 Est'd Pop = 1750
 Hlth = Post, H Center,
 EDCU. MCHAide
 School = 1 / Class 1-6
 CHC graduated from
 Watershed & CS. New CHC
 under DRP

Kabala Town

*Mixture of five ethnic groups
 Mix of religions*

Koinadugu District (for radio transmission)
 Est'd Pop = 234,330
 Schools
 6 Primary Schools pop.=2,025
 3 Secondary School pop.=793
 Health facilities: 1 hospital,
 pharmacies,
 Radio Bintumani

Sarakoh
 Est'd No of HH= 32
 Est'd Pop = 225
 Hlth = Nothing
 Schools = 1 / Class 1-4
 CHC = None ever

Kamabonkai
 Est'd No of HH= 11
 Est'd Pop = 75
 Hlth=- Nothing
 No schools
 CHC = graduated from
 Watershed and CS

Dogolola 3(SA done here)
 Est'd No of HH= 84
 Est'd Pop = 590
 Hlth = Nothing
 Schools = 1 / Class 1-6
 CHC graduated from
 Watershed and CS. New CHC
 under DRP

Kamajimbo
 Est'd No of HH= 32
 Est'd Pop = 225
 Hlth = Nothing
 Schools = 1/ Class 1 & 2
 CHC graduated from
 Watershed and CS

Heremakono
 Est'd No of HH= 61
 Est'd Pop = 425
 Hlth = Post 2 MCHAides
 Schools = 1 / Class 1-6
 CHC = graduated from
 Watershed and CS

Dogolia 1 (SA done here)
 Est'd No of HH= 81
 Est'd Pop = 570
 Hlth = share with Dog 3
 Schools = share w/ Dog 3
 CHC graduated from
 Watershed and CS. New CHC
 under DRP

Dogolia 2 (SA done here)
 Est'd No of HH= 74
 Est'd Pop = 520
 Hlth = share with Dog 3
 Schools = share w/ Dog 3
 CHC graduated from
 Watershed and CS. New CHC
 under DRP.

ANNEX 3 DETAILS FROM THE EVALUATION PROCESS

Final Evaluation Team

May 2007

- Mohamed Saticon Conteh, Project Officer
- Juliette Tucker, Field Supervisor
- Haja Tata Samura, Field Agent
- Sarah Roeder, Intern
- Bockarie Sesay, M&E Officer
- Maureen Cunningham, Consultant Health Advisor
- James Sesay, Driver / Translator
- Alhaji F. Mansaray, Driver / Translator
- Mohamed Kuyateh, Driver / Translator
- Ronald Domingo, Driver / Translator
- Jaime Stewart, Innovations Project Officer, CARE Atlanta
- Marcie Rubardt, Team Leader

People Contacted:

External:

1. Mabelle Kamanga / Frances Kamara, HIV/AIDS and Life Skills Section, Ministry of Education, Science and Technology in Freetown
2. Salieu Jalloh - UNICEAF
3. Saradugu Manserey, District Education Officer
4. Manager, Radio Bintumani
5. Dr. Samuel , District Medical Officer
6. Pity Karru and Zaineb Kamara, District Health Sisters
7. Mr. Bala Sesay , Headmaster, Amadiy Ya Secondary School
8. Paramount chief, Wara Wara Yagala

CARE:

1. Project Staff
2. Alfred, NPRDI Project Coordinator at time of implementation
3. Vandy, Child Survival Project Manager
4. Brian Larson, Garth Van't Hul, Yuki Suehiro – Senior CARE Sierra Leone staff

Documents Reviewed

- Initial Concept Paper/ Project Proposal Document/Description
- Social Analysis Report
- Baseline Survey Report
- SAY Project Midterm Review, October, 2005.
- SAY Project Report on Case Studies
- SAY Project Endline Survey – Preliminary Report, May, 2007. =
- Project Implementation Plans- September 2004 and March 2005
- Semi Annual reports to CARE USA HQ
- Project progress reports e.g. Project Planning meeting reports, Quarterly reports, Trip Reports
- "Addressing the Social Dynamics of Sexual and Reproductive Health: CARE's Explorations with Social Analysis and Community Action"; SRH Working Paper Series No. 3, June, 2006.

