NewGen Asia: Building capacity in emerging young leaders in the HIV response

Helen Cahill, Sally Beadle & Julia Coffey

With contributions from: Rebecca Brown, Justine Sass, Thaw Zin Aye, Skand Amatya, Gaj Gurang, Gerard Ompad, Jeffrey Acaba, Rachael Bueide & Milinda Rajapaksha

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**Youth LEAD**

*Thaw Zin Aye, Regional coordinator*

*Skand Amatya, Regional coordinator*

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*Margaret Sheehan, Adolescent Advisor*

*Sally Beadle, Adolescent Project Officer*

**UNESCO Bangkok**

*Justine Sass, HIV and AIDS Advisor*

**Seven Sisters, The Coalition of Asia Pacific**

*Regional Network on HIV/AIDS*

*Vince Chrisostomo, Coordinator*

**UNFPA Asia-Pacific Regional Office**

*Jo Sauvarin, Technical Advisor on HIV/ASRH*

**Youth Research Centre, University of Melbourne**

*Helen Cahill, Deputy Director*

*Julia Coffey, Research Fellow*

**NEWGEN ASIA: BUILDING CAPACITY IN EMERGING YOUNG LEADERS IN THE HIV RESPONSE**

Lead Authors: Helen Cahill, Sally Beadle and Julia Coffey

Contributing authors: Rebecca Brown, Justine Sass, Thaw Zin Aye, Skand Amatya, Gaj Gurang, Gerard Ompad, Jeffrey Acaba, Rachael Bueide and Milinda Rajapaksha

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### Acronyms

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<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
</tr>
<tr>
<td>DHS</td>
<td>Demographic and Health Survey</td>
</tr>
<tr>
<td>FSW</td>
<td>Female Sex Worker</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>LGBT</td>
<td>Lesbian, Gay, Bisexual and Transgender</td>
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<tr>
<td>MSM</td>
<td>Men who have sex with other men</td>
</tr>
<tr>
<td>NGO</td>
<td>Non Government Organisation</td>
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<tr>
<td>PLHIV</td>
<td>People living with HIV</td>
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<tr>
<td>ToT</td>
<td>Training of trainer</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNAIDS</td>
<td>Joint United Nations Programme on HIV/AIDS</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>YKAP</td>
<td>Young Key Affected Populations(^1)</td>
</tr>
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</table>

\(^1\) 'Key affected populations' was the previous preferred terminology recommended by UNAIDS for populations who were key to the epidemic in the context of concentrated HIV epidemics. The preferred terminology is now 'key populations at higher risk of HIV exposure'. While most of this report uses the term 'young key populations at higher risk of HIV exposure' (often shortened to ‘young key populations’, where past data is presented, the term YKAP has been used where it has appeared in surveys in the past or where participants have used this term in their interviews. This report uses the UN definition of youth which is people aged 15-24.
In the Asia-Pacific Region, young people bear a large proportion of new HIV infections, and there is a need to consult them about how best to tailor prevention initiatives to meet their needs. In 2010, Youth LEAD, an organisation representing young HIV advocates from across the Asia-Pacific region highlighted the need to engage young people more effectively in advocacy and programming initiatives. They identified the need for a leadership course designed specifically to equip young people from key populations at higher risk of HIV exposure (herewith referred to as ‘young key populations’) to gain knowledge and skills in communication, advocacy and leadership.

Youth LEAD gained technical and financial support from a number of United Nations (UN) and Non-government agencies to assist them to develop and pilot a leadership short course for young key populations. They commissioned a team from the Youth Research Centre, University of Melbourne, Australia to work with a core team of Youth LEAD members on course development, training and piloting of a five-day leadership course titled ‘NewGen Asia’. A training of trainer (ToT) process was used to equip young leaders to deliver the NewGen Asia course to target groups in their own countries.

This report documents the process of consultation, curriculum development, training, piloting and refinement of the NewGen Asia course, in the hope that it will inform others embarking on similar youth-led initiatives.
Most countries in the Asia-Pacific region experience a ‘concentrated’ HIV epidemic. This means that the vast majority of new HIV infections are concentrated amongst specific key populations at higher risk of HIV exposure. Key populations include people who buy and sell sex, people who inject drugs, men who have sex with men, and transgender people. They are referred to as ‘key populations’ because they are both key to the epidemic’s dynamics and key to the response (UNAIDS, 2011b).

At the same time, in many countries young people from the key populations carry a disproportionate burden of new HIV infections (UNAIDS, 2011a). The 2008 Independent Commission on AIDS in Asia estimated that 95% of all new infections in young people occur amongst members of the key population groups, even though these groups make up only a small proportion of the population. In this context, there is a critical need to target young people from key populations as strategic partners in the response to HIV in order to ensure that these groups are better served by HIV prevention, treatment, care and support services. In recognition of this, the 2011 Political Declaration on HIV and AIDS included commitments to encourage and support the active involvement and leadership of young people as part of the HIV response (2011 UN General Assembly High Level Meeting on AIDS).

Youth LEAD is a regional network of, and for, young key populations at higher risk of HIV exposure. They advocate for the crosscutting needs of young key populations with an aim to advance and accelerate HIV prevention and response in the Asia-Pacific region (See Box 1 for more information). Youth LEAD has joined forces with a range of partners in an effort to raise the voice of vulnerable young people in the HIV policy and programming arena. One of the key initiatives in the last two years has been the development and implementation of the NewGen Asia leadership short course (herewith referred to as ‘NewGen’). NewGen is an evidence-based leadership program which aims to build knowledge and skills in young people so that they can effectively advocate, educate and lead change in their communities. The course was developed in close partnership between members of the Youth LEAD writing team and Associate Professor Helen Cahill, an academic with expertise in participatory education. The course was designed to be led by young people for young people. A thorough youth-led process of participatory consultation, trial, pilot and feedback informed its development and implementation.

NewGen uses a range of participatory activities to assist young people to think critically about the way in which social, political and institutional environments influence the wellbeing of members of marginalised or stigmatised populations. Participants learn to use data to strengthen advocacy efforts, and to inform their communications with peers and senior programmers and policy makers. They develop their understanding of leadership and the skills needed to work effectively with others to research, plan and deliver change strategies.
STRNGTH IN PARTNERSHIP

The development and implementation of the NewGen Asia leadership short course has been supported by a strong partnership between Youth LEAD and the various civil society organisations, UN agencies and academic experts. These partners have supported YouthLEAD’s vision of a youth-led change initiative. They have had particular support from the Asia-Pacific Interagency Task Team on Young Key Affected Populations (herewith referred to as the ‘Task Team’) established in 2009 to foster cooperation among the many agencies and partners working in the area of HIV and AIDS and young people. Founded by UNFPA, member agencies include Youth LEAD, Youth Voices Count, HIV Young Leaders’ Fund, Global Youth Coalition on AIDS, International Federation of Medical Students Association, International Planned Parenthood Federation, International HIV/AIDS Alliance, Save the Children, UNFPA, UNESCO, UNICEF and UNAIDS.

Box 1: Introducing YouthLEAD

Established in 2010, Youth LEAD is a growing network of young people from key populations at higher risk of HIV exposure. This includes young people who are either directly affected by HIV or at higher risk of exposure. With network members in 17 countries across the Asia-Pacific region, Youth LEAD aims to use their network to provide skill-based education that empowers young people to guard themselves against human rights violations, ensure their health is a responsibility they feel confident managing, link to their peers and advocate for their needs and rights. Youth LEAD is driven by the philosophy that young people must be at the forefront of HIV initiatives that target young people. Only then can initiatives effectively target most pressing needs, reach target groups and ultimately reduce the number of new HIV infections. The idea of the NewGen Asia Leadership short course emerged from discussions with their network in early 2011 which revealed that many young people wanted to make a difference but needed first to develop advocacy and leadership skills.

For more information, visit: www.youth-lead.org
PHASE 1: SCOPING AND PLANNING CONSULTATION

INTRODUCTION

In March 2011, UNICEF, UNESCO and UNFPA funded Youth LEAD focal points to work with the team from University of Melbourne to consult members of the Youth LEAD network on what was needed in a leadership course for young people from key populations. Nine Youth LEAD focal points (aged 15-26 years) from seven countries attended a two-day workshop in Bangkok. All Youth LEAD focal points identify themselves as being from key populations and are highly informed about the needs of young people experiencing similar circumstances. In addition, four members of the Youth Lead team had previous experience as trainers in various education initiatives. Helen Cahill facilitated the scoping and consultation workshop and Sally Beadle documented the qualitative data generated within the workshop in the form of concept notes for the course content and methodologies.

METHOD

A participatory activity was used to map the vision and objectives of the proposed course. Several interrelated areas were identified as being core features underpinning the course. The participants identified that the course would:

1. Build the capacity of young people to strengthen their networks, and become leaders in their own communities;
2. Be led by young people but supported by strong youth-adult partnerships; and

Figure 1 summarises the key themes that emerged in the mapping task.

