The data discussed in the next report is drawn from the NewGen Country Training report which details the important ways.

These findings overall show that the NewGen ToT is highly rated on all indicators which can determine how leadership and civic engagement also impact on personal well-being including self-care.

The majority of participants also had a strong knowledge of sexual and reproductive health and HIV. Email (n=16), Facebook (n=16), phone (n=15), text message (n=14), Twitter (n=8) and Skype (n=6) were examples from participants from this activity:

As a leader, my dream is to develop more leaders and multiply myself. Because, in our advocacy work, we cannot deny the existence of dark issues and set goals for the future. This took place in a workshop. The objectives of the workshop were:

- I understand the rights and needs of YKAP
- I am sensitive to the needs of YKAP
- I am knowledgeable about YKAP issues
- I know how to use data to advocate about the needs of YKAP

Activities such as tracing full body figures were used to facilitate discussions about the personal.
NewGen 2014 Review and Evaluation Report

Published by Youth LEAD

With support from UNESCO, UNAIDS, UNFPA, UNICEF, and the University of Melbourne - Youth Research Centre.

Writer : Julia Elizabeth Coffey, PhD
Editor : Jeffry Acaba
Layout : Bikas Gurung

All rights reserved. No portion of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.


Youth LEAD
Asia Pacific Network of Young Key Populations
75/12 Ocean Tower II, 15th floor, Sukhumvit Soi 19, Sukhumvit Rd
Klong Toey Nua, Wattana District
Bangkok 10110, Thailand
www.youth-lead.org
Acknowledgement

It has been four years since Youth LEAD, together with our UN partners, namely UNICEF, UNESCO, UNFPA, and UNAIDS, along with the support from the University of Melbourne - Youth Research Centre, started a movement of young key populations across Asia and the Pacific through the NewGeneration Leadership Training Course. Over the past years, NewGen has become a platform for young key populations to gather together, start talking about their issues, and plan ahead and make change. Four years later, after two regional trainings, ten successful rollouts and counting, hundreds of young key populations trained to become leaders, NewGen gained the ownership of young key populations communities across the region and jumpstarted a movement that ensures that young key populations are not only engaged in the different processes but are leading the change that they want to see in the world.

This report comes at an opportune time to assess where NewGen is at and to explore the prospects of where NewGen will head next. Youth LEAD is grateful to the following people who have contributed their time and efforts for the completion of this report:

Dr. Julia Coffey from the University of Newcastle for leading the production of this report;

UNICEF, UNESCO, UNFPA, and UNAIDS for the technical expertise and the continuous support in this endeavor;

Dr. Helen Cahill from the University of Melbourne for the incredible insights in forming this report and beyond;

Youth LEAD Secretariat’s Thaw Zin Aye, Jeffry Acaba, and Gaj Gurung for the coordination of this work;

Youth LEAD’s focal point coordinators and partners in Indonesia, the Philippines, and Myanmar for the coordination work, particularly Jay Caparida from the Philippines and Setia Perdana from Indonesia for the reaching out and took time to interview our peers; and

All the young key populations who directly participated in this review and for sharing their experiences from NewGen. This study would not have been possible without your help.
The ‘NewGen Country Training’ Report presents pre- and post-workshop assessments of the NewGen Asia
roll-outs, focused on collecting demographic and needs information about participants and their feedback
and exploring the impact of the training on participants’ lives, as well as providing a forum to discuss any
broader impacts of the NewGen training. This is one particular direction which could be considered for use
in these early stages of the course, and also provides a summary of the course evaluation of the 2012
ToT 2013 Data Collection          5
NewGen Country Training Report (YouthLEAD and UNESCO Asia-Pacific Bureau for Education 2013) 8

2014 Phase 2 Evaluation

Actions since training: Indonesia 11
Actions since training: Philippines 15
Actions since training: Myanmar 18
Impact of the training 20
Better Understanding and Sensitivity of those young people from other key populations 20
Increased confidence in abilities as a leader and advocate 20
Summary of survey findings 21

Findings from Qualitative Data

Focus group with country leaders 24
Interviews with participants 27
Summary of interview data 30

Discussion and Recommendations

References

Appendix 1: Existing data reports for NewGen 33
Appendix 2: Full survey comments by country 35
List of Acronyms

CRC  Convention on the Rights of the Child  
INGO  International NGO Organization  
KP  Key Populations  
MSM  Men who have Sex with Men  
NewGen  NewGeneration Leadership Training Course  
NGO  Nongovernment Organization  
NSAP  National Strategy and Action Plan  
ToT  Training of Trainers  
UN  United Nations  
UNAIDS  Joint UN Programme on HIV/AIDS  
UNESCO  United Nations Educational, Scientific, and Cultural Organization  
UNFPA  United Nations Population Fund  
UNICEF  United Nations Children’s Fund  
YKP  Young Key Populations  
YPWUD  Young People Who Use Drugs  
YRC  Youth Research Centre
Background

The New Generation Asia Leadership Course (NewGen) is a five-day course designed to enhance the leadership skills and the capacity of young people from key populations (YKP, which are young men who have sex with men, young transgender people, young people who use and inject drugs, young people selling sex, and young people living with HIV). The course was developed during an 11-month process of consultation, writing and piloting process led by a technical team from Youth LEAD, the Asia Pacific Network of Young People from Key Populations, in partnership with Associate Professor Helen Cahill, an expert in health education and participatory curriculum design from the University of Melbourne's Youth Research Centre (YRC) along with UN partners UNICEF, UNESCO, UNFPA and UNAIDS.

Young people from, and working with, key populations were meaningfully engaged in the process from development to implementation of the programme. This process included the following: (i) a four-day writing workshop in July 2011; (ii) a two-day sampling of the course at the International Congress on AIDS in Asia and the Pacific (ICAAP) in August 2011; and (iii) a pilot training of the NewGen Asia Course in the Philippines in November 2011. A regional Training of Trainers (ToT) was held in Thailand in September 2012 with participants from Indonesia, Myanmar, the Philippines, Singapore and Sri Lanka. Country-level trainings were held in Indonesia, Myanmar, and the Philippines by the end of 2012.

Evaluation Aims

This report aims to provide an overview of the key existing reports focusing on the evaluation and development of NewGen to date. It primarily provides analysis of data collected in 2014 which investigates the actions taken and the impacts resulting from the months following the NewGen training. All participants had undertaken the training at least 12 months prior to this follow-up study.

The data collected at the ‘phase one’ ToT and country roll-outs focused on collecting demographic and needs information about participants, and their feedback on the course. This evaluation aims to move beyond this primary phase to collect data demonstrating the broader impact of the NewGen training, primarily through investigating the actions and activities that have been undertaken since completing the training, and the personal impacts the training has had in relation to the changes experienced by participants since the training. This evaluation begins the next phase of data collection, which involves evaluating and measuring the impact of New Gen.

Method

The methodology was developed by Youth LEAD and Dr Julia Coffey (University of Newcastle) in collaboration with a study committee comprised of members from UNESCO, UNAIDS, UNFPA, UNICEF and the University of Melbourne. Data was collected with ethical approval from the University of Melbourne. A plain language statement and consent form were built into the online survey design and hard copy design (in Myanmar). The survey was developed with approval from the study committee, and was translated into Bahasa, Filipino, and Burmese. It was distributed by Youth LEAD with the assistance of country focal point...
Coordinators and was completed online on SurveyMonkey© in Indonesia and the Philippines, and in hard copy in Myanmar. The survey included 17 questions with five questions on demographic information, two questions about where and when they had received the training and its frequency, and eight questions relating to actions taken since the training including capacity-building activities, planning and programming, and advocacy and communication. The survey instrument also included six Likert scale questions on self-assessment of skills in which participants were asked to rate whether their levels of confidence or knowledge changed in any of the following areas on a scale of 1 (not at all) to 5 (very significantly):

- Increased confidence as a leader
- Increase your confidence in advocating for YKPs in your country
- Increase your understanding of issues affecting YKPs
- I feel more confident / informed to do my job
- I feel more confident/ informed to facilitate activities
- I feel more comfortable speaking to people from different backgrounds

The survey also included three open-ended questions which asked them to describe any changes they have noticed in how they think of other young key populations since the training; what the most important changes have been for them personally since the training; and what they would say to a person from young key populations who was thinking about doing the training.

Qualitative interviews were also conducted with country focal point leaders and participants. Jay Caparida conducted a focus group with three focal point leaders from the Philippines. Qualitative interviews were also conducted by Setia Perdana with three participants from Indonesia, and by Julia Coffey with two participants from the Philippines via Skype. Practical difficulties prevented the possibility of qualitative interviews with participants from Myanmar. The qualitative data is intended to provide additional detail to support the survey findings relating to the impacts and personal changes associated with the NewGen training.