Sites Visited

Site	Informants	Characteristics
Yagala	<ul style="list-style-type: none"> • Primary school students • Primary School teachers • Community members including parents, Mammy Queen, VDC members • Out of school club 	Very active village with a lot of interaction with the project. Site for social analysis and midterm evaluation. Mostly Christian.
Sarakoh	<ul style="list-style-type: none"> • Primary school students • Primary School teachers • Community members including parents, Mammy Queen, VDC members • Out of school club 	Less active village with less project attention. Mostly Christian
Dogoloya	<ul style="list-style-type: none"> • Primary school students • Primary School teachers • Community members including parents, Mammy Queen, VDC members • Out of school club 	Active village. Adults giving support to out of school club. Mostly Muslim
Kabala Township	<ul style="list-style-type: none"> • Secondary school students • Secondary school teachers • Primary school teachers • Distric Education Office • District Health Office • Representative of Radio Bintumani • Representative from NGO Cause 	Kabala Secondary School Loma Secondary School
Fadugu		NPRDI Community
Lenke Koro		NPRDI Community

ANNEX 4

PROJECT INDICATORS

Objective 1: Improve sexual reproductive health knowledge and awareness in 11 target communities in Koinadugu District by December 2006.	
Indicator	Defined as...
STI awareness and prevention	% who can name at least two STIs and state their signs and symptoms % who can state three ways to prevent STIs
Pregnancy prevention	% who can state the period of days a girl is the most fertile % who can state a way of family planning
Self-awareness	% who can state at least three physical changes during puberty % who can state at least two emotional changes that occur during puberty
Objective 2: Improve self-efficacy of adolescents aged 10-19 years who participate in <i>Sissy Aminata</i> .	
Indicator	Defined as...
Overall self-efficacy	% who strongly agree with Matthias and Schwarzer general self-efficacy statements
Refusal skills with partner	% who strongly agree that they can refuse sex with their partner
Refusal skills for transaction sex	% who strongly agree that they can refuse sex for gifts
Decision-making skills	% who strongly agree that they can defer having penetrative sex until they are older % who strongly agree they can be physically intimate with a partner without having penetrative sex % who strongly agree they can choose not to have sex even if they are already sexually active % who strongly agree they can have a position different from their peers
Public confidence to solicit condoms	% who strongly agree they can solicit condoms
Discussion skills	% who strongly agree they can talk to their parents about household money issues % who strongly agree they can talk to their parents about early marriage % who strongly agree they can negotiate condom use with their partners

ANNEX 5 – SUMMARY OF MONITORING DATA
May 30, 2007

Primary target population: Adolescents aged 12 – 19 in the 11 project communities, plus adolescents attending schools in Kabala town. **Secondary beneficiaries** reached through radio programming alone: All adolescents aged 12-19 in Koinadugu. **Final Goal:** Improve decision making of adolescents aged 12-19 on their sexual and reproductive health and related issues through access to information and increased dialogue at the societal level.

Population estimates, coverage objectives, and estimates of coverage from SAY monitoring data through April 2007

	A. Population	B. Baseline coverage 2005	C. Coverage Objectives	D. Monitoring results 2007	E. Percent of population (column A) reached
Total population of Koinadugu	234,330 ¹				
Total number of adolescents in Koinadugu	39,267 (16.8% total pop ²)				
Total population of 11 communities targeted by SAY	4599 ³				
Total number of adolescents 12-19 in SAY communities	773 ⁴	50.8% radio listenership	80% radio listenership		62% (weekly listening–survey)
Total number of out-of-school adolescents in 11 SAY communities	284 ⁵	0%	50% out of school club attendance—at least 12 sessions	126 Club attendance	44%
Total adolescents attending schools in	489 (Class 4-6) ⁶				

¹ 2004 Sierra Leone Population and Housing Census

² Estimate based on the following calculation: 31% of the population is 10-24 years old, and the 10-24 year old group represents a 15 year period, dividing 31 by 15 (31/15) and assuming equal distribution across the ages gives an estimated proportion of adolescent population of 2.1% for each year. 2.1% * 8 yrs (representing our target population of 12-19 year olds, an 8 year spread), then we assume that our target population of 12-19 year olds is 16.8% of the total population.

³ Population based on an actual head count of residents carried out in 2005 and updated every six months based on reported numbers of births, deaths, and migrants.

⁴ Population of the 11 targeted communities multiplied by the estimated 16.8% of the population that is between the age of 12 and 19

⁵ Based on the estimated number of adolescents minus the actual number of adolescents in school verified from school rosters

	A. Population	B. Baseline coverage 2005	C. Coverage Objectives	D. Monitoring results 2007	E. Percent of population (column A) reached
SAY communities					
Total adolescents attending schools in Kabala town	6,088 (Class4-SSS 3) ⁷				
Total adolescents in schools covered by SAY (schools in the 11 communities plus schools in Kabala town)	6,577 (Classes4-SSS 3)	0%	80% in school attendance—at least 12 sessions ⁸	0 Session attendance	0% no school completed 12 sessions
Total adolescents in schools covered by SAY (schools in the 11 communities plus schools in Kabala town) completed 6 sessions	6,577	0%	80% in school attendance—at least 6 sessions	1479 Session attendance	22.4% (not all schools completed 6 sessions)

⁶ Actual count of in-school students from school rosters

⁷ Actual count of in-school students from school rosters

⁸ The original coverage target was to have 80% of adolescents in schools attend at least 12 sessions of Sissy Aminata. Due to various delays, no school facilitated 12 sessions.