A participatory needs analysis was conducted to identify the strengths that Youth LEAD could draw
on to support their vision for the course, and the barriers that they anticipated they would have to address. Strengths included: strong partnerships with the interagency task team; networks with other youth organisations in the region; emerging leadership within their own youth organisation; and the ability to represent diverse key populations. Barriers included: a tendency for adult groups to exclude youth perspectives or to fail to consider them for input and guidance about youth needs; lack of access to resources; and the challenge of communicating across the diverse languages in the region.

A further mapping exercise was used to consult the group about the desired content, methodologies and reach of the course. The group determined that the course should primarily focus on developing young people’s leadership and advocacy skills and confidence, but that it should also include: information about the nature of the HIV epidemic and the health needs of young key populations; information about risks associated with sex and drugs; and information about evidence-based programming models. Participants identified that the course should be highly participatory in nature to meet the learning needs of young people who are not necessarily highly literate and to foster the skills and confidence needed to engage in and deliver change strategies.

**SUMMARY OF FOCUS GROUP DATA**

A focus group with all participants was conducted on day one to establish key goals and needs. Quotes captured during the focus group discussion highlight some key themes:

**Young people from key populations need to be given the opportunity and skills to have a voice:**

*For young people who are most at risk, we need to develop their capacity, this has been identified as one of the key needs in the region... Our main challenge is the lack of capacity within the young key affected populations. The foremost priority is capacity building... We need to help people realise their rights, help them speak up. How are we going to empower young people who are most at risk?*

**Young people should co-create and co-deliver the course:**

*We want this to be about young people leading. If young people are making and facilitating the course, this is a great role model for other young people in the region to stand up and take the lead in their communities.*

**The course should emphasise not only the power of youth-led initiatives but also strength in youth-adult partnerships:**

*There is a need to develop young people’s skills to work with others, to work with their community and to be involved in programming. We are all activists in society and have a general understanding about the issues young people have, but the youth-adult partnership is very low – we need to learn some skills, qualities about how to work with adults... learn how to negotiate with adults in order to justify this case.*

*Youth have good ideas but when we approach the adults, they do not respect...*
us, they think we are too young and they know better than us. We need to learn how to convince them of our ideas so they will consider them when they are making their decisions.

The course needs to be designed in such a way that is accessible to a wide range of young people:

Asia-Pacific is a diverse region – the most diverse in the world - religions, races, cultures, languages... Young people are very diverse, therefore their needs are very diverse. It is very important to be able to do country versions so that more young people can benefit from this.

**KEY LEARNINGS**

The initial consultation workshop was an important phase of this initiative, bringing together a range of youth voices from around the region to carry out an initial scoping of needs and a mapping of central components of the course. The consultation has informed subsequent stages of the project. A report on the meeting and its outcomes (Cahill and Beadle, 2011) and short video provided a record of key decisions and workshop activities.
PHASE 2: FIRST WRITER’S WORKSHOP AND COURSE DEVELOPMENT

INTRODUCTION

Following the initial scoping and planning consultation, Youth LEAD worked with the Task Team plan the next phase of the project which would entail workshopping and writing of the course curriculum. Funded by UNICEF, UNFPA and UNESCO, a writers workshop was organised in with five representatives from Youth LEAD who would work closely with Helen Cahill to guide the development of the course curriculum.

KEY ACTIVITIES

A four-day writer’s workshop was conducted in Bangkok in July 2011. Helen Cahill brought a number of participatory learning activities for the writing team to sample. The writing team provided critical feedback about what activities should be included in the course and about how to shape these activities to meet the needs of the target audiences. By the end of the workshop the team had agreed on a detailed outline of the curriculum and had developed a deep understanding of the learning tools and methods to be used in the course.

The group agreed on five broad themes for the course – one for each day, with a series of teambuilding games, participatory learning exercises, role-plays and simulations to facilitate engagement with the proposed themes:

- Day 1: Understanding the situation of young people from key populations at higher risk of HIV exposure
- Day 2: Leadership strengths
- Day 3: Leadership and consultation
- Day 4: Leadership and advocacy
- Day 5: Leadership and change

The course was to be taken to final development by Helen Cahill using inputs from the writing team members who had each written a key activity.

The writing team brainstorm key themes for part of the course
KEY LEARNINGS

The writing workshop informed the development of a detailed course manual. A report on the meeting outcomes and an accompanying video provided a record of the recommendations and data collected from the writing team. The four-day writing workshop showcased the strength of a youth-adult partnership within youth-led initiatives. While an academic expert contributed experience and expertise in curriculum design, the Youth LEAD team provided input into the scope of the course, while at the same time gaining valuable training in the use of participatory methods for learning. This process increased Youth LEADs sense of ownership of the materials and the pedagogical approach used in the course. One participant of the writing team summarised the youth-adult partnership process by saying “we are actually the wheel and Helen was the one who tapped the wheel”.

Members of the writing team sample an activity

The course framework is laid out
PROGRAMMING APPROACH & THEORETICAL UNDERPINNINGS

The NewGen Asia short course draws on participatory and peer-led approaches. Peer education and outreach programs are often used as a means to connect with ‘hard to reach’ populations, for example those involved in risky sexual or drug using practices (Feldman et al., 1997, Strange et al., 2002, Campbell and MacPhail, 2002). Programs are used to address both young people attending school (Thato and Penrose, 2013, Cai et al., 2008, Stephenson et al., 2008), as well as those who are no longer in educational settings (Kelly et al., 2004, Wolfe et al., 2012, Flowers et al., 2002). Peer-led programs commonly focus on delivering knowledge to effect behaviour change through messages of safe sex, the availability of health services, HIV testing and treatment options (Ibrahim et al., 2012, Ti et al., 2012, Pearlman et al., 2002).

Some programs do extend beyond knowledge and behaviour change, for example educational programs which aim to promote the empowerment of young people as agents for change (Jeanes, 2011, Conn, 2012, Harrison et al., 2010). Programs by Campbell and MacPhail (2002) and Harrison et al. (2010) also highlight the social dimensions of HIV prevention strategies and target the structural and institutional contexts which underpin social norms. Like other peer-led programs, NewGen incorporates health messages and highlights the social dimensions of increased risk of HIV exposure. NewGen, however; also positions the target community as leaders, rather than just as recipients of health-messages. This re-positioning is critical to the design of the program, and is built into the activities which invite participants to reframe their identities and reconsider what might be possible for them as agents of change.

The term ‘participatory methods’ loosely groups co-operative learning tasks which are dialogic in nature and involve student-to-student interaction, rather than just trainer-student interaction. They include activities such as role-play and simulation, small group problem-solving discussions, critical thinking tasks, skills development exercises and themed games. These activities commonly house both critical thinking work and skills development exercises (Cahill, 2006).

In using this approach the NewGen course is informed by a broader evidence-base which demonstrates that participatory learning strategies are integral to the effectiveness of health education programs (Herbert and Lohrmann, 2011). Numerous studies have shown that if prevention programs are to be successful in reducing harmful use of alcohol or other drugs, they must incorporate a high level of pupil-to-pupil interaction within relevant learning tasks (Botvin et al., 1990, Eisen et al., 2008, Soole et al., 2008; Cahill, 2007; Stead et al. 2007; Stead et al., 2010). Similarly participatory learning strategies have been demonstrated to be crucial
in the success of life-skills education (Hahn et al., 2002); social and emotional learning programs (Payton et al., 2008, Durlak et al., 2011); sexual and reproductive health education programs (Kirby et al., 2007, Paul-Ebbohimhen et al., 2008); and HIV prevention initiatives (James et al., 2006, Kinsman et al., 2001).

A number of elements of the NewGen Asia curriculum fit within the tradition of life-skills and social and emotional learning programs. This program, for example, uses work on teambuilding, assertiveness, negotiation, help-seeking and conflict resolution skills. It also draws on the tradition of positive psychology in its focus on the personal qualities and strengths that are important when working to exert leadership (Seligman et al., 2009). Other elements of the course are consistent with the type of learning that occurs within evidence-based gender rights and sexual and reproductive health programs and within drug and alcohol education programs. In these programs, the emphasis is on combining knowledge development with critical thinking, decision-making and the rehearsal of skills to assist with the navigation of life challenges.

There is a strong emphasis on the use of role-play and simulation throughout the NewGen course. Role-plays are used for a range of different purposes. For example, they are used to help the participants to engage in a form of ‘identity work’ as they re-work their sense of self to include the concept of themselves as leaders. This approach carries the idea that the way in which we perform our ‘self’ shapes our sense of who we are and who we can be (Cahill, 2012, Cahill, 2010b). It is underpinned by the idea that social and cultural contexts shape a person’s identity. Role-play can help to show the cultural and social situations which influence who a person can be, and can give participants awareness of how their sense of self can be shaped by their situation, but can also change. Drama-based approaches are also used to help participants rehearse the assertion, advocacy and leadership skills needed to transact in challenging social situations (Cahill, 2013).