**Limitations and Challenges**

The implementation of the survey and related analysis faced several limitations:

- The translation of surveys as well as translation of the data is labour-intensive and can take a long period of time. Future data collection requiring translation might take this into account in developing the budget and timeline.
- The surveys were designed to be administered electronically using SurveyMonkey©, however due to connection issues this was not possible in Myanmar. This made the data collection process much lengthier and translation of findings complicated. This could account for the partiality of the data from Myanmar.
Due to the same issues above, interviews were not able to be conducted in Myanmar.

Conducting qualitative interviews remotely (from Australia) using Skype was made difficult due to connection issues in the Philippines. This altered the nature of the data, as we had to use written methods rather than voice to communicate as we could not hear each other, and meant that the depth acquired in face-to-face interviews was not possible.

It was difficult to establish a strict pre-training baseline for each of the participants as they were self-selected to participate from a pool of those who had completed the training at some point previously: between 2011 (as some in the Philippines had done) and 2013 (as majority of those in Myanmar had done). Future evaluations should aim to survey the cohort of those who participated in specific training sessions (rather than spread throughout a range of different training time-periods) as this will enable proper follow-up of the same participants over time. This will also enable statistical tests such as t-tests to be run to determine statistically significant improvements in the self-assessment scores between pre- and post-training evaluations.

The next section of the report discusses the findings from previous data collected on the NewGen training. The second section of the report presents findings from the Phase 2 evaluation of NewGen, regarding the impacts and actions taken since the training. This includes a discussion of survey data and interview data from the three roll-out countries: Philippines, Indonesia and Myanmar. The implications of these findings are discussed, along with suggestions regarding future research and evaluation of NewGen.
Review of Existing NewGen Reports and Data

The first section of this report provides an overview of existing reports on NewGen. The three key available reports are: NewGen Asia: Building Capacity in Emerging Young Leaders in the HIV Response (Cahill, Beadle, and Coffey 2013); NewGen Country Training Report (YouthLEAD and UNESCO Asia-Pacific Bureau for Education 2013); and Philippines: Tracing Stories of Leadership and Transformation: Evaluation of the NewGeneration Leadership Training of Trainers (ACHIEVE 2013). Detail regarding the content of each of these reports is discussed in turn, and analysis draws on these reports. The discussion of the first report will also include a full summary of the regional training of trainers data from 2012 and 2013.

NewGen Asia: Building capacity in emerging young leaders in the HIV response (Cahill, Beadle and Coffey 2013)

This report gives a comprehensive overview of the development of NewGen, including course development, testing, formative feedback, sampling and consultation to full pilot in 2011-2012. It provides evaluation data in these early stages of the course, and also provides a summary of the course evaluation of the 2012 Regional Training of Trainers held in Bangkok, Thailand.

Prior data collection focused on needs analysis and the process of constructing the program. The data collected at the Training of Trainers (ToTs) training programs in 2012 and 2013, as well as from country roll-outs, focused on collecting demographic and needs information about participants and their feedback on the course. These findings are presented below. Key self-assessment items are presented in a bar chart comparing the 2012 and 2013 ToTs.

ToT 2012 Data Collection

A pre- and post-training online survey was completed by 19 respondents. All 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=9), followed by Myanmar (n=3), Sri Lanka (n=3), 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 post-graduate 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. 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 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. The majority of participants also had a strong knowledge of sexual and reproductive health and HIV.

Qualitative data were also collected in the 2012 TOT including video interviews both before and after the training. These were transcribed by UNESCO and analysed by the Youth Research Centre, University of Melbourne. One of the key themes that emerged in the pre-training interviews related to the barriers is
stigma and discrimination that people from YKPs face which can deter them from being reached by organisations who provide sexual and reproductive health education. According to one interview:

*For the people living with HIV, they have stigma and discrimination, and injecting drug users, the men who have sex with men (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.*

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, they also said that bringing the groups together was important so that groups do not feel that they are ‘isolated’ from each other or from their common issues. This theme was repeated in the post-training interviews. After the training, participants also discussed that their skills and confidence in public speaking, leadership and facilitation had improved.

*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.*

These interviews and findings are discussed in full in the report ‘NewGen Asia: Building Capacity in Emerging Young Leaders in the HIV Response’ (Cahill, Beadle, and Coffey 2013).

**ToT 2013 Data Collection**

A post-training online survey was completed by 16 respondents who took part in the 2013 ToT in Bangkok, Thailand. All were aged between 21-30 years old, with just under half aged 21-24 (n=7) and just over half aged 25-30 (n=9). Eight identified as female; six as male, and three as transgender. Respondents identified that they were born, and currently living, in Cambodia (n=4), Nepal (n=4), China (n=4), Bangladesh (n=2) and Thailand (n=2). All were living in a city area. Six identified as Buddhist; three as Hindu; three as ‘no religion’; two as Christian; and one as Roman Catholic and Muslim respectively. The majority lived with family (n=10); others lived with a spouse (n=4) or friends (n=3).

The majority identified their prime occupation as an employee (n=9); others listed volunteer (n=5), student (n=3) and home duties (n=1). Three quarters were single (n=12), and a quarter married (n=4). Only two respondents had one child; the rest had no children. Over half had tertiary education (n=9), and a further four had a postgraduate degree (n=4). One had completed secondary school, and another two had no education beyond primary school. All were currently volunteering or working with an organization or network supporting any populations at high risk of exposure to HIV.

Qualitative interviews were also collected by Sally Beadle (Research Fellow, Youth Research Centre, University of Melbourne) and Rebecca Brown (Young Key Affected Populations Support Officer, UNESCO) following the training. These findings followed similar themes to the 2012 ToT, related to increased
confidence in their capacities as leaders and advocates and greater understanding of YKPs from other groups as a result of the training:

*I could build up myself, improve myself... [before] I was a bit shy and it boosted me up, speaking in front of people.*

*People are always labelled as discrimination, stigma, they are immoral or they must have some bad behaviour. People think that you not deserve to have your rights because of your sexuality. This is something that NewGen can change, challenge for people to realise that they can be a leader to change the discrimination. So it’s the biggest challenge because it’s compared to another disease.*

*I think this training has given me more confidence. I have had the opportunity to show myself for myself who I am and can have many opportunity to discuss with other people so it’s very good. We have things in common.*

*For me it’s a wonderful training, I didn’t have such wonderful training before that. Because, leadership is... we all have potential but this is something to express myself, my potential, yes I can do, yes I can make the change. This is about strength and confidence. If I have that confidence then I can, you know, it’s easier to make a difference.*

These findings are echoed in the open-ended survey responses and interview data from the most recent evaluation study.

The following charts give a comparison of results from 2012 and 2013 ToTs on the extent to which they agree or disagree (1=strongly disagree, 5=strongly agree) with a range of self-assessment statements and statements evaluating the ToT:
Most items were rated similarly across 2012 and 2013 trainings, with most items rating highly as having increased: ‘I am knowledgeable about YKAP issues’ (1.08), ‘I am sensitive to the needs of YKAP’ (0.95), ‘I know more about how to use data to advocate about the needs of YKAP’ (0.84), ‘I understand the rights and needs of YKAP’ (1.08). The 2013 report found that greater ratings were seen in participants’ self-assessments from pre- to post-workshop, and that future research could include longitudinal studies to further understand the impact of the training. The NewGen training will be helpful in my personal life (4.68), and it will be helpful in my professional life (4.79).

The survey was only completed by a small number of participants (19 and 16 participants in 2012, and 15 in 2013). The majority of participants were born in Indonesia, with 83.3% (N=20) of participants being female, and 8.3% (N=2) being male. In the Philippines, 71.4% (N=10) of participants were male, and 21.4% (N=3) were female. A total of 15 participants attended the NewGen training held in the Philippines in November 2012. All of the participants had ‘discriminated’ against others. However, they also said that bringing the groups together was important because they knew that in their advocacy work, they could not deny the existence of dark

In the diagram, the average rating for each statement is shown. For example, the average rating for ‘I enjoyed the NewGen ToT’ was 4.68 in 2012 and 4.86 in 2013. The diagram also shows that the average rating for ‘I feel more knowledgeable about YKAP issues’ was 4.16 in 2012 and 4.36 in 2013. The diagram includes statements such as ‘I have a better understanding of the issues affecting different YKP communities’, ‘I know more about how to use data to advocate about the needs of YKPs’, ‘I know more about how to consult people about their views on YKP 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’, ‘I am more confident now to make speeches about YKP issues’, and ‘I feel more enthusiastic to talk about YKP issues’. The diagram also includes average ratings for each statement, ranging from 3.5 to 5.0.