Method of measurement: Increase in listenership is measured by a comparison of baseline and final evaluation results about adolescents listening to Sissy Aminata on the radio. Participation in Sissy Aminata sessions was ascertained through an evaluation of Sissy Aminata Club Membership cards for out-of-school adolescents and school attendance records for in-school adolescents.

Coverage objectives by SAY community:

Chiefdom	Community	Population ⁹	Estimated ado. 12-19 yrs (16.8% of total population)	Actual in school adolescent ¹⁰	Estimated Out-of-school adolescent (36.7%) ¹¹	# Ado. who Attended at least 12 sessions ¹²	% of targeted population	
Folosaba Dembelia	Koromasilaya I	831	140	83	51	28	55%	
	Koromasilaya II							
	Dogoloya I	217	36	77	13	5	38%	
	Dogoloya II	288	48		18	5	28%	
	Dogoloya III	285	48		18	28	156% ¹³	
	Musaia	658	111	74	41	23	56%	
Wara Wara Yagala	Kamabonkai	93	16	141	6	10	167%	
	Yagala	762	128		47	6	13%	
	Sarakoh	389	65	20	24	7	29%	
	Heremakono	880	148	69	54	3	6%	
	Kamajimbo	Kamajimbo	196	33	25	12	11	92%
Total		4599	773	489	284	126	44%	

⁹ Population based on an actual head count of residents carried out in 2005 and updated every six months based on reported numbers of births, deaths, and migrants

¹⁰ count of in-school students from school rosters

¹¹ Difference between the number of in school adolescents and the estimated number of adolescents in the population

¹² Based on SAY monitoring data

¹³ There is cross attendance between the three Dogoloyas

ANNEX 6

DETAILED BUDGET ANALYSIS – Expenditure per component July 2006 – June 2007 (estimated)

Item description	Unit cost (Le)	Multiplier	Total cost(Le)	total cost \$	Cost per beneficiary
Fees for radio					
Sissy A on air	65,000	8 slots x 1mth x 12mths	6,240,000.00	\$2,152	
HIV/AIDS jingle	240,000.00	240,000 x 6months	1,320,000.00	\$455	
20% staff level of effort				\$17,272	
100% Frances Freeman				\$600	
Sub total RADIO				\$20,479	\$41.88
In school Training cost					
Printing of SA manuals			1,763,150.00	\$608	
Per diem & t/port cost for SA teacher facilitators during training	\$500	3 months	2,636,000.00	\$909	
Short term Intern			4,350,000.00	\$1,500	
Food and drinks during training			3,916,000.00	\$1,350	
30% staff time				\$25,908	
In school activities					
Quiz competition prizes			5,882,000.00	\$2,028	
Transportation cost for community schools during quiz competition			528,000.00	\$182	
Football competition for SA teachers		200 copies	200,000.00	\$69	
SRH inventory printing			500,000.00	\$172	
Sub Total IN SCHOOL SA				\$32,727	\$22.13
Out of school					

See note below

see note

Picnic			1,800,000.00	\$621	
T- shirt cost and printing		80 pcs	2,700,000.00	\$931	
Radio			1,368,000.00	\$472	
training of peer facilitators				\$300	
20% staff time				\$25,908	
Sub total OUT OF SCHOOL SA				\$28,231	\$224.06*

Staff salary and benefits plus long term consulting and long term intern costs (estimate: 86,359
does not include Frances' pay etc.-- that is 100% in the radio section

Note on radio listenership cost per beneficiary: This cost reflects ONLY ado's in the SAY coverage area (primary beneficiaries) and not in the many other parts of Koinadugu that also are covered by the radio (secondary beneficiaries).

Note on in school cost per beneficiary: Since no students participated in 12 sessions of SA in school due to delays in starting up this component, students having participated in six or more sessions were used for this calculation.

Only young people who completed at least 12 sessions were counted

ANNEX 7
PROJECT ACTIVITY MATRIX

Objective 1: Improve sexual reproductive health knowledge and awareness in 11 target communities in Koinadugu District by Dec. 2006

Objective 2: Improve self-efficacy of adolescents aged 12 – 19 years who participate in *Sissy Aminata*