This approach aims to heighten the contextual and relational nature of health-related choices; to explore the social norms influencing choices; and to generate and model new possibilities for action (Cahill, 2013).

In addition to drawing on the broader prevention science evidence-base, NewGen is informed by leadership theory and research. There is a focus on leadership as the initiation and management of change and the use of moral stance, collaborative knowledge building and positive relationships as central to quality leadership (Fullan, 2004). A number of exercises focus on leadership styles, and the need to be able to exert different styles of leadership in different contexts (Goleman, 2000, Goleman, 2004). Participants are taught to use a range of systems thinking tools to assist them to scope ways to address multi-causal problems (Senge et al., 2002). These tools help the participants to shift away from an individualized focus on HIV prevention to a strategic focus on the structural and social determinants that influence the nature and spread of the epidemic (Cahill, 2011b). These tools include a variation on Bronfenbrenner’s ecological model which invites people to locate the multiple influences on wellbeing and development ranging from the macro level where culture, beliefs, media and the economy have influence to the education, health, justice and labour ministries, and at a more immediate level the influence of the micro worlds of the home, school, community and clinic (Bowes and Grace, 2009).

YOUTH-PARTICIPATION IN COURSE DEVELOPMENT AND IMPLEMENTATION

The NewGen model positions young people as leaders and change-makers working in partnership within their communities, rather than as a separate group called on to inform a community. Conventionally youth participation
has been seen as giving a voice to young people, or as a way to assign them to separate initiatives, where ‘youth-led’ can become code for ‘youth-only’. In the past decades, people have used Roger Hart’s ladder of child participation as a key conceptual tool for guiding or measuring child and youth participation in programming (Stringer et al., 2006). The ladder presents eight types of youth participation ranging from tokenism and manipulation (at the bottom of the latter to engaging youth as shared decision makers (at the top). Many have been tempted to use the ladder to argue that entirely youth-led forms of participation are superior to those involving partnerships with adults. Hart himself warned against this, emphasizing that the right for children and young people to have their voice heard should not translate to an end-goal of ‘liberation from adults’ (Hart 1992). Rather, there are different situations where it is appropriate and effective for young people to have a level of influence, but this will differ according to context (Van Damme et al., 2005).

The NewGen course works from the premise that youth involvement can take many forms and that in the context of HIV prevention and social change, there is great strength in bringing adults and youth together. The NewGen course additionally presumes the importance of breaking down the common tendency to pathologize, demonize or unduly romanticize young people (France, 2000). It seeks to position them as leaders and contributors within intergenerational projects which build both hope and action for a better future (Cahill, 2010a). The concept of positioning as partners is important as it conjures the notion of a reciprocal contribution and exchange (Cahill et al., 2011). Consequently there is a strong focus in the course on the role of youth leadership as an element within a broader approach to community development (Crowe, 2007, Fongkaew et al., 2007). Participants learn skills in use of focus groups and other methods for participatory consultation, with the idea that they will use these tools in their community development work (Cahill, 2011a).

**COURSE DESCRIPTION**

The course was developed to be run as a five-day training. However, acknowledging time and resource constraints and different needs across settings, the manual was designed to allow for specific modules to run independently, enabling users to focus on the most relevant topics that respond to the most pressing needs. The five daily sections of the course are briefly discussed below.

**Day One** includes activities to build knowledge about the population groups that are most vulnerable to HIV in countries experiencing a concentrated epidemic, with an emphasis on use of respectful terminology and on the use of user-friendly disaggregated data as a tool to alert people to the need for targeted programming. The ‘ecological model’ (Bronfenbremmer 1979) is used to promote thinking about the various levels
of influence that can be targeted when seeking to improve the situation for young key populations, including in the micro settings of home, school, and community, the institutional settings of the education, health and justice systems; as well as the broader macro level encompassing culture, religion, the economy and the media. Day One culminates with a focus on evidence-based prevention and intervention strategies to build participants awareness of the need to advocate for sound strategies as part of their change work.

**Day Two** takes a focus on the personal qualities of leadership, emphasising the various character strengths that people can call on to build themselves as authentic leaders. Participants engage with activities that are informed by the character strengths developed by positive psychologist Martin Seligman (see Peterson and Seligman, 2004). Participants then learn about leadership theory and styles of leadership, and address the concept that different styles of leadership should be deployed in response to the various circumstances that they encounter. They practice these leadership styles in short simulations and discuss how to expand their leadership repertoire. They then take part in role-play conversations in which they invite others to participate with them in a community project, thus applying their leadership strengths in targeted situations.

**Day Three** focuses on advocacy. It begins with a series of participatory activities to help participants build and articulate their vision for change and identify strategies to help achieve this change. They practice articulating their vision or knowledge for different audiences, and work on different ways to use data to inform their advocacy efforts. They learn techniques for consulting community groups about their needs and ways to articulate these needs for those involved in policy or programming at local or national levels. They practice making a one-minute speech, tailored to an influential gatekeeper, in which they use one piece of data along with a vision statement to highlight the need for attention to an issue affecting young key populations.

**Day Four** focuses on building the skills and confidence needed to make formal speeches articulating issues affecting young people from key populations. Participants work to build, rehearse and deliver a formal speech, which includes relevant data and specific requests for change. They listen to each others’ speeches and provide critical appraisal, coaching and support. They work in groups to create, rehearse and deliver speeches or dramatic pieces, which raise awareness about issues and present these in an evening of performances.

**Day Five** focuses on appropriate conduct as a leader in formal and informal settings. Participants learn about meeting etiquette and practice running focus group consultations in order to better develop skills of inclusion and to foster the notion that consultation and representation is an important element of leadership. The course completes with a focus on strategic planning and on developing action plans within specific change projects.

The NewGen course manual
### Day 1: Understanding the situation of young key populations
- Introductions and objectives
- Who are YKAP
- Understanding risky behaviours
- Using respectful language

### Morning A
- Getting into data
- What is stigma?
- Effects of stigma and discrimination
- Connectedness activities

### Afternoon A
- Using the ecological model
- Understanding risk & protective factors and the interconnected nature of issues

### Evening
- What works in prevention?
- Evidence-based arguments for prevention, intervention, treatment

### Morning B
- Personal Strengths as Leadership Attributes
- Identifying personal strengths and goals

### Afternoon B
- Styles of leadership
- Distributed leadership
- Leadership and followership

### Day 2: Change and Leadership
- What is leadership?
- Qualities of good leaders

### Morning A
- Identifying stakeholder strategies to achieve the objectives
- Tailoring messages to suit different audiences

### Afternoon A
- Leading participatory meetings
- Using participatory tools for consultation

### Evening
- Skills of leadership
- Enrolling others in change efforts

### Morning B
- Making an informal speech
- Using data and key messages in advocacy

### Afternoon B
- Media Moments pre-dinner gathering to look at change stories

### Day 3: Leadership and Advocacy
- Vision for the preferred future
- Selecting strategies to achieve the objectives

### Morning A
- Leading participatory meetings
- Using participatory tools for consultation

### Afternoon A
- Making an informal speech
- Using data and key messages in advocacy

### Evening
- Buzz groups meet for pre-dinner networking

### Morning B
- Designing a formal speech for a target audience

### Afternoon B
- Group preparation of advocacy materials for evening presentation

### Day 4: Leadership and Facilitation
- Trust and leadership
- Assertiveness skills for leadership
- Conflict resolution tools

### Morning A
- Group preparation of advocacy materials for evening presentation

### Afternoon A
- Group rehearsal of advocacy materials for evening presentation

### Evening
- Conference Dinner and YKAP Got Talent (Simulation of an advocacy event)

### Morning B
- Understanding meeting etiquette
- Simulation of a high level meeting

### Afternoon B
- Working with the grassroots
- Simulation of community focus group

### Evening
- Understanding monitoring and evaluation

### Day 5: Agendas and Actions
- Setting Goals and Objectives
- Planning Next Steps

### Evening
- Course evaluation
- Course completion
FORMATIVE FEEDBACK, MONITORING & EVALUATION

MONITORING AND EVALUATION

Formative monitoring and evaluation (M&E) are essential processes in the development of a new program. NewGen Asia is a unique initiative in terms of its aim to develop leadership and advocacy skills in young people, with the vision that participants will use their new knowledge and skills to lead change in their communities. It has both immediate objectives relating to the skills and confidence of the participants and more distal objectives relating to the participants as change agents and social actors working on behalf of their communities. This presents a number of challenges in terms of monitoring and evaluation.