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 person (n=19), email (n=16), Facebook (n=16), phone (n=15), text message (n=14), Twitter (n=8) and Skype (n=6) were...

...so that groups do not feel that they are ‘isolated’ from each other or from their common issues. This theme was also highlighted in the 2013 ToT...
Most items were rated similarly across 2012 and 2013 trainings, with most items rating highly as having improved as a result of the training. The only items that showed a more notable change in rating were ‘I am now more sensitive to differences between groups of YKAP’ (which dropped from 4.68 to 4.07 out of 5 between 2012-2013) and ‘NewGen will be helpful in my professional life’ (which dropped from 4.79 to 4.36 between 2012-2013). As the survey was only completed by a small number (19 and 16 participants in 2012 and 2013 respectively), the broader patterns of similarity are more meaningful than the relatively small changes noted. These findings overall show that the NewGen ToT is highly rated on all indicators which can be taken as an indication that participants feel the course improves their knowledge and skills in a range of important ways.

The data discussed in the next report is drawn from the NewGen Country Training report which details the findings of course evaluations in roll-out countries of Myanmar, Philippines and Indonesia.

NewGen Country Training Report:
(Youth LEAD & UNESCO Asia-Pacific Bureau for Education 2013)

This report discusses findings from the pre- and post-training evaluations following NewGen rollouts in Myanmar, Indonesia and the Philippines.

It was completed by participants from Myanmar (n=30), Philippines (n=15) and Indonesia (n=25). Of the participants from Myanmar in the November 2012 training, 60% (N=18) of participants were female, 30% (N=9) were male, and 10% (N=3) were transgender. 66.7% (N=20) were 25-29 years old, 30% (N=9) were 20-24 years old, and 3.3% (N=1) were 18-19 years old.

A total of 15 participants attended the NewGen training held in the Philippines in November 2012. All participants were born in the Philippines, 71.4% (N=10) of participants were male, 21.4% (N=3) were female, and 7.1% (N=1) were transgender. 64.3% (N=9) were 20-24 years old, 21.4% (N=3) were 25-29 years old, 7.1% (N=1) were 18-19 years old, and 7.1% (N=1) under 18.

A total of 25 participants attended the New Gen training held in Indonesia in December, 2012. All participants were born in Indonesia, 83.3% (N=20) of participants were female, 8.3% (N=2) were male, and 8.3% (N=2) were transgender. 50% (N=12) were 25-29 years old, 41.7% (N=10) were 20-24 years old, and 8.3% (N=2) were 18-19 years old.

The ‘NewGen Country Training’ Report presents pre- and post-workshop assessments of the NewGen Asia leadership short course and aimed to collect data on the profile of course participants; participants’ perceived value of the course; and participants’ own assessments of their skills set as pertains to the course content before and after the training.

Data analysis was undertaken by UNESCO’s Asia-Pacific Regional Bureau for Education. The analysis found statistically significant improvements in every item in the self-assessment scores between pre- and
post-training evaluations using t-tests in SPSS. The following items had the most statistically significant rating increase: ‘I am knowledgeable about YKAP issues’ (1.08), ‘I am sensitive to the needs of YKAP’ (0.95), ‘I know how to use data to advocate about the needs of YKAP’ (0.84), ‘I understand the rights and needs of YKAP’ (0.82), ‘I can express why it is important to support the rights of YKAP’ (0.76) and ‘I feel confident to talk to large audiences about YKAP issues’ (0.7).

The report notes that overall the NewGen programme received favourable evaluations across all three countries and that greater ratings were seen in participants’ self-assessments from pre- to post-workshop surveys across all three countries. The smallest average difference from pre- to post-survey self-assessments was in the Philippines. This is relevant to the current evaluation findings, which shows that the survey-self assessment items are much higher in the Phillippines than in Indonesia and Myanmar. The 2013 report suggests that Philippines’ higher ratings may be due to the fact that this was a training of trainers and that more than half (57.1%; N=8) of these participants also participated in the NewGen Pilot training in 2011. This factor also is likely connected to the current findings. In this 2013 report, the Indonesian participants had the lowest initial self-assessment of skills out of the three countries.

The report concludes by suggesting the need for further research on the application of skills learned in NewGen, and involvement in national AIDS responses. They argue that a more detailed monitoring and evaluation mechanism needs to be established to determine short- and long-term impact at country-level. They also suggest that longitudinal research, including life history research, may also be another avenue to determine how leadership and civic engagement also impact on personal well-being including self-care. Data discussed in the next report relates to these aims, and begins to evaluate the impact of NewGen on participants’ lives beyond the immediate impacts of having just received the training.

Philippines: Tracing stories of Leadership and Transformation:
Evaluation of NewGeneration Leadership Training of Trainers (Achieve 2013)

This report provides an in-depth analysis documenting the progress the participants who completed the Training of Trainers in 2012. It documents the stories of transformation of the participants as young leaders and explores the impact of the training on participants’ lives, as well as providing a forum to discuss any issues and set goals for the future. This took place in a workshop. The objectives of the workshop were:

1. To assess the NewGen Training of Trainers held last November 2012 and evaluate its impact on the participants’ lives;
2. To document the stories of transformation of the participants as young leaders; and
3. To expound how they can move forward as young leaders who have benefited from the NewGen.

Activities such as tracing full body figures were used to facilitate discussions about the personal improvements participants had experienced through being involved in NewGen. The following are some examples from participants from this activity:
In my drawing, it can be observed that the figure has nice clothes. This symbolizes how I was like naked before the NewGen training and through the lessons I learned there, I became clothed. I had the chance to change myself and change my own image.

My drawing has a megaphone in it because my voice became louder after the learnings and information I have received during the training.

I drew a heart on the shoulder of my figure to symbolize that I am ready to listen and be someone the YKAPs can rely on.

One of the many other activities used in the workshop was The Fishbone Tool. This was used to assist participants to create action plans for their communities, and both attainable and ambitious goals. Some goals included:

- Attainable Goal: Community and school awareness regarding HIV and AIDS issues
- Ambitious Goal: Paraunke City Zero HIV new cases
- Attainable Goal: To conduct HIV awareness to schools and university most especially religious ones.
- Ambitious Goal: To conduct NewGen Training in Cebu for YKPs
- Attainable Goal: Mentor fellow YKPs.
- Ambitious Goal: Reduce self-stigma and discrimination. Empower more YPLHIVs and YKPs.

The workshop also gave participants the opportunity to reflect on the reasons they had become involved with NewGen in the first place. This was a powerful activity which seemed to strengthen the aspirations of participants and add to the supportive team environment. This provided the impetus for a reflective activity in which participants wrote their dreams and aspirations:

In my drawing, the sun represents me as a person and a young leader. I just want simple things --- to impart accurate and useful information to people. It may seem simple to some but since I have been doing this for quite some time already, I know it is a tough job... I want to be the sun which gives light and life to the world.

I drew a yin yang in my output to symbolize equality and balance. I want to achieve equality in terms of gender and sexuality here in the country. I also the moon and sun together because we know that in our advocacy work, we cannot deny the existence of dark moments.

I hope to be a role model and inspiration to my fellow young PLHIV that our health status is not hindrance to succeed in life.

As a leader, my dream is to develop more leaders and multiply myself.

This evaluation workshop seems to be a very powerful and effective way to consider the personal and broader impacts of the NewGen training. This is one particular direction which could be considered for use
2014 Phase 2 Evaluation

The next phase of data collection involved evaluating and measuring the impact of NewGen. This ‘change’ data was collected in the three main ‘roll-out’ countries: Philippines, Indonesia, and Myanmar through a survey and qualitative interviews. Data was collected with Ethics Approval from the University of Melbourne, Australia. All participants provided informed consent through selecting an option on the electronic survey or signing a hard-copy consent form.

The key research questions in this phase evaluate the impact of the NewGen training over time. They ask:

1. What actions have participants undertaken since the training (including self-care)?
2. Which aspects of the training do participants find most meaningful, most important? Which aspects do they use most?
3. What are the most significant changes participants have experienced since taking part in the NewGen training?

Surveys were completed by 17 respondents from Indonesia, 16 respondents from the Philippines and 25 from Myanmar. The survey was translated into Filipino, Bahasa and Burmese and was distributed electronically on SurveyMonkey© by focal point leaders in the Philippines and Indonesia, and in hard copy in Myanmar. Survey responses were translated into English by focal point leaders and assistants in each country.

Qualitative interviews were also conducted with country focal point leaders and participants. Jay Caparida conducted a focus group with three focal point leaders. Qualitative interviews were also conducted by Setia Perdana with three participants from Indonesia, and by Julia Coffey with two participants from the Philippines via Skype. Practical difficulties prevented the possibility of qualitative interviews with participants from Myanmar. The qualitative data is intended to provide additional detail to support the survey findings relating the impacts and personal changes associated with the NewGen training.