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
		Improve sexual reproductive health knowledge and awareness in 11 target communities in Koinadugu District by Dec. 2006.		Improve self-efficacy of adolescents aged 12– 19 years who participate in Sissy Aminata	
April, 2004	Start of Project				
May, 2004	Initial planning of project, Advertisement for the recruitment of staff.				
June, 2004		Introduction of project to community in W.W.Yagala and Folosaba Dembelia	Project was introduced to community elder in Wara Wara Yagala and Folosaba Dembelia chiefdoms		
July, 2004		1. Meet community and opinion leaders (Religious, societal, local, etc) for introducing project 2. Selection of schools and out of school communities 3. TOT for project staff	1. Meetings were held with community elders to introduce the project 2. 10 schools supported by UNICEF were selected in the Kabala township and six others from the communities. Also 11 communities were chosen for the out of school activities. 3. Initial TOT for project staff was conducted using the SA teacher's guide. Staff also benefited other in house training such as GBV, HIV/AIDS, Counseling skills and RBA.		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
August, 2004		1. Meeting with stakeholders 2. Inventory of school and population	1. Two meetings were held with MEST contact person with regards project implementation. Two meetings also held with Kabala Youth Federation (KFY) for the selection of facilitators for training but with negative outcome as the youth demanded much from CARE. 2. An inventory of school youths as a means of determining the target beneficiaries was conducted with a total of 3,754 pupils from the 10 schools in the township.		
September, 2004		1. Planning meeting 2. Meeting with Radio Bintumani	1. Two planning meetings were held at the Kabala base to come up with activities for the project for the quarter. In attendance were other CARE projects staff, the Radio Liaison Office, the Health Sector Coordinator, MEST officers and 2 representatives from KYF. 2. The meeting was attended by the HSC, CSP Project Manager, Project Coordinator, the Radio liaison Officer and two Officials fro Radio bintumani to discuss strategies in broadcasting Sissy Aminata and other SRH education programs		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
October, 2004	Project staff participated in the National Immunization Days Campaign organized by the ministry of health and sanitation (MOHS). This was to allow staff to be familiar with other project activities	<ol style="list-style-type: none"> 1. Life skills workshop 2. Meeting with school heads. 3. Meeting with Talking Drum studio and Radio Bintumani 	<ol style="list-style-type: none"> 1. The Field Coordinator attended 2 days workshop on life skills in preventing HIV/AIDS organized by the guidance and counseling unit of MEST 2. Conducted to draw up timetable for the monitoring of Sissy Aminata in schools. 3. The meeting was held for all projects conducting radio programs to discuss how equipped is the radio to undertake these programs and develop an operational frame work. 	Reviewing and editing Language/dialect specific manual.	Done, a committee was set up to review and edit tapes from Freetown before airing them on the radio
November, 2004					
December, 2004		Social analysis conducted	Social Analysis conducted in Yagala in the Wara Wara Yagala chiefdom and Dogoloya in Folosaba dembelia.		
January, 2005				Designing of posters/placards/theatre drama and jingles.	
February, 2005	Preparation for baseline survey	<ol style="list-style-type: none"> 1. Preparation for baseline survey 2. Sissy Aminata on the airwaves 3. Planning meeting with target groups and registration of both in and out of school adolescent 3. Translation of tapes 	<ol style="list-style-type: none"> 1. Communities mobilized for the baseline and registration of both in and out of school adolescents started 2. Four tapes aired during the month on different themes. Each tape twice a week Tuesdays and Thursdays at 8:15 pm. 3. Done for the benefit of staff from Krio to English 		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
March, 2005	3rd planning meeting- development of log frame and defining the main project interventions	1. Planning meeting 2.Registration of out of school adolescents.	1. Held with the Health sector Coordinator and Senior Program Advisor RH Based in Atlanta to review, objectives, learning points, logframe and detailed implementation plan. Another meeting was also held with MEST and UNICEF officials to discuss monitoring of Sissy Aminata in school and the refresher training of teachers 2.		
April, 2005		1.Conduct base line survey 2.Monthly film days for youth groups 3. Social analysis feedback 4. Sissy Aminata on the airwaves	1. Baseline conducted, 2. No film show was conducted during this period . 3 .Feedback on social analysis findings was done in the form of dram at Country Office, base and community level. 4. Four tapes aired during the month		
May, 2005	1st set of letters to Sissy Aminata from schools	1. Sissy Aminata on the airwaves	1. Four tapes aired during the month on different themes. Each tape twice a week Tuesdays and Thursdays at 8:15 pm.		
June, 2005	1. Guidelines on how to facilitate SA in schools developed for teacher 2. Tools for monitoring of SA in schools developed 3. 50 letters were written to to Sissy Aminata by	1. Sissy Aminata Sessions for in school and out of school youths.	1. Nine Sissy Aminata clubs were formed during this period.	Implementation of out of school clubs	