AN EVOLVING MONITORING AND EVALUATION STRATEGY

The project team has documented key phases of the development of the NewGen Asia short course, and has collected evaluation data from those engaged in the course pilots, training and deliveries. Data collected through monitoring and evaluation efforts has been used to guide efforts to refine and improve the course content and the development of trainers.

A range of survey, focus group, interview and rapid feedback tools have been developed to collect quantitative and qualitative data, as well as to establish baseline and outcome measurements of course impact and use (See Table 1). Partners from Youth LEAD have been in the driving seat during all phases of the design, delivery and evaluation of the intervention, with all evaluation instruments piloted, further modified, and “localized” for country-level trainings. M&E tools have been translated into local languages during country rollouts.

These processes aim to measure a range of expected outcomes, but also to capture emerging or unexpected outcomes. This includes information on: whether the course responds appropriately the needs of participants; where there are gaps; how to approach potentially sensitive issues; the strengths and weaknesses of bringing together different key populations; and if and how participants apply their new knowledge and skills in their day-to-day life. To collect this information, a range of survey and interview instruments have been developed and the data collected are summarized throughout this report.

In the context of NewGen Asia, M&E is not simply a matter of seeking feedback on the course experience. This is valuable feedback, but monitoring must move beyond this to ask what happened after the course. Has the course helped young people engage with their communities? Lobby with Government? Have participants shared their learnings? Follow-up post-training data collection has not been possible to date. Further efforts are required to determine how perceived improvements in leadership and related skills, captured through post course survey instruments, translate into
participants’ application of said skills and their further engagement in national AIDS responses. To do so will require the establishment of more detailed M&E mechanisms on measurable parameters to determine short- and long-term impact at country-level. Longitudinal data of this nature will ideally be the focus of future M&E strategies.

To date, data has included:

- Extensive video documentation of the consultative processes, including videotaped interviews of participants during the writing workshop, course sampling and pilot training;

- Daily anonymous feedback sheets during sampling, pilot and regional trainings, along with detailed anonymous end-evaluation survey forms for all phases;

- Rapid feedback at end of each day of the training of trainer (ToT);

- Focus group discussions during the pilot training to elicit information on course content, pedagogy and utility, to assist with the refinement of course content;

- Pre- and post-workshop video interviews with participants of the ToT, along with pre- and post-workshop surveys; and

- Pre- and post-workshop surveys for all country-level trainings.

<table>
<thead>
<tr>
<th>TABLE 1: DATA COLLECTION TO DATE</th>
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<tbody>
<tr>
<td><strong>Course sampling</strong> [Busan, Aug 2011]</td>
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<tr>
<td></td>
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<tr>
<td><strong>Full course pilot</strong> [Manilla, Nov 2011]</td>
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<tr>
<td><strong>Training of trainer</strong> [Bangkok, Sep 2012]</td>
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<tr>
<td><strong>Myanmar</strong> [Yangon, Dec 2012]</td>
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<tr>
<td><strong>Philippines</strong> [Manilla, Dec 2012]</td>
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<tr>
<td><strong>Indonesia</strong> [Jakarta, Dec 2012]</td>
</tr>
</tbody>
</table>
INTRODUCTION

Once the course was developed, Youth LEAD sought opportunities to consult a broader sample of young people from key populations prior to running a full course pilot.

KEY ACTIVITIES

Youth LEAD arranged to hold a two-day sampling workshop as part of the 10th International Congress on AIDS in the Asia-Pacific (ICAAP10), Busan, August 2011. This was an opportunity to pilot the course with a range of young people representing a number of HIV-focused organisations from countries around the region. The participants in the sampling workshop included 40 young people from 12 countries (Bhutan, Cambodia, China, Fiji, Indonesia, Myanmar, Nepal, Philippines, Republic of Korea, Sri Lanka, Thailand and Viet Nam). The workshop was led by Youth LEAD focal points Milinda Rajapaksha and Gerard Ompad, working in partnership with Helen Cahill. The workshop was supported by Sally Beadle (UNICEF), the Youth LEAD secretariat and members of the Task Team. Participants sampled a range of activities from the course and gave detailed feedback via rapid feedback sessions, surveys and interviews.

WHAT DATA WAS COLLECTED?

Participants completed a detailed feedback survey at the end of the sampling. The survey instrument included questions about the content of the course, the style of activities (e.g. use of games, role-plays, small group tasks), what participants learned, whether participants felt that this would be a useful course for people in their countries, and whether they would be interested in facilitating the course. In addition to the survey, in the final session of Day Two, an interactive feedback session was run with the group to collect general feedback and deliberate on next steps. Additionally, over the two days, five participants volunteered to participate in a short interview to give feedback on specific activities and methodology used.

SUMMARY OF DATA

The participants gave very positive responses about the course methodologies as well as constructive feedback on course content and pedagogy. When asked if participating in the two-day sampling had increased their confidence to contribute as a leader and advocate on youth HIV issues, 15 of 17 (88%) either agreed or strongly agreed. Additionally, 15 out of 17 (88%) said they would very highly recommend the course to other young people. Some key themes emerging from the qualitative data are summarised below:
Content – Participants highlighted their need for technical information on evidence-based interventions for young people from key populations. Additionally, several participants asked for a focus on project management skills.

I need more information on HIV and on HIV programs that work with young people.

Methodology – Participants reported liking the interactive and participatory nature of the training, but highlighted the need to provide sufficient time for group discussion and ‘unpacking the key meaning’ of the activities and games:

I love all the games, people will love this training because it is not like most trainings we have in Myanmar, it is youth-friendly and there is fun at the same time and building skills.

... some of the activities could be debriefed better at the end to make sure that people understand the point.

KEY LEARNINGS

Feedback from this consultation informed further refinement of the course curriculum. The workshop also provided a strong endorsement of Youth LEAD’s decision to feature a focus on advocacy and leadership skills as the main emphasis of the short course.
INTRODUCTION
Following sampling and subsequent revisions to the course, the project team were ready to pilot the full five-day curriculum. Given interest from the Philippines, as well as a strong network of organisations working together on youth and HIV issues, Youth LEAD worked with UNICEF Philippines and the Government’s Council for the Welfare of Children to plan a pilot of the course.

KEY ACTIVITIES
In November 2011, 34 young people from around the Philippines came together in Rizal to engage in the full five-day course. The Philippines was selected as the pilot country for a number of reasons. The UNICEF country office in the Philippines had been working closely with the Council for the Welfare of Children on a youth and HIV programme and had been looking for an initiative to help develop the skills of the many young HIV advocates working in their respective communities. In the Philippines, UNAIDS data indicate that new HIV infections rose by more than 25% in the past 10 years (UNAIDS 2010). This is compared with most other countries, which report falling or stabilizing new infection rates. Additionally, the age of first infection is decreasing with approximately one third of all new HIV infections occur now in young people aged 15-24.

Participants were identified and invited to attend the pilot through a strong network of organisations working in the area of HIV and youth in the Philippines. This included organisations dedicated to child rights, working with street youth and other vulnerable groups. Participants, all aged between 15 and 24 years of age, spent an intensive five days and evenings in a residential workshop. The course was co-facilitated by a team of five youth trainers (Vermont Arvesu, Jeffry Acaba, Philip Palmos, Milinda Rajapaksha and Gerard Ompad) working under the guidance of Helen Cahill. The training sessions were led mostly in Tagalog language with some sessions translated from English. The facilitation team met morning and evening for planning and debriefing sessions. This was an important time to reflect on the day’s activities and consider any modifications that would be necessary. Support-staff from the task team (representatives from UNICEF and UNESCO) and from the Council for the Welfare of Children were also consulted about the progress of the course and contributed suggestions for modification and management of the course activities.

WHAT DATA WAS COLLECTED?
Rapid feedback techniques were used daily to collect responses on each of the key course activities. Six participants were asked to volunteer for video-taped group or individual interviews throughout the five days. All participants completed a survey on the final
day of the training. Additionally, all participants took part in focus groups on the final day of the training. A slide show illustrating the main activities for each day was used to prompt participants’ memories before eliciting comments on the activities. This enabled the course development team to get detailed feedback on individual activities and led to modification of the course materials.

SUMMARY OF DATA

Content: Participants gave positive feedback on course content. For example, 66% rated learning about what is good leadership as extremely useful, 68% rated practicing leadership skills as extremely useful and 56% rated using the ecological model to understand YKAP issues as extremely useful (see Figure 3).

Increased skills and confidence: Most reported increased skills and confidence as a result of participating in the training. For example, 61% of
participants said that their ability to contribute as a leader had improved a lot, 56% said that their ability to speak confidently in front of a group had improved a lot and; 62% rated their ability to communicate to peers about youth and HIV-related issues as improving a lot (see Figure 4).

**Methodology:** Participants valued the interactive methodology and found the activities engaging and useful.

...on hindsight I realized that the games were springboard because as it turned out, everything related to leadership.