Survey data from each country is discussed in turn, before a comparison of countries and a discussion of the qualitative data is provided.

Actions since training: Indonesia

A monitoring and evaluation survey was partially completed by 17 respondents, and fully completed by 13 respondents from Indonesia. Surveys were completed in Bahasa and translated to English. All were aged between 21-30, with around half aged 21-24 (n=6) or 25-30 (n=7). Five identified as female; five as male, and three as transgender. The majority completed their training in NewGen in Jakarta in 2012 (n=11); and three in the 2013 Regional ToT and one in the 2012 ToT. The majority (n=11) had completed the training once. Two identified that they had received the training twice, however these participants only listed one site of training, so perhaps this question was misinterpreted and taken to mean whether they had engaged in the training as trainers. ‘Volunteer’ (n=7) was the option selected by the majority to describe their current occupation, followed by ‘Peer educator’ (n=3), ‘employee’ (n=1), ‘student’ (n=1) and ‘not working’ (n=1).

1 Two selected 'did not consent' in question 2 which means either they did not want to take part in the study or did not want their data to be used; and two identified they had not received the training. These responses were omitted from the analysis.
Just over half (n=9) indicated that their main occupation had changed after completing the training. Three said they now worked as a field officers; another said they had been promoted from a field officer to a program coordinator.

The most-selected activity respondents had undertaken since the training is ‘Used some activities from the NewGen course in other trainings’ (77%); followed by ‘facilitated national level NewGen course (31%) and ‘facilitated provincial/district level NewGen course’ (15%) (participants could select more than one option). Other capacity development activities for other YKPs or youth respondents identified undertaking since the training were community dialogue (n=7), workshops (n=3) and mentoring and coaching (n=1); or not applicable/no one (n=1).

Respondents gave the following additional detail about the capacity development activities they had been involved in since the training:

**Young key populations community meeting in Surabaya to coordinate the promotion of access for young teens kuncu population**

**Training of peer-driven intervention for young community**
Communication workshop for 15 teenagers in the area Penapza

Through community engagement I’ve extended of the breadth to youth, students, community through frequently asked questions sessions, etc.

I’ve led NewGen and ADAP training with 20 participants; training for peer-driven interventions with 20 participants; and drug user prevention training with 16 participants.

I follow up training in my area (Semarang) is in fact not a formal training, but just share to friends key population in Semarang with a series of art activities for which each activity is tucked education and training. I do this in the city park, where many were gathered together and are very heterogeneous. Teens population target is in the city of Semarang.

Focus Group Discussion with communities of key populations, only some teenagers are involved.

Teen community dialogue key populations for HIV and SRHR which followed 25 teenagers from 11 city districts.

Two said they had been involved in the development of national strategic plan; five had been involved in regional meetings or events on HIV-related issues (and one at an International level); three had been involved in the national consultation meeting of a Global Fund; and seven selected none of the above (respondents could select more than one option).

One respondent who had been involved in three meetings and processes related to HIV since the training (National Consultation on Global Fund, regional and international meeting/event on HIV or related issues) said they had done so in their role as ‘an advocate or as a core team of the process, in the development of our NSAP for example’. Two others said they had facilitated regional meetings or events on HIV-related issues.

Seven said they had undertaken community outreach to raise awareness of YKP issues; six said they had expanded membership in present network/organization; five (5) said they had developed a joint activity/programme with another YKP/KP network; three (3) said they undertook outreach with national KP networks to raise awareness of YKP issues; three (3) said they had developed a new network or organisation; two undertook outreach with development partner (e.g. UN, INGOs, bilateral donors) to raise awareness of YKP issues; and one (1) said they had developed a funding proposal for research/programmes for YKP.

Ten of the 13 respondents had given a presentation or speech on YKP issues since the training: eight for the community; two at a national conference; one at a regional conference, and one at an international conference.

Further information about these speeches include:

Presenting YKP situation on Strategic use of ARV workshop in Surabaya

Presenting the needs of young waria in HIV young people working task force.
Most items were rated similarly across 2012 and 2013 trainings, with most items rating highly as having leadership short course and aimed to collect data on the profile of course participants; participants’ Impact of the training.

After attending the New Gen Training my perceptions changed towards young individuals determine how leadership and civic engagement also impact on personal well-being including self-care.

Surveys across all three countries. The smallest average difference from pre- to post-survey self-assessments for the community; two at a national conference; one at a regional conference, and one at an electronical on Surveymonkey© by focal point leaders in the Philippines and Indonesia, and in hard copy surveys. The table below gives an overview of the training activities, outputs and existing reports relating to the point leaders is presented first, before a discussion of findings from interview participants from Indonesia and the Philippines via Skype. Practical difficulties prevented the possibility of qualitative interviews with data was collected in the three main ‘roll-out’ countries: Philippines, Indonesia, and Myanmar through a small average difference from pre- to post-survey self-assessments.

These themes are explored and expanded in further detail through the findings from qualitative interviews. These findings are echoed in the open-ended survey responses and interview data from the most recent evaluation.

I have more comfortable speaking with other people. (Myanmar)

As a leader, my dream is to develop more leaders and multiply myself. (Indonesia)

but since I have been doing this for quite some time already, I know it is a tough job… I want to stop the stigma and discrimination among peers and others. I can see the problem solidified in the period since the training, through their experience putting these skills into practice. They are reminded to the need to be sensitive to the different needs of participants in the training, and the need to access for young teens kuncu population.

One respondent who had been involved in three meetings and processes related to HIV since the training told them that “we’re all YKAPs here, so join!” but what if I really don’t like it? Regardless of International AIDS Conference.

It’s a regular open meeting for young community.

It’s a youth community event with an art and music to promote HIV education.

Regional consultation of youth policy - Bangkok.

Explaining the situation of YPWUD in Indonesia.

Community discussion with young people.

Youth speaker in the celebration of 25 years CRC in Indonesia; one of the youth speaker in International AIDS Conference.

Most (9 out of 13) had been involved in advocacy campaigns on YKP issues since the training; with five (5) in social media; three (3) in lobbying and negotiation in policy forums; two (2) in developing communication products and two (2) in speaking directly to policymakers. One said they had spoken directly to a policymaker ‘on behalf of young key populations in front of key stakeholders in HIV -- young people working taskforce.’ Another said they had been involved in lobbying and negotiation in policy forums and had spoken directly to policymakers ‘as a representative of YKP in strategic meeting’.

One said they had been involved in a social media campaign ‘to decriminalize drug users’; another ‘to run a media campaign for gender equality among YKP’ and another said they had ‘developed articles in media about young key populations’. Another said they had been ‘campaigning for the meaningful participation of young key populations through social media’.

One said they had coordinated a meeting with key stakeholders and had negotiated in policy forums on a drug abuse campaign in schools and some communities with the general population as the target audience.

Respondents were also asked to rate out of five the extent to which their confidence and knowledge had increased since the training.

<table>
<thead>
<tr>
<th>Since the training, have your levels of confidence or knowledge changed in any of the following areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased confidence as a leader</td>
</tr>
<tr>
<td>Increased confidence in advocating for YKPs in your country</td>
</tr>
<tr>
<td>Increased understanding of issues affecting YKPs</td>
</tr>
<tr>
<td>More confident/informed to do my job</td>
</tr>
<tr>
<td>More confident/informed to facilitate activities</td>
</tr>
<tr>
<td>More comfortable speaking to people from different backgrounds</td>
</tr>
</tbody>
</table>
**Actions since training: Philippines**

A monitoring and evaluation survey was partially completed by 16 respondents, and fully completed by 11 respondents in the Philippines. Three participants completed the survey in English, and 8 in Filipino. All were aged between 20-29, with around one third aged 21-24 and two thirds aged 25-29. Four identified as female, ten as male, and two as transgender. The majority received their training in NewGen in the First Pilot in Baras, Rizal, in 2011 (n=12); seven in the December 2012 Manila training, and one in the 2012 Regional ToT in Bangkok, Thailand.

They were asked to identify how many times they had received the training; however, this may have been misinterpreted through translation to be understood as asking how many times they had participated in training, including in the capacity of trainer rather than as a participant. Two participants identified they had received the training once; four had received it twice; seven had received training three times and three had received the training four times.

‘Employee’ (n=12) was the option selected by the majority to describe their current occupation, followed by ‘volunteer’ (n=9), ‘peer educator’ (n=9), ‘student’ (n=1) and ‘home duties’ (n=2). Two thirds (n=12) indicated that their main occupation had changed after completing the training. One said that they had moved from a volunteer to member of staff in an organisation since the training.