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
	Adolescents				
July, 2005	Training of about 60 teachers from 22 school as facilitators conducted	Sissy Aminata Sessions for in school and out of school youths.	Sessions conducted with out of school adolescents	Training sessions for youth on the design of communication messages.	Youth did not participate in the SA program so adolescenets were later considered. 22 adolescent however received training as peer facilitators to complement the field agent
August, 2005		TOT of 30 teachers in 10 schools.	First set of TOT conducted for 30 teachers		
September, 2005	SAY monitoring tools developed	Sissy Aminata Sessions for in school and out of school youths.	Sessions conducted with out of school adolescents		
October, 2005	Distribution of letter boxes to 16 schools, Techinal support visit by Senior RH Advisor, mid term review conducted	Sissy Aminata Sessions for in school and out of school youths.	Sessions conducted with out of school adolescents		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
November, 2005		<ul style="list-style-type: none"> 1. Sissy Aminata Sessions for in school and out of school youths. 2. Case study activities 3. Pilot testing of new cards 	<ul style="list-style-type: none"> 1. One SA session was conducted with out of schools adolescents in all five clubs in Wara wara yagala. And two sessions in six communities in Folosaba Dembelia 2. Two case studies conducted with in school adolescent at the R.C.school. 3. Done in three schools in Kabala 		
December, 2005	Developed placards, designed messages during World AIDS Day	<ul style="list-style-type: none"> 1. Sissy Aminata Sessions for in school and out of school youths. 2. Sissy Aminata on the airwaves 	<ul style="list-style-type: none"> 1. SA sessions with out of schools conducted but no in school 2. Four tapes aired 		
January, 2006		<ul style="list-style-type: none"> 1. Sissy Aminata Sessions for in school and out of school youths 2. Sissy Aminata on the air waves. 	<ul style="list-style-type: none"> 1. SA sessions with out of schools conducted but no in school 2. Four tapes aired 		
February, 2006		<ul style="list-style-type: none"> 1. Sissy Aminata Sessions for in school and out of school youths. 2. Sissy Aminata on the airwaves 	<ul style="list-style-type: none"> 1. SA sessions with out of schools conducted but no in school 2. Four tapes aired 		
March, 2006		<ul style="list-style-type: none"> 1. Sissy Aminata Sessions for in school and out of school youths. 2. Sissy Aminata on the air waves 	<ul style="list-style-type: none"> 1. SA sessions with out of schools conducted but no in school 2. Four tapes aired 		
April, 2006		<ul style="list-style-type: none"> 1. Visit of Frances Freeman 2. Sissy Aminata on the air waves 3. Inventory of adolescents legible to receive portable radio 4. Technical support from Atlanta 	<ul style="list-style-type: none"> 1. Visited communities and conducted discussions with out of school adolescents. 2. Four tapes aired on the Bintumani Radio FM.93.7 3. List of adolescents compiled 4. Susan Igras visited the project and did planning with staff. 	<ul style="list-style-type: none"> 1. Sissy Aminata sessions with out of school adolescent 	<ul style="list-style-type: none"> 1. SA sessions conducted.