A minority of some participants would have preferred to have some use of lecture-style presentation to introduce key concepts and to have fewer games.

**High level of energy and engagement:** Facilitators and participants demonstrated a high level of energy and engagement with activities and reported that the experience enhanced their sense of belonging, esteem and social support.

Need for preparation of facilitators: Participants suggested that some facilitators needed to be more skilled at giving clear instructions and extracting the meaning from the activities.

Giving instructions is very important so before you give instruction because you have a lot of facilitator, please make it simple and concrete.

The core messages must be emphasised more so that it can have a greater impact on the great activities that you have.

**Varying skill levels of participants:** Some participants were concerned about the mix of skill levels amongst the group. Some had participated in previous training courses or were well established in advocacy roles already. For others, it was their first time to participate. This posed a challenge for facilitators to ensure that the more experienced and confident participants did not dominate.

**Timing:** Some participants wanted more time to engage in the activities and recommended that they would prefer more time to do fewer activities, rather than trying to fit everything in.

**Application to everyday life:** Several participants commented on their survey that they would be applying what they learned in their everyday work. They also said that they were keen to use a range of the activities from the course with groups of young people they were already
working with. Many requested a copy of the course manual to assist them with this.

... after this five days training, I learned a lot, though sometimes it's hard. So when I come back to our own place, I bring a lot of learnings that I can use.

KEY LEARNINGS

The full pilot gave the course development team an opportunity to see the whole course in action, assess the strength of each activity, watch the young facilitators in action, assess timing, and get detailed feedback from the participants, facilitators and observers. Feedback informed minor revisions and re-sequencing of course activities, the elimination of some activities to make more time to cover other activities in depth, and the recommendation that in future course facilitators receive training before leading the course.

As noted in several comments included in the survey, many participants felt that the training signified ‘the beginning’ of something that would continue. Additionally, many commented on how they would use the skills they developed back to their communities to strengthen their HIV prevention and response work.

Youth LEAD set up a Facebook page to facilitate ongoing contact following the Philippines pilot. The page has been a site of activity ever since. As of August 2013 it had 101 members who frequently discuss issues, share information about their organisations and events, seek support for their initiatives. This Facebook site highlights the power of social media as a platform for keeping people connected.

A team from the Philippines pilot attended the NewGen Regional ToT in 2012 (see Phase 5) and implemented a national training in December 2012 (see Phase 6).
PHASE 5: REGIONAL TRAINING OF TRAINERS

INTRODUCTION
In September 2012, 21 young people from Myanmar, Sri Lanka, Philippines, and Indonesia came together for the NewGen Asia Leadership Training of Trainers (ToT) in Bangkok, Thailand.

The course was facilitated by two trainers from Youth LEAD, Jeffry Acaba and Milinda Rajapaksha, with supervision, coaching and support from Helen Cahill and with additional support from other members of Youth LEAD. The seven-day training of trainers course was organized by Youth LEAD, with financial and in-kind support from UNAIDS, UNESCO, UNFPA and UNICEF.

KEY ACTIVITIES
The regional ToT provided the young participants with a five-day sampling of all activities in the course, followed by an additional two days of exercises focusing on the development of their skills as trainers to be able to lead the course in their own country settings.

WHAT DATA WAS COLLECTED?
Participants in the training completed an anonymous electronic survey and video interview both prior to and immediately following the training. The pre-course interviews were conducted to gain insight into the needs and views of those participating in the course, while the post-course interviews aimed to gain more depth and understanding of participants’ experiences of the training. The pre-survey featured questions about the demographics of participants, and their knowledge and attitudes on issues of sexual reproductive health and HIV. The post-survey included questions to self-assess the impact of the training on their skills, understandings of topics covered, and communication competencies; as well as evaluating daily activities. Video interviews were conducted on behalf of Youth LEAD with 18 participants prior to taking part in the training. Interviews were recorded to promote the delivery of future NewGen training and transcripts were made of the recorded interviews so that data could be shared without identifying the source.

Participants in the ToT reflect on what they want to achieve in the training
SUMMARY OF DATA

Pre-training survey findings

Of the 21 participants, the pre-training online survey was completed by 19 respondents. The survey collected limited demographic information and included a range of questions about knowledge and attitudes related to sexual and reproductive health and HIV. All participants were aged between 20 and 30 years old, and were evenly balanced by gender (10 females, 9 males). The largest proportion were from Indonesia (n=10), followed by Myanmar (n=3), Sri Lanka (n=3), the Philippines (n=2) and Singapore (n=1). They identified their current work situation as being employed (n=7), a volunteer (n=7), or a peer educator (n=5). In terms of education, 10 listed having tertiary education; four reported having a postgraduate tertiary education; one had attended a vocational school; two had completed secondary school and a further two said they had completed up to three years of secondary school.

Respondents were asked to identify the main means of communication they use to connect with friends. In person (n=19), email (n=16), Facebook (n=16), phone (n=15), text message (n=14), twitter (n=8) and Skype (n=6) were listed. This question was intended to assess whether social media and digital communication could be used to inform future monitoring and evaluation strategies or trainer support for future courses. In addition to this, the survey asked participants to self-assess their level of knowledge on sexual and reproductive health and HIV, of which the majority of participants identified their level of knowledge of these issues as being ‘strong’.

Pre-training interview findings

Eighteen out of 21 participants were video-interviewed prior to the training. All said they had come to the training as a result of their involvement with an organisation that works with young people from key populations at higher risk of HIV exposure. Some of these included organisations working with men who have sex with men, positive women’s networks, sex worker advocacy and rights groups, and child rights groups.

Participants differed in terms of their previous experience as trainers and as the recipients of leadership training. Around half had received leadership training before. Most said they felt confident to speak publically about issues relating to the needs and rights of key populations but three identified that they had no prior experience in public speaking.

The main features that participants said they hoped to take from the training were knowledge and skills to bring back to their organisations in their home countries. Others hoped to improve their skills in leadership and capacity-building, and to update their knowledge. Others who had less experience said they were hoping to learn basic knowledge about sexual and reproductive health and rights to bring back to their organisation.

I never have got any training like this...I want to take all the things I learn to my country and share with my friends and my community.

Many discussed that young people from key populations face significant stigma and discrimination which can discourage them from visiting organisations set up to help these populations. One said that people living with HIV are stigmatized, and that many of the activities that make young people vulnerable to HIV are criminalised, such as male-to-male sex, commercial sex work or injecting drug use. This adds an additional deterrent for young people...
from these communities to be associated with support groups:

A lot of HIV infected persons who are young they don’t like to come, they don’t like to discuss...because of stigma and discrimination.

For the people living with HIV they have stigma and discrimination and injecting drug users, the MSM community, the commercial sex workers it is not legalized so they do not like to expose themselves. So we find it very hard to, like, tackle them and meet them and talk about their rights and do something better for them.

Encouraging people to ‘come forward’ was something that some participants identified as very difficult. Until young people come forward, they cannot be reached by organisations or receive sexual and reproductive health education. One participant suggested that training for empowerment of young people is important to try to address these issues:

They have to be empowered first. They have to learn to speak for themselves and be confident of it and to not be shy about what their going through...they have to tell people their experiences like other people can learn from them.

The most important is to encourage young people and then maybe we can train them, communicate and change behaviour.

Participants also said they were looking forward to working with other young people who were in the training as representatives of key populations different from their own. One spoke of a previous experience in which key population groups were brought together which had been unsuccessful because some groups had ‘discriminated’ against others. However, bringing the groups together was important so that groups do not feel that they are ‘isolated’ from each other or from their common issues.

ToT participants in a small group activity
I want my group to get to know more of other YKAPs...to get to know the issues of other young key affected populations so YKAPS don’t discriminate against other YKAPS.

Post-training survey findings

Most participants (n=19) completed the survey following the training. This survey asked participants to evaluate the training across a number of different categories including general feedback, the usefulness of the course for improving their skills and understandings, the impact of the course in improving their.

FIGURE 5: GENERAL FEEDBACK ON NEWGEN REGIONAL TOT (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)

I enjoyed the NewGen ToT
I learned skills that will help me to be a leader
I now have a better understanding of the rights and needs of YKAPs
The NewGen training will be helpful in my personal life
The NewGen training will be helpful in my professional life
I would recommend the New Gen training to my friends

FIGURE 6: FEEDBACK ON KNOWLEDGE CHANGE (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)

I feel more knowledgeable about YKAP issues
I have a better understanding of the issues affecting different YKAP communities
I know more about how to use data to advocate about the needs of YKAPs
I know more about how to consult people about their views on YKAP issues
I know more about how to lead participatory activities in trainings and workshops
I have improved my training skills
I have more confidence in myself as a future trainer
communication competencies, and the usefulness of the activities across each day of training. Most questions asked respondents to rate (on a scale of 1 to 5, where 1 = do not agree at all and 5 = completely agree) whether they agreed with a range of statements. Overall, the rating averages were very high, with the lowest rating average for any category being 4.21. Only one participant ever chose a response in the two lowest rating categories, with the majority of responses in the top two categories. In the analysis that follows, responses of 4 (agree) and 5 (strongly agree) are grouped.