The most-selected activity respondents had undertaken since the training is ‘used some activities from the NewGen course in other trainings’ (90%), followed by ‘facilitated national level NewGen course (40%), and ‘facilitated provincial/district level NewGen course’ (30%) (participants could select more than one option). Other capacity development activities for other YKPs or youth respondents identified undertaking since the training were community dialogue (n=9), workshops (n=6) and mentoring and coaching (n=10).

<table>
<thead>
<tr>
<th>Actions since training: Philippines</th>
<th>Number of actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated national level NewGen course</td>
<td>4</td>
</tr>
<tr>
<td>Facilitated district level NewGen course</td>
<td>2</td>
</tr>
<tr>
<td>Used NewGen activities in other trainings</td>
<td>9</td>
</tr>
<tr>
<td>Facilitated workshops</td>
<td>6</td>
</tr>
<tr>
<td>Facilitated community dialogues</td>
<td>9</td>
</tr>
<tr>
<td>Mentoring/Coaching</td>
<td>10</td>
</tr>
<tr>
<td>None of above</td>
<td>0</td>
</tr>
</tbody>
</table>
Respondents gave the following additional detail about the capacity development activities they had been involved in since the training:

Facilitated New Generation: Next Generation Leadership Training Course, YKAP population


30 participants 2 training facilitated and YOUNG MSM For the target population

5 batches of Peer Educators Training on MSMs 1st batch-20 pax 2nd batch-25 pax 3rd batch-22 pax 4th batch 26 pax 5th batch 30 pax

HIV101/community mobilization

Participation in discussions with the community

30 - 40 Katoa, 7, Most at Risk Children and Youth, PLHIV's, YKP's

I shared the TOT Manual in 13 Administrative District of the City with 195 young people (OSY)

Co-facilitated NewGen ToT MNL (2012): 30 participants from the Pilot batch (participants were from YKAPs 2) Co-facilitated NewGen:NextGen Mentoring Program MNL (2014): Almost 50 participants from YKAPs

50 participants 3 trainings Ages 15-19

It's a 3 day roll-out training of Peer Educators on San Pablo Laguna. We have 30 Participants from different Organizations most of them are YKP.

Two said they had been involved in the development of national strategic plan; nine had been involved in regional meetings or events on HIV-related issues (three at the international level); two had been involved in the national consultation meeting of a Global Fund; two had been involved in the development of national or operational guidelines; and two selected none of the above (respondents could select more than one option). One respondent gave additional detail that they had been involved in a provincial meeting with other members of the Provincial AIDS Council; another said they had assisted in the development of the program plans and activities on HIV and YKP in the region. Another gave this detail: ‘The NGO I was in also co-chaired the Committee on Children and HIV of the Council for the Welfare of Children. We had initiated dialogues between policy advisers and City Social Welfare and Development agencies regarding consent for YKAPs to access HIV testing.’

In relation to the question asking what programming initiatives they have undertaken since the training, nine said they had undertaken community outreach to raise awareness of YKP issues; eight said they had expanded membership in present network/organization; four said they had developed a joint activity/programme with another YKP/KP network; three said they undertook outreach with national KP networks to raise awareness of YKP issues; four said they had developed a new network or organisation; two
undertook outreach with development partner (e.g. UN, INGOs, bilateral donors) to raise awareness of YKP issues; and three said they had developed a funding proposal for research/programmes for YKP.

Nine of the eleven respondents had given a presentation or speech on YKP issues since the training: eight for the community; three at a regional conference, and one at an international conference.

Further information about these speeches include:

- **I'd presented the NewGen training to organizational and community trainings to inform them of the existence of a YKAP-specific training.**
- **Orientation/Training of the Schools Supervisors and Teachers on Infectious Diseases (about 800-1000 pax) and delivered a speech during the Search for Ms. World AIDS Day 2013 (about 800-1000+ pax)**
- **Orientation/Training for School Heads and Teachers on Infectious Diseases. (700-1000) 2. Beauty Pageant Contest for Gays /Transgenders (3 events, 800-1000 plus audience each events)**
- **Best Practices of Young People in Davao City during 2012 Search for Best Child and Youth Friendly City in the Philippines**

Most (10 out of 11) had been involved in advocacy campaigns on YKP issues since the training; with 9 in social media; 4 in mass media campaigns (radio, television, print); 3 in lobbying and negotiation in policy forums; 6 in developing communication products and 4 in speaking directly to policymakers or decision makers.

One said they monitor social media and ‘blogging chains (i.e. Tumblr) and use these forums to clarify claims when false information regarding HIV and YKAPs are released into media.’ Another uses social media to ‘share all the updates and trends on HIV’. Others also use Facebook and Twitter to ‘promote HIV awareness and prevention’. Another said that had been in ‘dialogue with other government stakeholders and partner agencies (DSWD, DILG, PHIC, Popcom..etc) both in the province and the region’ through media advocacy campaigns.

### Since the training, have your levels of confidence or knowledge changed in any of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased confidence as a leader</td>
<td>4.71</td>
</tr>
<tr>
<td>Increased confidence in advocating for YKPs in your country</td>
<td>4.87</td>
</tr>
<tr>
<td>Increased understanding of issues affecting YKPs</td>
<td>4.77</td>
</tr>
<tr>
<td>More confident/Informed to do my job</td>
<td>4.71</td>
</tr>
<tr>
<td>More confident/Informed to facilitate activities</td>
<td>4.87</td>
</tr>
<tr>
<td>More comfortable speaking to people from different backgrounds</td>
<td>4.94</td>
</tr>
</tbody>
</table>

(Note: The ratings are on a scale of 1 to 5, where 5 is the highest level of confidence or knowledge.)
All items relating to increases in confidence or knowledge were rated very highly by respondents. Items ‘more comfortable speaking to people from different backgrounds’ (4.94 out of 5); ‘more confident / informed to facilitate activities’ and ‘increased confidence in advocating for YKPs’ (4.87 out of 5) were rated particularly highly.

**Actions since training: Myanmar**

A monitoring and evaluation survey was completed by 25 respondents and translated into English. Just over half were aged 21-24 (n=14), just under half were aged 25-29 (n=10) and one was aged 18-19. Eight identified as female, eight as male, and nine as transgender. The majority received their training in NewGen in December 2012 in Myanmar (n=16); and nine in the December 2012 Myanmar training.

‘Student’ (n=10) was the option selected by the majority to describe their current occupation, followed by ‘peer educator’ (n=9), and ‘employee’ (n=6). Only two indicated that their main occupation had changed after completing the training. These participants whose occupation had changed said that since the training they had been promoted to be a full-time peer educator.

Over half (n=15) indicated they had ‘used some activities from the NewGen course in other trainings’, whilst the further 10 participants indicated they had neither done this, nor had facilitated a national level NewGen course or a provincial/district level NewGen course. No further detail was given about these actions. In relation to other actions undertaken since the training, including facilitating capacity development activities for other YKPs or young people, only one participant said they had been involved in mentoring or coaching (no participants indicated the options of ‘workshops’ or ‘community dialogues’). In relation to planning and programming, respondents were asked to identify whether they had been involved in any of the following:

- Development of national strategic plan
- Development of national/operational guidelines
- National consultation on Global Fund
- Regional meeting/event on HIV or related issues
- International meeting/event on HIV or related issues

Two indicated they had been involved in developing a national strategic plan. One gave the additional information that they had participated in a national strategic planning meeting the month earlier. All said they had participated in developing a new network or organisation. Five said they had given a presentation or speech in national conference/event (including national stakeholder meetings and World AIDS Day events), and one said they had given a speech at an international event (International Congress on AIDS in Asia and the Pacific [ICAAP]). In terms of advocacy campaigns, 19 respondents identified using social media to run campaigns. Most commonly, the detail relating to this was that they had shared information about
YKP issues with their colleagues, friends or supervisor through social media including Facebook.

<table>
<thead>
<tr>
<th>Actions since training: Myanmar</th>
<th>Number of actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitated national level NewGen course</td>
<td>0</td>
</tr>
<tr>
<td>Facilitated district level NewGen course</td>
<td>0</td>
</tr>
<tr>
<td>Used NewGen activities in other trainings</td>
<td>15</td>
</tr>
<tr>
<td>Facilitated workshops</td>
<td>0</td>
</tr>
<tr>
<td>Facilitated community dialogues</td>
<td>0</td>
</tr>
<tr>
<td>Mentoring/Coaching</td>
<td>1</td>
</tr>
<tr>
<td>None of above</td>
<td>0</td>
</tr>
</tbody>
</table>

Respondents were also asked to rate out of five the extent to which their confidence and knowledge had increased since the training. The items ‘more comfortable speaking to people from different backgrounds’ and ‘Increased confidence as a leader’ were the highest rated items.