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
May, 2006		<ol style="list-style-type: none"> 1. Sissy Aminata sessions with out of school adolescent 2. Visit of Francess Freeman 3. Received letter frm in and out of school adolescent 4. Sissy Aminata on the air waves 	<ol style="list-style-type: none"> 1. SA sessions conducted 2. Francess visited both communities and Kabala town school and held discussions with adolescents 3. Two letters from female students and one letter from out of school female received 4. Four tapes aired 		
June, 2006		<ol style="list-style-type: none"> 1. Visit of Francess Freeman 2. Inventory of SRH services available in Koinadugu district 3. Project planning meeting 4. In house training on qualitative research 5. Intterviews with teachers and pupils 6. Sissy Aminata on the air waves 7. Taskforce meeting 8. Case studies conducted 	<ol style="list-style-type: none"> 1. Francess recorded discussion with both parents and adolescent 2. Available SRH services compiled. 3. Planning conducted and time line setted for the remaining period 4. Staff were thought how to conduct and analyse qualitative survey 5. Teachers and students interviewed on the implementation of Sissy Aminata in the schools 6. Four tapes aired 7. Taskforce committee meeting held to discuss the implementation of SA inschools 8. Case studies conducted with out out of school adolescents 		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
July, 2006		1. Francess freeman's visit 2. Letters from school 3. Second taskforce meeting 4. Identification of adolescents as peer facilitators 5. Meeting with othe project staff 6. Sissy Aminata on the air waves	1. Francess recorded discussion with both parents and adolescents 2. 38 letters written by in school adolescent recieved and transcribed 3. Meeting held and discussions centered on the successful implementation of SA in both school and out of school. 4. 22 adolescents were identified to be trained as peer facilitators 5. Meeting was held to discuss drafting of the teachers TOT manual 6. Four tapes aired		
August, 2006		1. Visit of SAFE THE CHILDREN 2. Francess Freeman's visit 3. Sissy Aminata on the ari waves	1. Staff from the SAFE the Children came on a cross learning visit 2. As usual Francess visited both schools and communities and held discussions with parents and adolescents 3. Four tape aired		
September, 2006		1. Meeting with the District Health Sister 2. Meeting with UNICEF HIV/AIDS Project Officer 3. Teacher's training material development 4. Training of peer facilitators 5. Francess Freeman's visit 6. Sissy Amanita on the air waves	1. Discussions centered on the suport of the hospital and PHUs in adressing Ado. SRH issues 2. The implementation of life skills in the school was discussed 3. Teachers training manual developed 4. 22 adolescents as peer facilitators were trained 5. Recorded discussions with parents and pupils 6. Four tapes aired		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
October, 2006		<ol style="list-style-type: none"> 1. Frances Freeman's visit 2. Sissy Aminata on the air waves 3. Case studies conducted 4. Sissy Aminata sessions with in school 	<ol style="list-style-type: none"> 1. Visited communities and schools and recorded discussion with parents and pupils 2. Four tapes aired 3. Four case study interviews were conducted with out of school adolescents participating in SA club. 4. One session with out of school conducted at Yagala 		
November, 2006	<p>The project organized one day picnic for out of school adolescents with 10 representatives from each club. Distribution of T-shirts and HIV/AIDS song quiz competition climax this event</p>	<ol style="list-style-type: none"> 1. Refresher training of teachers 2. Social Afternoon with out of school adolescents 3. Sissy Aminata on the air waves 4. Frances Freeman's visit 5. Printing and distribution of T-Shirts 6. Collected letters from school boxes 7. Pre- World AIDS day celebration 8. Out of school SA sessions 	<ol style="list-style-type: none"> 1. 30 teachers trained as facilitators of Sissy Aminata in schools. 2. A total of 110 adolescent participated in the social picnic and HIV/AIDS competition conducted for the participants 3. Four tapes aired 4. Visited one community and four school were she held and recorded discussions with both parents and adolescents 5. T-shirts with key HIV/AIDS messages were printed and a total of 180 (100 in Folosaba Dembelia and 80 in Wara Wara Yagala) distributed to adolescents 6. 170 letters collected from the school letter boxes 7. An inter secondary school competition held with Ahmadiya secondary school emerging as champions 8. Four sessions conducted with out of schools. 		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
December, 2006	Developed placards, designed messages during World AIDS Day	<ol style="list-style-type: none"> 1. World AIDS day celebration 2. Sissy Aminata on the air waves 3. Out of school SA sessions conducted 4. Monitoring of SA activities in schools 5. Qualitative research with case studies 6. Case studies with out of school adolescents 	<ol style="list-style-type: none"> 1. All project staff took part in the rally with Kabala township 2. Four tapes aired 3. SA sessions conducted with out of schools 4. Monitoring of SAY activities in all 16 schools. In school sessions started 5. Staff received technical updates from the project Consultant in qualitative research methodology with particular reference on the case studies 6. 10 case studies conducted with out of school adolescents 		
January, 2007		<ol style="list-style-type: none"> 1. SA sessions with out of school adolescents 2. Monitoring of SA activities in school 3. SA on the air waves 4. Case study activities with out of school adolescents 5. Meeting with PHU staff 6. Frances Freeman's visit 7. Portable radio distribution to Sissy Aminata club members 	<ol style="list-style-type: none"> 1. SA sessions conducted with out of school adolescents 2. Monitoring of SA activities in all 16 schools 3. Four tapes aired 4. 22 case studies were conducted with both SA club members and non SA club members 5. Meetings held with PHUs staff to prevail on their support to SA activities. PHU staff agreed to be witnessing some of their sessions 6. Held and recorded discussions with in and out of school adolescent in three schools and one community 7. 80 portable radios distributed to out of school adolescents to be listening to the radio programs 		

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
February, 2007		<ol style="list-style-type: none"> 1. Interactive radio session on SRH Issues 2. Sissy Aminta sessions in and out of school sessions. 3. Diagnostic role play 4. Social afternoon 5. Frances Freeman's visit 6. Case study interviews 7. Feedback sessions with SA Facilitators 8. MCH Aides outreaches 	<ol style="list-style-type: none"> 1. 4 Sissy Aminata tapes aired during the month 2. A total of 5 sessions were conducted with out of school and a total of six session facilitated in 10 out of the 16 schools 3. One diagnostic role play conducted in Sarakoh 4. Social afternoon was conducted for Yagala and Kamabonkai 5. Frances visited two schools where she conducted and recorded discussions with adolescents 6. 18 case study interviews conducted 7. Feedback session was conducted for all teachers facilitating SA with the exception of two schools that were not represented. 8. Nures in Wara Wara Yagala visited SA sessions and encourage adolescents to meet them for any SRH issue 	Designing of posters/placards/theatre drama and jingles	Jingle developed
March, 2007	<ol style="list-style-type: none"> 1. Preparation for endline survey 2. Inter school competitions and distribution of prizes 	<ol style="list-style-type: none"> 1. Interactive radio session on SRH Issues 2. Case study interviews, coding and analysis 3. Sissy Aminata with in and out of school 4. Frances visit 	<ol style="list-style-type: none"> 1. 4 Sissy Aminata tapes aired every month 2. Case study interviews conducted and with technical assistance from the Project Consultant and Intern, coding and analysis done for a total of 56 case studies 3. Sessions held with out of school adolescents 4. Frances visited schools as well as communities to conduct and record interviews with school pupils, out of school adolescents and parents 	Designing of posters/placards/theatre drama and jingles	Jingle developed and aired