General feedback of the training was very positive. Quantitative feedback indicates that participants enjoyed the experience of the training, learned new skills, found it useful for their personal and professional lives and would recommend the training to others. Feedback is summarised in Figure 5.

Knowledge and general skills development:
Survey responses from participants also indicated that their knowledge about YKAP issues had increased alongside knowledge in training methodologies and application of this knowledge into confidence to deliver training. For example participants rated an average of 4.32 for their understanding of the different issues faced by different key populations at higher risk and an average of 4.68 for their confidence as a future trainer. Feedback is summarised in Figure 6.

Communication skills
Respondents strongly felt that the course had a very high impact in developing their skills in communicating about issues relating to key populations. The average impact score (out of 5) for increase in communication skills was 4.57. Results for individual questions are summarised in Figure 7.
FIGURE 8: FEEDBACK ON DAILY ACTIVITIES FROM NEWGEN REGIONAL TOT (VALUES REPRESENT AVERAGES OF RESPONSES (%) ON A LIKERT SCALE OF 1 = NOT AT ALL USEFUL TO 5 = EXTREMELY USEFUL)
Feedback on specific activities

Respondents also rated the usefulness of a range of activities on each day of the course. Figure 8 shows participant ratings for each activity. Overall, most activities were rated 4-5 out of 5. However, some rated more highly than others. The interview data (presented below) provided a more detailed response as to why some activities were deemed as more useful/enjoyable than others.

Post-training interview findings

A total of 17 out of 21 participants were interviewed after completing the ToT. The interviews reiterated positive feedback in the surveys, with participants reporting that they enjoyed the training and were able to improve many skills, particularly communication strategies such as public speaking, leadership, and facilitation.

Through practicing public speaking I got to know my own issues deeply and [listening to others] got to know more and learn more about the issues of other YKAP.

Before I was afraid to approach officials and older people, but now I have learned how to prepare an informal speech, I am very excited to contribute as much as I can.

I learned to be more effective in public speaking. I think it’s really important when YKAP start to speak in public. Because the thing is, the society, the government didn’t know about the... our needs as young key affected populations. But, I think it’s very important young MSM, young people living with HIV, young trans-gender, sex workers; they speak up together.

Most participants mentioned the ecological model as being a particularly useful tool and activity they will use in their training. Many thought this tool was particularly effective because it is not only easy to use and understand, but also analyses issues on a ‘deeper level’. One said ‘the ecological model is good because it shows how things are structured and fit together’ (Participant 5, female). Another explained that it is a good tool for looking at the ‘big picture’ in implementing different programs:

Sometimes, young people, when we work in our organization, our network in country level, it’s really hard for us to analyse the development of programs, development of planning. We don’t have capacity to look at development. With the ecological model, we can use it in simple way. We can analyse the situations; we can identify which priority of the program that we should be implementing.

Others reflected on the participatory structure of the training:

The training is really youth friendly...using games...and it was really totally fun. Other trainings, they are often more knowledge, lectures and it’s really kind of boring...but with the activities it is fun but at the same time we were learning.

I liked the fact that all people here are being treated equally... and also about the training which is really informal. There is lots of methodology, and also new techniques for training. That was something new.

Another strong message that came through in the post-workshop interviews was participants’ emphasis on how much they enjoyed working together. Many were adamant that this partnership should continue throughout their work as trainers of different key population communities.

The best thing is, with this training we learned so much about how we can working together... you know, we have different backgrounds. There are young women/ people living with HIV, and MSM. But we can work together with this training. It
is important to bring young key affected populations with different background together. We can work together, we can advocate together, we can learn together... We can share our capacity, show to the society and stakeholders that we are young key affected populations, we can work together. There is no need to separate us [in different YKAP groups].

We can all work together; it’s not about being a MSM or sex worker, we are all young and we all have many of the same issues.

Some participants said that the training had given them a different understanding of themselves. One said that through the training, he began to see himself as not only a member of a large group of a key population, but also as a leader:

You finally you not see yourself not as a YKAP only, but you’re starting to see yourself as a leader and that’s different, because when you say I’m a YKAP you just see yourself as...part of a big population. But then when you see yourself as leader of this young key affected populations...you start... to think of himself as a leader and have clear goals...it’s better actually to see yourself as a YKAP leader, not only as a YKAP.

Another explained that whilst many young people from key populations have a ‘sense of leadership’ they may lack the encouragement from other people to be a leader, or the confidence to speak up:

The great thing about the training is... young people actually already have the sense of leadership, but they don’t have enough encouragement from other people or even from themselves to be the leader... [this training shows] how to build the evidence, how to build the confidence to talk in public or to lead other people to speak. Speaking up is the important thing many young people need to have.’

**KEY LEARNINGS**

The NewGen ToT was rated very highly by the participants. The training course was found to be highly useful in key areas such as improving leadership, communication and facilitation skills. Qualitative interviews also gave further insight into participants’ perspectives on the training. Many participants highlighted the unique way in which the NewGen training brought together young people together from different key population groups, and recommended that this aspect should be continued in future training courses. They built a sense of community through working together and learning more about each other and felt they would be better able to advocate for themselves and each other as a result of this experience.

The NewGen ToT also served as pilot study for data collection techniques and themes to explore in future country rollouts of the NewGen course. The survey and interview tools were refined for the country-level trainings.
HIV AND AIDS IN MYANMAR

Like the majority of countries in the Asia-Pacific region, Myanmar is experiencing a concentrated HIV epidemic. While HIV prevalence in the general adult population sits at 0.5%, prevalence is significantly higher in several key populations including people who inject drugs, men who have sex with men and female sex workers. Estimates from 2011 HIV Sentinel Surveillance (HSS) showed that HIV prevalence was highest among PWID (21.9%), followed by FSW (9.4%) and MSM (7.8%) (see Table 4) (National AIDS Programme, 2012, based on HSS 2011).

Available data suggests that HIV prevalence is slightly lower in younger cohorts of key populations (See Table 4) (National AIDS Programme, 2012, based on HSS 2011). However, in the context of recent reports that decline of new infections in some key populations is stabilising and that comprehensive knowledge of HIV is low, there is a need to ensure that young people, especially those from key populations are being reached by prevention and response initiatives (National AIDS Programme, 2012).

A brief literature search alongside anecdotal evidence suggests that HIV prevention and response initiatives that specifically target young people from the key populations are rare in Myanmar. Effective programming is likely made difficult in the face of punitive laws, policies and practices, and associated stigma and discrimination (UNESCO et al., 2013 forthcoming, Ministry of Health, 2010). For example, discrimination against MSM is reported to affect people’s willingness to ‘come out’ or access public health facilitates (National AIDS Programme, 2012). Similarly, varying levels of stigma associated with the illegality of drug use has been reported to be a major barrier for those PWID needing access to information and services (Mon Saw et al., 2013).

**TABLE 4: HIV PREVALENCE IN KEY POPULATIONS AT HIGHER RISK OF HIV, (NATIONAL AIDS PROGRAMME, 2012, BASED ON HSS 2011)**

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<thead>
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<th>HIV prevalence (15-49)</th>
<th>HIV prevalence (15-24)</th>
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<tbody>
<tr>
<td>PWID</td>
<td>21.9%</td>
<td>-</td>
</tr>
<tr>
<td>FSW</td>
<td>9.4%</td>
<td>9.1%</td>
</tr>
<tr>
<td>MSM</td>
<td>7.8%</td>
<td>5.7%</td>
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NEWGEN MYANMAR

Thirty participants attended the NewGen Myanmar national training, which was led by local Youth LEAD focal points with technical and financial support from the National UNESCO office in Yangon. Following participation in the ToT, the team worked to adapt and translate the course materials. To reach the (largely hidden) target groups, information about the training was disseminated through existing working groups, including the HIV prevention working group, UN joint team and existing key population networks. Information about the training was also disseminated through the Ministry of Health networks focusing on HIV and STI policy or programs. This strategy worked well, although an initial disproportionate representation of some groups required additional efforts be made to attract other groups to ensure a spread of representation.

Age and gender demographics of NewGen Myanmar participants are presented in Figure 9. Most participants (25) identified as being from groups at higher risk of HIV exposure. The remainder of the participants (5) were staff from organisations working on programs focusing on young key populations. The participants included seven females who identified as engaged in sex work; nine males who identified as men who have sex with men, three who identified as transgender, four who identified as people who use drug users; two people living with HIV and five project staff.