### Since the training, have your levels of confidence or knowledge changed in any of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased confidence as a leader</td>
<td>4.33</td>
</tr>
<tr>
<td>Increased confidence in advocating for YKPs in your country</td>
<td>3.86</td>
</tr>
<tr>
<td>Increased understanding of issues affecting YKPs</td>
<td>3.76</td>
</tr>
<tr>
<td>More confident/Informed to do my job</td>
<td>3.72</td>
</tr>
<tr>
<td>More confident/Informed to facilitate activities</td>
<td>4.04</td>
</tr>
<tr>
<td>More comfortable speaking to people from different backgrounds</td>
<td>4.24</td>
</tr>
</tbody>
</table>

Over three quarters (n=21) identified they had noticed changes in how they think of other young people from key populations since the training.
Impact of the training

The survey featured three open-ended questions which asked them to describe the changes they had noticed in themselves and in how they think of others since the training. The most significant changes they had noticed in themselves since the training were ‘changes in how they think of other people from young key populations and having greater understanding and sensitivity towards them’, and ‘having greater confidence in themselves in their abilities as leaders and in their skills in their advocacy work’. These themes are expanded upon further in the analysis from interview data, however the comments from the open-ended survey questions are first discussed here.

Better understanding and sensitivity of those young people from other key populations

One of the strongest themes in the survey comments related to having an increased understanding of and empathy for people from key population groups other than their own as a result of the training. Respondents commented they had a greater understanding of the diversity and complexity of issues affecting young key populations, as well as feeling a greater affinity with them:

- After attending the New Gen Training my perceptions changed towards young individuals who belong to the key populations. Considering that they are the next generation, we need to shift paradigm by accepting them and giving them importance and guidance. They deserve to live in this world Free from Stigma. (Philippines)
- I can see myself in them. (Philippines)
- YKP is diverse but linked to each other. For example, a YPWUD who have to sell sex to get drugs. (Indonesia)
- In the beginning I just aware of drug abuse issues. But now, I know the other issues from other key populations that similar with mine. (Indonesia)
- I have an equal respect for other group of young key populations now. (Indonesia)
- I more understand the other young key populations group beside PLHIV. (Myanmar)
- I more understand the other young key populations group beside MSM. (Philippines)

Increased confidence in abilities as a leader and advocate

The central theme in the open-ended survey questions was an increased level of confidence related to their abilities and skills as leaders and advocates. This was expressed in an array of ways, from capacities for leadership and advocacy, to speaking in public, making decisions and solving problems.

- More brave in making decisions. (Indonesia)
More confident in problem solving and developing strategy. (Indonesia)

My lobbying skills were improved. By now, I’m confident enough to have a face-face dialogue with the leaders to lobby support from them to support our advocacy and commitment. (Philippines)

I have more comfortable speaking with other people. (Myanmar)

Have a sense of leadership to lead a change. (Indonesia)

Boost my confidence as Young HIV and AIDS Counsellor. I always now more concern about YKAPs and other disadvantaged young people in the city. (Philippines)

This increased confidence also extended to having greater self-esteem.

I have more self-esteem and confidence in my life. (Myanmar)

These themes are explored and expanded in further detail through the findings from qualitative interviews.

Summary of survey findings

The survey data provides rich data relating to the actions, activities and impacts of NewGen for participants in the months following their training. Participants give a range of information regarding the actions they have taken since the training, including the number of speeches, engagement with policy and government leaders, and actions relating to advocacy and mentoring other young leaders.

All respondents had undertaken capacity-building activities since the training. The highest proportion were ‘used some activities from the NewGen course in other trainings’ (Philippines 90%; Indonesia 77%; Myanmar 60%); followed by ‘facilitated national level NewGen course (Indonesia 31%; Philippines 40%) and ‘facilitated provincial/district level NewGen course’ (Indonesia 15%; Philippines 30%). All respondents from Myanmar reported that they had been involved in developing a new network or organisation.

Almost all participants from Indonesia and the Philippines had given a presentation or speech since the training, however only one fifth (n=5) from Myanmar reported giving a presentation or speech. From Indonesia, ten of the 13 respondents had given a presentation or speech on YKP issues since the training: eight for the community; two at a national conference; one at a regional conference, and one at an international conference. Nine of the eleven respondents from the Philippines had given a presentation or speech on YKP issues since the training: eight for the community; three at a regional conference, and one at an international conference. Four from the Philippines and two from Indonesia had also been involved in speaking directly to policymakers.

The majority of all respondents had also been involved in advocacy campaigns since the training (10 out of 11 from the Philippines and 9 out of 13 from Indonesia); with the greatest proportion involved in social media campaigns. ‘Advocating for the meaningful participation of YKPs’ on social media was reported to be one of the key methods of advocacy and raising awareness used by participants following the training. All
respondents from Myanmar reported this; however, the detail given suggests that social media is being used to share information with colleagues and friends rather than being part of a targeted social media campaign. It should be noted that respondents see social media as a key mode of activism and communication that could be harnessed in targeted campaigns.

There are clear differences in the number of actions respondents reported since the training. This may be explained by the differing time-span between the training and completing the survey, as well as the number of training opportunities respondents had related to the timing of country roll-outs. For example, all respondents from Myanmar completed the training in either 2012 or 2013, and did not yet seem to have had an opportunity to participate in further trainings, whereas many of those completing the survey from the Philippines received their first training in 2011. Almost all reported participating in the training more than once, which would greatly impact the number of actions they had been able to undertake and their general experience in leading the training. The majority of those in Indonesia completed their training in 2012; however, the greater number of trainings run in Indonesia since this time may account for the higher number of actions taken compared with Myanmar.

There are significant differences in respondents’ answers from the Philippines compared with Myanmar and Indonesia relating to whether levels of knowledge and confidence have increased since the training. The
item with the smallest difference was ‘increased understanding of issues affecting YKPs’; however all other items showed a difference of one point or more. Further information is needed to better understand this gap, as this data represents a drop in the level of confidence in these areas from the time the training was completed to the follow-up survey.

For example, findings from pre- and post- surveys conducted at country-level trainings at the end of 2012 in these countries show all of these items were rated much more highly than the above (almost all above 4.5 in Myanmar and in the Philippines, and all above 4 in Indonesia; see the ‘NewGen Country Training Report’ (YouthLEAD and UNESCO Asia-Pacific Bureau for Education 2013)). Respondents from the Philippines also rated these items much higher than those from Myanmar and Indonesia in the 2013 report. The ‘NewGen Country Training Report’ suggests that this may be explained by the fact that the Philippines training was a training of trainers, and that half of the participants had received training previously in 2011 (meaning they had greater familiarity with the training and content).

One other possibility for the drop in self-ratings of knowledge and confidence by respondents in Indonesia and Myanmar could be accounted for by the wording of the question, which asks whether these aspects have increased since the training. If these items have stayed relatively the same then this may account for the lower numbers in Myanmar and Indonesia, as they were quite high to begin with (rather than having increased).

One suggestion could be that further support needs to be available for participants from Indonesia and Myanmar along with opportunities to ‘top up’ or consolidate the skills learned in the training. The workshop that participants in the Philippines took part in (described above), which provided them with the opportunity to consolidate their goals and personal journeys since the training could be one reason their self-assessment scores were particularly high in the chart above.

Data collected through qualitative interviews was intended to assist in exploring the broader context of the training’s different uses, and to provide more in-depth information on the links between the NewGen training and self-care and advocacy work. The findings from the focus group conducted with country focal point leaders is presented first, before a discussion of findings from interview participants from Indonesia and the Philippines.
Findings from qualitative data

Focus group with country leaders
All participants had been involved in two or more NewGen trainings since 2011. They described using the following activities from NewGen in other areas of their work:

FG Participant 1: The winking game and ‘peer ed ka ba?’ activity that I used in a peer education training about prevention and awareness on teenage pregnancy.

FG Participant 2: The fish tool which I used for decision making purposes. The elevator speech which I used right after the NewGen training while we were advocating for the amendment of a child-friendly Philippine AIDS Law.

FG Participant 3: If there are learning group sessions and support group meetings. I use the activities like how to create camaraderie, elimination of HIV. Sitting circle.

They described that the NewGen training had influenced their lives both in terms of their work, and in their personal lives. Participant 1 described being able to communicate better and be more open-minded towards others from Key Affected Populations:

My communication skills were enhanced because I think before I was shy and in terms of socializing with other people were also enhanced. I became more open-minded toward YKAPs and I share what I learnt from the NewGen training to my family, and when it comes to my friends, I accept them if they belong to YKAPs.