TIME LINE	GENERAL	OBJ 1 ACTIVITIES	OBJ 1 OUTPUTS	OBJ 2 ACTIVITIES	OBJ 2 OUTPUTS
April, 2007	Endline survey	1. Interactive radio session on SRH Issues 2. Sissy Aminata sessions with in and out of school 3. Francess visit 4. Endline survey	1.4 Sissy Aminata tapes during the month 2. Both in and out of school sessions not conducted 3. Francess together with field agents conducted vox pop with adolescents and women in Kabala 4. Endline survey conducted with training of supervisors and enumerators, data collection, analysis and debriefing with stakeholders.	Designing of posters/placards/theatre drama and jingles	Aired on radio
May, 2007	Final Evaluation				
June, 2007					

ANNEX 8

SAY Project Question Guides – YOUTH, PARENTS, COMMUNITY LEADERS

1. What is your understanding of the SAY project?
2. How has this project evolved in this community? (time line exercise for clubs)
 - a. When did it start?
 - b. What were the most significant activities?
 - c. What factors influenced its implementation?
 - d. How were adolescents involved with its implementation?
 - e. How were parents or other community leaders involved?
3. What specific changes have occurred in adolescents and in adults as a result of this project?
 - a. Who was affected? How?
 - b. Any change in relationships between adolescents and adults?
 - c. Any changes in health practices? Use of family planning?
 - d. Any change in the role of religious or traditional leaders in this community?
 - e. Any change in adolescents' view of themselves?
 - f. Any negative changes?
4. How has the Sissy Aminata approach facilitated these changes?
 - a. What was particularly good about this approach
 - b. What difficulties or challenges were faced in achieving these changes in your community?
 - c. What recommendations would you make to others using the Sissy Aminata approach?
5. How has this project been a success? For whom? Why or why not?
 - a. What expectations for this project have not been realized? Why not?
6. Out of all the changes resulting from this project, which is the MOST significant change you have seen?
 - a. Who? What? Where? When?
 - b. Why is this the most significant?

Question Guide – POLICY MAKERS

(MEST, UNICEF, MOH, etc.)

1. What is your understanding of the SAY Project?
2. Has this project been a success? In what way? For whom? What makes you say so?
 - a. What expectations were not realized? Why not?
 - b. Have there been any unexpected effects / results? What?
3. What have been the most significant contributions or impact of the SAY Project in the project area? District? Nationally?
 - a. How successful is the adaptation of the Sissy Aminata approach to the rural situation? What is its significance?
 - b. What impact has been achieved in terms of health? In terms of social change?
4. What is the relevance of the S.A. model to national / district needs. Why? How were you convinced?
 - a. What do you think about its balance between the participatory process and behavioral results?
 - b. How important was the radio component? Out of school component? Why or why not? What would it take to maintain either / both of these components?
5. How can access to reproductive health services be improved to complement this effort at increasing demand?
6. How have you linked with CARE and the SAY Project throughout the project's implementation? How have you contributed? How has CARE contributed? How were design decisions made? How were activities coordinated?
7. What are the long term potential or plans for expanding and replicating implementation of Sissy Aminata?
 - a. Other areas? Primary schools?
 - b. Is it feasible?
 - c. How has the SAY project contributed to this capability?
 - d. What, if any, additional questions need to be answered?
 - e. What, if any, further actions needs to be taken at the district / national level to encourage replication and support?
 - f. What, if anything, should be done differently in the future? Are there recommendations or lessons learned which you take away from the SAY Project experience?

Question Guide – NGOs

1. How have you used the Sissy Aminata approach in your program?
 - a. Who are your target groups?
 - b. How, if at all, have you adapted or changed the approach from that which CARE has done?
 - c. Have your efforts been successful? For whom? Why?
2. What specific changes have occurred in adolescents and in adults as a result of your using the S.A. approach?
 - a. Who was affected? How?
 - b. Any change in relationships between adolescents and adults?
 - c. Any change in the role of religious or traditional leaders in this community?
 - d. Any change in adolescents' view of themselves?
 - e. Any changes in health practices? Use of family planning?
 - f. Any negative changes?
3. Why or how did you adopt/adapt the Sissy Aminata to your program?
 - a. What was particularly good about this approach
 - b. What difficulties or challenges were faced in achieving these changes in your community?
 - c. What recommendations would you make to others using the Sissy Aminata approach?
4. How did you link or coordinate your efforts with those of CARE? Was it helpful? Why or why not?
5. Do you have any lessons learned or recommendations to share with others who may be thinking of adopting this approach? What?