This training was facilitated by three young people who had attended the ToT and who themselves identify as representing key populations. This included Kyaw Min Htun, from Myanmar MSM Network; Thura Aung, Focal point for Myanmar, Youth LEAD; and Amy Soe, Sex Workers in Myanmar Network. Dr Yu Yu Aung, HIV/AIDS National Program Officer from UNESCO Myanmar; Thaw Zin Aye and Skand Amatya, Coordinators of Youth LEAD provided support to the facilitators through a series of preparatory meetings for this training and coaching throughout the course.

FIGURE 9 GENDER AND AGE CHARACTERISTICS OF NEWGEN MYANMAR PARTICIPANTS

BOX 2. MONITORING AND EVALUATION FOR NEWGEN COUNTRY ROLLOUTS

The survey instruments that were developed for the ToT were adapted and translated for each country training, to fit with local context. Data entry was completed by UNESCO for the Myanmar training, UNICEF for the Philippines training, and Indonesia Positive Women Network for the first Indonesia training.
EVALUATION DATA

The evaluation survey data collected during the Myanmar training (see Box 3) showed participants generally had a positive experience at the training and were able to develop new knowledge and skills. Of the 30 participants who completed the survey, 83% of participants rated the training extremely useful, 72% strongly agreed that the training achieved its stated objectives. 67% found that the facilitation styles of the young facilitators were extremely useful, whilst the remaining 33% rated them as useful.

Participants rated the training as highly enjoyable (with a rating average of 4.93 out of 5) and indicated that they would recommend the training to other people they know (with rating average of 4.90 and 4.87 respectively). Most participants found the participatory aspects of the course extremely useful, particularly participating in games (average rating of 4.75) and doing role-plays and rehearsals (average rating of 4.70). Other highly-rated activities included learning meeting etiquette, practicing being assertive, practicing running a focus group, and setting goals and objectives. Figure 10 summarises these findings.

The participants were asked to assess their skills both prior to and after the training by selecting from a scale of “strongly disagree” to “strongly agree” in several areas. Higher self-assessments were observed after the training across all indicators, although notably, participants rated themselves relatively high before the training. Data from selected indicators is presented below. The greatest average difference was seen in the area I am knowledgeable about YKAP issues (with a difference of 1.2), followed by I am sensitive to the needs of YKAP (1.03) and I know how to use data to advocate about the needs of YKAP (0.91). An average difference of 0.88 was seen in I understand the rights and needs of YKAP. Figure 11 summarises these findings.

FIGURE 10: FEEDBACK ON NEWGEN MYANMAR TRAINING (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)
FIGURE 11: SELF ASSESSMENT PRE- AND POST- TRAINING (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE, 2 = DISAGREE, 3 = NEUTRAL, 4 = AGREE, 5 = STRONGLY AGREE)

Participants in NewGen Myanmar around the ‘ecological model’ activity

<table>
<thead>
<tr>
<th>Survey Item</th>
<th>Pre-survey</th>
<th>Post-survey</th>
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<tr>
<td>I have skills to communicate about YKAP issues</td>
<td></td>
<td></td>
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<tr>
<td>I feel confident about public speaking</td>
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KEY LEARNINGS

To our knowledge, this was the first workshop in Myanmar specifically targeted for young people from key populations at higher risk of HIV exposure. An exciting outcome of this workshop has been the establishment of the ‘Myanmar Youth Stars’, a network of young people from key populations. While several active networks exist to represent different key population groups, this is the first network specifically for young people and the first to bring together different all the key population groups. Myanmar Youth Stars is supported by UNESCO and meets regularly to discuss activities. The network has been called on by UN and government to represent the voice of YKAP in various meetings. Box 4 provides some further information about the network.

BOX 4: MYANMAR YOUTH STAR NETWORK

Several participants from the NewGen Myanmar training have decided to establish a mechanism to increase the participation of young people from key populations in the HIV response. Their solution to this was to establish the Myanmar Youth Stars (MYS) Network.

Together the members of MYS have committed to organizational values of transparency, support, team spirit, unity and acknowledgement of diverse strengths among members. The UNESCO office in Yangon has been actively supported the establishment of the network, providing technical support and guidance.

Nineteen MYS members from various regions including Ayeyarwaddy, Kachin, Kayin, Magway, Mandalay, Sagaing and Yangon gathered in April 2013 for a three-day workshop to work towards a long-term vision for the network. They aim to represent the needs and concerns of young key populations and to build the capacity of their members to be engaged and empowered future leaders in the HIV response.

The MYS working group plan to meet on a monthly basis and will focus on the development of MYS’ structure, constitution and registration for official recognition. Although there were only 20 working group members, MYS set the target to have 198 members by end of July 2013. All founding members are responsible for recruitment and membership is open to any young person from a key population in Myanmar who is willing to commit their time to contribute to the network.
PHILIPPINES: 23-27 NOVEMBER, 2012

HIV/AIDS IN THE PHILIPPINES

The Philippines is experiencing a concentrated HIV epidemic. In general, HIV prevalence is low, estimated at 0.036% in 2011 (Philippines National AIDS Council, 2012). However, like many other countries in the region, HIV is concentrated in key populations at higher risk. Those mainly affected MSM and PWID but other key populations include female sex workers (FSW), Overseas Filipino Workers (OFW) and partners of these populations. The Philippines is one of only four countries in Asia where the number of new HIV cases has increased by over 25% from 2001 to 2011 (UNAIDS, 2012) and based on the current trends HIV prevalence will likely double by 2015 (Philippines National AIDS Council, 2012). Young people account for an increasing number of new infections. In 2010 young people aged 15-24 accounted for 31% of newly reported infections, an increase from 12% in 2007 (Philippines National AIDS Council). In the general youth population, comprehensive knowledge about HIV is low (20%) (Philippines National AIDS Council, 2012, based on NDHS 2008). In this context, it is imperative that efforts are made to design and implement appropriate interventions that reach young people from key populations and increasing efforts are being made to do so.

NEWGEN PHILIPPINES

The Philippines NewGen national training was conducted in Manila in December 2012. It included fourteen participants aged between 15 and 26 from five different provinces. Age and gender demographics of participants are presented in Figure 12.

The Philippines has a strong network of organisations working with and for young people’s needs and rights and participants were mainly invited to attend through affiliation with these organisations. All of the participants identified as working with the local government and actively participating in the local HIV response, from program delivery to policy and advocacy responsibilities.

The training was led by three young facilitators, Jerson See, Cindy Golosinda and Essa Pajarill,
all of whom had attended the regional ToT in Bangkok. They had the support of an additional two facilitators who previously facilitated the pilot in the Philippines in November 2011, Jeffry Acaba and Phillip Palmos.

Notably, on the last day, participants met with identified key stakeholders in a forum – an opportunity to illustrate the NewGen program in action and to present some key messages that had emerged from the training. At the forum, participants presented their next steps, all of which were geared toward addressing issues such as lowering the age of consent to HIV counselling and testing, providing protective environment to young lesbian, gay, bisexual and transgender (LGBT) persons and young PLHIV, and securing a seat for young people representing key populations at higher risk of HIV at the local AIDS council. Representatives from UNAIDS, UNICEF, Philippines Government and Civil Society Organizations (CSOs) applauded the outputs of the participants and in return gave suggestions and commitments.

EVALUATION DATA

Participants evaluated the program highly, with 12 out of 14 participants (86%) rating the overall workshop as ‘extremely useful’. Rating averages were high across all feedback areas, the lowest rating average for any category being 4.57 out of 5 (see Figure 13). Only four responses were recorded in the two lowest rating categories, with the majority of responses in the top two categories. All participants indicated that they thought the training would be ‘extremely useful’ in their professional life and indicated that they would recommend the training to their peers. All participants found watching others do their training, listening to others’ feedback, and having a turn to be a trainer extremely useful (with ratings of 5.0). Other highly rated activities were discussing sensitive terms related to YKAP groups, and learning the difference between risky groups and risky character (both with a rating of 4.93).

FIGURE 13: FEEDBACK ON NEWGEN PHILIPPINES TRAINING (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)
FIGURE 14: SELF ASSESSMENT PRE- AND POST- TRAINING (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Average Rating</th>
<th>Pre-survey</th>
<th>Post-survey</th>
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<tr>
<td>I have skills to communicate about YKAP issues</td>
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<td>I know how to use data to advocate about the needs of YKAP</td>
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<tr>
<td>I have skills that will help me to be a leader</td>
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Participants in NewGen Philippines around the ‘ecological model’ activity
In addition, participants were asked to assess their skills pre- and post-training training. The rating averages are shown in Figure 14. Higher self-assessments were observed after the training across all indicators. The greatest average difference was seen in the area *I am knowledgeable about YKAP issues* (with an average difference of .78) and *I am sensitive to the needs of YKAP* (with a difference of .71). A large difference was also seen in the categories *I feel confident consulting YKAP about their needs* (.58), *I know how to use data to advocate about the needs of YKAP* (.57) and *I understand the rights and needs of YKAP* (.55).