Participant 2 also described being more sensitive and empathetic towards other young key population in how he communicated with them:

The way how I relate with the YKAPs and becoming sensitive. Because sometimes we communicate with them but we’re not sensitive, but there are proper ways on how to communicate with them which I learned from the NewGen training. Although, it is still a continuing process to be able to communicate sensitively towards YKAPs, the NewGen training was really a big help.

Participant 3 described the main change in terms of being more engaged and involved in organisational activities relating to young key populations.

Participants also described the main changes they see in themselves as a result of the training in terms of being more confident and less self-conscious about what others think of them relating to their HIV status, and through learning through the process of becoming a mentor to others.

Maybe I became confident because before I was very shy and I do not talk, and some people will have to encourage me to speak up. But now, I learned how to speak up for my stand, I learned how to fight for my right... Becoming open to learning, criticisms, and becoming open to all the people and to what they will say. (FG P1)

Participant 1 described being comfortable to speak to a broader range of people, including ‘very intelligent
people’, was a significant change for her, rather than ‘becoming aloof’ as she had done in the past. On the other hand, Participant 2 discusses that he no longer worries about what people will think of him related to his ‘tag’ of HIV status or population group:

I do not worry anymore whether I am infected with HIV or not; I have a thought that, if I am infected that’s fine, if not, that’s fine either. There’s nothing bad at being tag about something.

He described this as the most significant change for him stemming from the training.

I do not care anymore whether what will people think of me; I do not care whether people say that I’m part of this or that community. Because before, you’re still conscious as to whom you are with. But after the NewGen, those inhibitions are gone and I do not care anymore whether what they will think of me, because what I know is that there is nothing wrong about it... It goes with everyone who went through the NewGen, they became stronger advocates and they know how to stand up for their rights and the rights of the community that they serve. (FG P2)

Participant 3 discusses the process of moving from a beneficiary of YKP services, to one of those mentors delivering the service to others at a national and regional level as being a significant and meaningful experience:

From being a beneficiary, I am now a service provider and I am now one of the people who are providing actions and services to YKAPS in the national and regional level. I don’t look at myself like someone above the others, because I am here to help them and become their mentor. As a YKAP beneficiary before, I want them to know that they can be involved in the advocacy.

Participant 3 also discusses becoming able to do things they had not previously thought themselves capable of:

I can meet and talk to stakeholders that before I don’t think I can. I can raise the issue from the Philippines in the regional level and share my experience and what I see from the beneficiaries of the project.

They also discussed that the main lessons they had learned along the way related to becoming more sensitive to others’ situations, as well as becoming more resilient to others’ criticisms of them and their status as members from different key populations.

Yes [I have made mistakes]. Being insensitive on what I’m saying and how I treat them which hurt others. But I still have to learn that along the way; how to talk that no one will get offended. Even in the last training, I was still on the learning process and becoming sensitive to the dilemmas of YKAPS. (FG P2)

Before I was aggressive, but now I changed to being assertive. My personality’s strength is
They described their ultimate goals primarily around building the skills and capacities of others to advocate for YKPs through mentoring.

**FG P2:** To mentor a lot of people and seeing a world where all people can stand up and speak up for their rights. If you’re a sex worker and you see something is wrong, you have to stand up for your right, you won’t wait for someone to stand up for you.

**FG P1:** To build a lot of advocates, not only to advocate but teach the people in the future. With regards to the ideal world, to eradicate the stigma and discrimination to YKAPs, and increase the knowledge of people on HIV to achieve the goal on zero discrimination and newly diagnosed HIV cases.

**FG P3:** To mentor a lot of people, just like my youth organization. I do not want people to see us that we’re here to impress them; we want them to see what we do in the community. My organisation’s aim it to capacitate and mentor PLHIV and involve them in the advocacy. What I want to see in our world is to give emphasis to young person and lead the action that should be taken on by YKAPs in creating strategies.

They also had a number of suggestions as to how to improve or change the curriculum of NewGen. Participant 2 said that those implementing the training need to be mindful of the sensitivity of some activities and careful not to enforce people to join in something if they don’t want to.

**To all those who will implement the training, they have to become sensitive. I think there are a lot of people who will implement the training that they forgot to remind the participants that if there are activities that they are not comfortable with, especially if it entails their personal space and we all know that the YKAPs are super protective about it, they should not force them to join because I have seen some facilitators who were forcing them to join and told them that “we’re all YKAPs here, so join!” but what if I really don’t like it? Regardless of which country he/she came from, there are people who are like that. So, they need to fix that. But to the activity itself, I have nothing to say, only to the implementation...

**Like the ‘sitting circle’, what if I’m not comfortable and I do not want to join? Because before, I was hearing some people say “Join! We’re all YKAPs here, so what’s wrong? Are you afraid of us?” There are peer pressure and bullying just to join that activity and I don’t think that’s right.**

Participant 1 also said that language and dialect can be barriers between implementers and participants:
Participants described other changes in how they think of themselves since the training as being more open to all the people and to what they will say. (FG P1)

Participant 2 discusses that he no longer worries about what people will think of him related to different issues. He feels that he is more confident in addressing the problems he is aware of. This is linked to the training and the attendees’ experiences and skills.

Ten of the 13 respondents had given a presentation or speech on YKP issues since the training: eight for the 2012 Bangkok training and two for the Myanmar training. Some respondents specified the audience and size of these events:

- Eight for the 2012 Bangkok training, including talks of 100-150 people and 10-20 people.
- Three for the 2012 Myanmar training, all in the context of a provincial meeting; two for the Myanmar meeting were talks of about 40 people, and one was a discussion with about 150 people.
implementation of the policy is going really well. The process also teaches my communication skill even better. Now, I become more calm and organize in what I’m saying. (P1, Indonesia)

I am more confident and be able to socialize better (P3, Indonesia)

NewGen training made me an open minded and confident person especially in dealing and talking about YKAP. This is very useful to me especially I am a government employee/public servant working for young people. Being able to know them in a different perspective, allows me to work and communicate with them fairly, without judgment based on their work environment, HIV status, sexual orientations etc. I am comfortable talking with and about them. (P5, Philippines)

A participant from the Philippines described changes made in the city government which created a professional role as representative on youth and HIV issues. He described that the NewGen training in communicating enabled him to give input to the local officials and the AIDS council.

Participants described other changes in how they think of themselves since the training as being more comfortable to raise issues with key stakeholders and in public speaking, being more confident, and becoming more open-minded to others from different key populations:

Now I’m more comfortable. I’m informed about what the issues that I would rise in my community and how to say it to the key stakeholders. The Public speaking skill that I got in the NewGen brings me to the confident what I talk in the public/ in front of many people. I don’t say that I’m ideal now, but I feel better with my community. (P1, Indonesia)

After the NewGen training, it makes mindset to be more open-minded to others. Now, I open my life to some friends from Transgender, drug users, Sex workers community and others. (P2, Indonesia)

One participant also described changes in how he looks after his own health since the training. He said

‘It can be hard...but after the training I realised it’s so important to manage and evaluate your own behaviour...that was a big change for me to know the impact of my behaviour’. He went on to describe the changes to self-care as also being the most significant changes he saw in others during the training.

The most important thing is that they realise how to manage. There is a big change when they attend the training because now they know the limitation, the implications when they are not protected. (P4, Philippines)

As was discussed above in the open-ended survey responses, participants described the most significant changes as being related to confidence and communication skills; and being able to respond to problems; and having a new perspective on others:

The most significant changings in about my confident to talk with others. I also become
more organized in mobilizing my young friends...Because it’s also change my community a lot. (P1, Indonesia)

I think the most significant changes is my nature and how I can become more confident. Because I felt that I was a silent person before the NewGen and didn’t able to express what I want to say in the forum. But now I’m willing to express what I want to say in many opportunities. (P2, Indonesia)

The most significant change is to change my perspective and mindset to respond to a problem... Because I used to underestimate with others because I thought they did the same thing to me. But NewGen has changed my perspective. (P3, Indonesia)

The training really boosted my confidence in how to deal with other people...YKAP, KP, and local officials. (P4, Philippines)

They said the main things they have learned from NewGen are around ‘friendship and togetherness’, and that they activities were executed ‘in a fun way and with joy’. One participant also said

The self-management to be better day by day is something that I learned.