Question Guide – TEACHERS / INSPECTORS

1. How has this project evolved in this school / District? (time line exercise for teacher groups)
 - a. When did it start?
 - b. What were the most significant activities?
 - c. What factors influenced its implementation?
 - d. How were you involved with the development and decisions for how it was implemented?
 - e. How were adolescents involved with its implementation?
 - f. How were parents or other community leaders involved?
 - g. (How did the reflective process influence implementation?)
 - h. (How did your understanding of the project change over time)
2. What specific changes have occurred in adolescents and in adults as a result of this project?
 - a. Who was affected? How?
 - b. Any change in relationships between adolescents and adults? Parents?
 - c. Any change in adolescents' view of themselves?
 - d. Any changes in health practices? Use of family planning?
 - e. Any unexpected changes? Negative changes?
3. How has the Sissy Aminata approach facilitated these changes?
 - a. What was particularly good or worked particularly well in this approach?
 - b. How important was the radio component? Out of school component? Why or why not?
 - c. What difficulties or challenges were faced in achieving these changes among your students? How did you cope with these challenges?
 - d. What lessons have you learned that might help with future implementation? What recommendations would you make to others using the Sissy Aminata approach?
4. How did CARE go about preparing you for implementing the S.A. approach?
 - a. Why / how were you selected to be involved in S.A.?
 - b. What training did you have? Was it adequate? Why or why not? What else was/is needed for you to feel comfortable with the approach? How did other teachers in your school learn about S.A.? (Cascade training?)
 - c. How did the social analysis, planning sessions, and ongoing efforts at reflection influence implementation?
 - d. How comfortable do you feel with the technical reproductive health issues? What do you do about the areas where you don't feel comfortable?
5. How have you been prepared for the end of this project?
 - a. What do you expect will continue without CARE resources? Why or why not?
 - b. What can be done to facilitate the transition?

6. Has this project been a success? In what ways? For whom? Why or why not?
 - a. What ambitions of this project have not been realized? Why not?
7. Out of all the changes resulting from this project, which is the MOST significant change you have seen?
 - a. Who? What? Where? When?
 - b. Why is this the most significant?

Questions Guides – RADIO

1. What specific changes have occurred in adolescents and in adults as a result of this project?
 - a. Who was affected? How?
 - b. Any change in relationships between adolescents and adults? Parents?
 - c. Any change in adolescents' view of themselves?
 - d. Any changes in health practices? Use of family planning?
 - e. Any unexpected changes? Negative changes?
2. How has the radio contributed to the overall S.A. program in Koinagudu?
 - a. How was it coordinated with the other activities?
 - b. What difference did it make?
3. How have you coordinated with CARE and other partners in developing this program?
 - a. What were your relative roles and responsibilities? What, if any, difficulties did you find in coordinating with CARE?
 - b. How do you meet the need for technical reproductive health information in your programs?
 - c. How have adolescents and/or teachers also been involved in developing the radio component?
 - d. How have you coordinated with other radio reproductive health programming in the country?
 - i. How is this one different from other RH programs in the country?
 - ii. What is better or worse about this approach relative to the others?
4. Is there any plan for continuing S.A. radio programming after the end of the project?
 - a. What is the interest / commitment of Search for Common Ground / Talking Drum? Other donors?
 - b. What are there ways you might change or adjust the programming? Language?
 - c. How might you continue to get technical support for RH programming?
5. Overall, has this project been a success? In what ways? For whom? Why or why not?
 - a. What ambitions of this project have not been realized? Why not?
6. Out of all the changes resulting from this project, which is the MOST significant change you have seen?
 - a. Who? What? Where? When?
 - b. Why is this the most significant?

Question Guides – STAFF

(WRITTEN SURVEY)

(these are in addition to any project implementation questions needed for clarification)
(sexual violence / post traumatic stress?)

1. How have you changed as a result of working on this project?
 - a. Your perception of adolescents?
 - b. Your understanding of sexuality?
 - c. Your approach to implementing projects?

2. How has the fact that this was a “learning project” influenced your approach to implementing this project?
 - a. What are some examples of how reflection affected the decisions you made?
 - b. How has the flexibility facilitated your implementation?

3. What Innovations support/reflection activities did you find helpful? Why or why not?
 - a. Learning group? quarterly reflection meetings, teleconferences
 - b. What TA did you get from HQ? How was it helpful or not? What was most helpful.

4. What kind of assistance or management support did you get from CARE Sierra Leone?
 - a. How did CARE SL management structure facilitate or inhibit your ability to do your work?
 - b. What, if any, were administrative or management constraints that made project implementation difficult.