**KEY LEARNINGS**

Young people in the Philippines have been enthusiastic about the potential of the NewGen course both in terms of their participation in the pilot, representation in the ToT and country rollout. The country rollout was positively evaluated and many young people have since reported using their skills to inform work in their communities. At the same time, NewGen Philippines has built an informal network of young people who communicate regularly on a private Facebook group which has build up over 100 members since the pilot in 2011. NewGen Philippines has played an important role in gaining the attention of key government, UN and NGO stakeholders and raising awareness about the key concerns and issues of young people representing key populations. YouthLEAD focal points and other young people working in the area of HIV in the Philippines are continuing to build on NewGen initiative with a range of activities rolled out in 2013.
INDONESIA: 26 NOVEMBER - 1 DECEMBER, 2012

HIV/AIDS IN INDONESIA

Indonesia has one of the fastest growing HIV epidemics in Asia (UNAIDS, 2010). Most provinces in Indonesia face a concentrated HIV epidemic, with the exception of Papua and West Papua Provinces, where a low-level generalised epidemic is underway (an estimated prevalence of 2.4% among the general population and 3% in young people) (National AIDS Commission, 2012). Key populations in Indonesia include PWID, FSW, MSM, transgender or ‘Waria’ people, and their partners. UNICEF estimates that one in every five new infections occurs in young people under the age of 25 (UNICEF, 2012) and data suggests that the vast majority people begin engaging in the behaviour that puts them at higher risk of HIV before they reach 25 years of age (NAC-UNICEF, 2011). There is also evidence that young people have limited access to information and that lack of access is exacerbated by legal and policy barriers (UNICEF, 2012). At the same time, persistent stigma and discrimination against people living with HIV remains a significant barrier to access to services and reaching target communities (UNICEF, 2012, National AIDS Commission, 2012).

NEWGEN INDONESIA

The first NewGen course in Indonesia included 25 participants from different parts of Indonesia. This initial training was targeted at young women living with HIV, drawing on an existing national network of positive women who wanted to engage more young people. As such, the majority of participants (83%, N=20) were female. However, efforts were made to include some representatives from other key population groups including young men who have sex with men, young transgender people, young sex workers and young people who use drugs. Age and gender demographics are summarised in

<table>
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<th>Key Population</th>
<th>Prevalence</th>
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<tbody>
<tr>
<td>MSM</td>
<td>4.2%</td>
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<tr>
<td>FSW</td>
<td>10.4%</td>
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<tr>
<td>PWID</td>
<td>41.5%</td>
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</table>

TABLE 4: HIV PREVALENCE IN YOUNG KEY POPULATIONS AT HIGHER RISK OF HIV (<25) IN CAPITAL CITY (UNICEF, 2011)

FIGURE 15 GENDER AND AGE CHARACTERISTICS OF NEWGEN INDONESIA PARTICIPANTS
Figure 15. Many of the participants come from grass root level organisations or through local networks. Only three participants identified that their work included advocacy.

The Indonesian country training was facilitated by Ayu Oktariani, the Youth LEAD focal point for Indonesia; in collaboration with support from Indonesia Positive Women Network, UNAIDS, UNWOMEN and HCPI (HIV Cooperation Programme Indonesia) AusAID. Ayu was supported in facilitating the training by Asti Widihastuti.

EVALUATION DATA

Data from the feedback survey suggests that young people found NewGen useful with 10 participants rating the overall workshop as extremely useful and 13 rating it useful. The rating averages for different component of the course were very high, with the lowest rating average for any category being 4.43 out of 5 and no responses recorded in the two lowest rating categories. As well as being useful, most participants strongly agreed that the training was enjoyable (with a rating of 4.83). Feedback on specific activities suggested that participants most highly valued drama-based activities and activities practicing communication skills including assertiveness and speech making. This data is summarised in Figure 16.

Participants were asked to assess their skills both prior to and after the training. The rating averages are shown in Figure 17 which compares participants’ self-assessments from pre to post training. The greatest difference was seen in the category I feel confident to talk to large groups about YKAP issues (with an average difference of 1.08). Followed by I am knowledgeable about YKAP issues (with an average difference of 1.05) and I am sensitive to the needs of YKAP (with an average difference of 1.04). An increase of .97 was also seen in I know how to use data to advocate about the needs of YKAP.

At the closing session of the training some participants expressed their feelings regarding their perceived self-improvements and also impressions about the training. Participants reflected on how the training had influenced their self-perception and sense of community. This is demonstrated through the quote below by one participant:

I got a lot of stories. This meeting made me realise that I am not alone to face all the problems. We are not alone, I have many friends now (Participant, female).
Participants in NewGen Indonesia around the ‘ecological model’ activity

FIGURE 17: SELF ASSESSMENT PRE- AND POST- TRAINING (VALUES REPRESENT AVERAGES OF RESPONSES ON A LIKERT SCALE OF 1 = STRONGLY DISAGREE TO 5=STRONGLY AGREE)
KEY LEARNINGS

The data suggests that participants in NewGen Indonesia found the training useful and enjoyable. Many of the previous initiatives these participants had been invited to attend had focused more on self-protection. Therefore, a focus on leadership and advocacy was something new.

In early 2013, several of the young people who had attended the NewGen ToT and assisted with national rollout met with the National AIDS Commission to talk about the NewGen initiative. This meeting has led to an agreement for a national rollout of the NewGen course, targeting young key populations from across Indonesia’s 30 provinces. The initial steps have been three Training of Trainers rolled out in May-June 2013, with two participants invited to attend from each province. Youth LEAD looks forward to supporting the next steps.
CONCLUSION

NewGen Asia started as a small idea at one of YouthLEAD’s first regional meetings in 2010. Following a strong partnership approach, many people have come together from a range of countries to put this idea into action. Now, as we come to the end of 2013, NewGen has been rolled out in four countries in the region and many other countries are showing interest. Drawing on the data presented above, several conclusions are laid out below.

Benefits for participants:

The experience of the Philippines pilot, the regional training of trainer (ToT), and the country trainings in Myanmar, Indonesia and the Philippines demonstrate that the participants find the NewGen course:

- Builds their sense of connectedness and community;
- Develops their leaderships and advocacy skills in assertiveness, strategic planning, and speech making;
- Develops their peer and community consultation skills;
- Enhances their commitment to working with and for the rights of key populations;
- Enhances their willingness to make a civic contribution around the HIV prevention platform; and
- Increases their personal confidence, sense of worth, and sense of purpose.

Power of youth-led training:

Young people representing key populations at higher risk of HIV exposure were able to successfully locate and invite participants from the target populations and successfully delivered the country trainings. The positive results from these trainings that were evident in the data collected from participants demonstrate that it is possible to make a good transfer of skills to the facilitators via:

- Participation in the ToT process;
- Supply of the step-by step trainers manual;
- Ongoing strategic, personal and instrumental support from Youth LEAD; and
- Technical support and funding from local partner NGO(s).

This demonstrates that:

- Applied participatory leadership training developed with expert guidance and in consultation with the target communities of young people can provide a meaningful, bonding and useful platform for building the capacity of young leaders;
- Young people from key populations can benefit from leadership training programs designed to assist them to engage meaningfully and sustainably in national AIDS responses;
- Young people from the key populations, can, with appropriate support, training
and resourcing, recruit participants and successfully deliver the NewGen Leadership training.

- Young people from key populations find it motivating, uplifting, educative and empowering to be positioned as leaders who can engage with others in civic action; and
- Young people find it empowering to work with members from across the range of key population groups when addressing common issues relating to stigma, lack of education and poor access to health services and resources.

Future monitoring and evaluation:

Youth LEAD, in partnership with the University of Melbourne and UN partners, is seeking opportunities to strengthen the monitoring and evaluation component of the course. Findings from this process can ideally help to ensure that the outcomes benefit not only participants but also inform future initiatives. Initial data collection focused on needs analysis and the process of constructing the program. The data collected at the ToT and country roll-outs focused on collecting demographic and needs information about participants, as well self-assessment of improvement in their skills and their feedback on the course.

Ideally, financial and technical support will be found to support an ongoing longitudinal monitoring and evaluation program which will collect data on the relevance, utility, reach, impact and application of the course, as well as on the fidelity and quality of delivery via the cascade model. To do so will require the establishment of more detailed longitudinal monitoring and evaluation mechanisms to determine short- and long-term impact at personal and at country-level.
REFERENCES


UNESCO, et al. (2013 forthcoming). Laws and policies affecting young people’s access to sexual and reproductive health and HIV services in Asia and the Pacific. Bangkok, UNESCO.