Another said he had learned in particular ‘not to judge’:

You must not judge someone based on HIV status, work and sexual orientations. You don’t know their journey. Know them first by understanding their situation. (P5, Philippines)

They said the ‘ultimate goals’ were around freeing young key populations from stigma and oppression from broader society, and also from stigma by other peers:

I would like to organize the whole young people to be more cohesive to achieve our goal. But for me, I would like get my bachelor’s degree as soon as possible and become something for my community. (P1, Indonesia)

I would like to change the paradigm of society about young key populations, from their perspective that stigmatize young key populations. I also hope, the young key populations will be accepted as the centre of society. (P2, Indonesia)

I want freedom and peace for YKP. (P3, Indonesia)

I want to stop the stigma and discrimination among peers and others. I can see the problem on how the PLHIV can’t cope in their acceptance when the people who continue discriminating. I want to see all leaders in the world will have common goals on addressing the issue on RISKY BEHAVIOURS not only for those PLHIV but all the risky behaviours in general (P4, Philippines)

I am always dreaming of a world of pure freedom and equality. That will only be possible if all of us begin accepting everybody’s imperfection and diversity. I believe with New Gen, my dream will soon be realized. (P5, Philippines)
Summary of interview data

The interview data supports the themes, which arose in the surveys, relating to the changes in how participants feel towards other key populations as well as feeling more confident in their abilities as leaders, advocates, and mentors. The interview data provides further detail on these themes that were not elaborated on in the survey responses. These examples give an insight into the significant personal and interpersonal changes that many participants experience as a result of being involved in NewGen as a youth leader, advocate and mentor. Many described that the skills and confidence gained in the training has been solidified in the period since the training, through their experience putting these skills into practice. They described that the communication skills learned in the training enabled them to feel comfortable speaking to a range of people they previously did not, including young people from key populations other than their own, stakeholder groups and government officials. They described having a ‘new perspective’ and being better able to mobilise their skills to advocate for the kinds of broad social changes they wanted to bring about for young people, particularly regarding reducing stigma and discrimination relating to sexuality and HIV status.

Discussion and recommendations

The data provided above in the first step in ‘Phase Two’ data collection which aimed to investigate the actions and impacts of NewGen for participants a year or more after they received the training.

This ‘change’ data was collected in the three main ‘rollout’ countries: Philippines, Indonesia and Myanmar through a survey and qualitative interviews. The qualitative data was intended to provide additional detail to support the survey findings relating the impacts and personal changes associated with the NewGen training. Aspects of this data collection framework could be extended to track the impacts of NewGen in other countries. The survey data gives a good overview of the sorts of activities and actions participants have been involved in since the training, and suggests that participants are active in advocating for young people from key populations in a range of ways, including lobbying government, using social media to raise awareness of youth HIV issues, and in mentoring other young people from key populations. The survey data gives some indication as to some of the deeper personal changes participants have experienced since the training, particularly relating to feeling more confident in themselves as leaders and being more sensitive and understanding towards people from other key populations. However, qualitative interview data gives the additional detail needed to more fully contextualise and understand these experiences.

These findings give some indication as to the short-term impacts on a country level as to the outcomes resulting from the NewGen training. Further follow-up surveys and interviews at a later point in time are needed to determine long-term impact at country-level. As was also suggested in the ‘NewGen Country Training Report’, longitudinal research, including life history research, may also be another avenue to determine how leadership and civic engagement also impact on personal well-being including self-care.

Another suggestion relates to extending the ‘Tracing Stories’ workshop conducted in the Philippines to other
countries currently rolling out NewGen training. This evaluation workshop seems to be a very powerful and effective way to consider the personal and broader impacts of the NewGen training. The workshop and the activities seem to provide a very successful way of collecting important transformation data and personal stories as well as discussing issues and renewing goals. This workshop could provide a useful template to be followed by other countries as a way of providing follow-up support for trainers and participants in NewGen.
References


Appendix 1: Existing data reports for NewGen

1. **NewGen Asia: Building capacity in emerging young leaders in the HIV response (Cahill, Beadle, and Coffey 2013).** This report gives a comprehensive overview of the development of NewGen, including course development, testing, formative feedback, sampling and consultation to full pilot in 2011-2012. It provides evaluation data in these early stages of the course, and also provides a summary of the course evaluation of the 2012 Regional Training of Trainer held in Bangkok.

2. **NewGen Country Training Report (Youth LEAD and UNESCO Asia-Pacific Bureau for Education 2013)** This report presents findings from the pre- and post-training evaluations following NewGen rollouts in Myanmar, Indonesia and the Philippines. The survey was designed to give a picture of the profile of course participants; participants’ perceived value of the course; and participants’ own assessments of their skills set as pertains to the course content before and after the training.

3. **Philippines: Tracing Stories of Leadership and Transformation: Evaluation of the NewGeneration Leadership Training of Trainers (ACHIEVE 2013).** This report provides an in-depth analysis documenting the progress the participants who completed the Training of Trainers in 2012. It documents the stories of transformation of the participants as young leaders and explores the impact of the training on participants’ lives, as well as providing a forum to discuss any issues and set goals for the future.

4. **Summary of Indonesia trainings and existing reports**

The table below gives an overview of the training activities, outputs and existing reports relating to the rollout of NewGen in Indonesia.
<table>
<thead>
<tr>
<th>Description</th>
<th>Organizer</th>
<th>Output</th>
<th>Availability of report/document</th>
</tr>
</thead>
<tbody>
<tr>
<td>NewGen first national training</td>
<td>IPPI</td>
<td>24 YKP from 10 district trained</td>
<td>Available for internal needs - IPPI</td>
</tr>
<tr>
<td>National Leadership &amp; Community mobilization training for Young MSM &amp; Waria (adopted from NewGen)</td>
<td>GWL-INA</td>
<td>24 Young MSM &amp; Waria from 10 district trained</td>
<td>Available for internal needs - GWL-INA</td>
</tr>
<tr>
<td>National training for Young MSM &amp; TG peer educator (adopted from NewGen)</td>
<td>National AIDS commission, Fokus Muda, GWL-INA</td>
<td>25 Young MSM &amp; Waria from 11 district trained</td>
<td>Available for internal needs - National AIDS Commission</td>
</tr>
<tr>
<td>National training for Young Drug User peer educator (adopted from NewGen)</td>
<td>National AIDS commission, Fokus Muda, PKNI</td>
<td>25 Young people who use drugs from 11 district trained</td>
<td>Available for internal needs - National AIDS Commission</td>
</tr>
<tr>
<td>National training for Young sex worker peer educator (adopted from NewGen)</td>
<td>National AIDS commission, Fokus Muda, OPSI</td>
<td>25 Young sex workers from 11 district trained</td>
<td>Available for internal needs - National AIDS Commission</td>
</tr>
<tr>
<td>Young LGBT training (adopted partially from NewGen)</td>
<td>GWL-INA</td>
<td>15 young LGBT in Jakarta and around trained</td>
<td>Available for internal needs - GWL-INA</td>
</tr>
<tr>
<td>NewGen ADAP Hybrid Training</td>
<td>UNICEF Indonesia, Fokus</td>
<td>20 young activist in humanitarian issues trained</td>
<td>Available for internal needs - UNICEF Indonesia</td>
</tr>
<tr>
<td>Final report best practice of Youth program in SRH.</td>
<td>Ministry of Health Indonesia</td>
<td>NewGen is one of the 15 best practices on young people and SRH program by government and community</td>
<td>Available (attached in Bahasa Indonesia)</td>
</tr>
<tr>
<td>HIV - Young people success stories documentation (NewGen is one of it)</td>
<td>National AIDS Commission</td>
<td>NewGen is one of the 10 success stories on young people and HIV program by government and community</td>
<td>Available (attached in Bahasa Indonesia)</td>
</tr>
<tr>
<td>YKP-Adult partnership meeting (partially using NewGen)</td>
<td>National AIDS Commission</td>
<td>A strategic meeting with 11 key stakeholders on AIDS program and YKP activist on youth-adult partnership</td>
<td>Available (attached in Bahasa Indonesia)</td>
</tr>
</tbody>
</table>
Appendix 2: Full survey comments by country

Q.15 Have you noticed any changes on how you think of other young people from key populations since the training?

Indonesia:

‘Our involvement in HIV responses is really important to make the program sensitive for YKP.’

‘Young people should have a role model in their communities. That’s what I’m doing.’

‘YKP is diverse but linked to each other. For example, a YPWUD who have to sell sex to get drugs.’

‘We have equal rights.’

‘I realize we have a different need from the young people in general.’

‘I more understand the other young key populations group beside MSM.’

‘In the beginning I just aware of drug abuse issues. But now, I know the other issues from other key populations that similar with mine.’

Philippines:

‘I became more aware and understand the real situation of the YKAPS’

‘After attending the New Gen Training my perceptions changed towards young individuals who belongs to the key populations. Considering that they are the next generation, we need to shift paradigm by accepting them and giving them importance and guidance. They deserve to live in this world Free from Stigma.’

‘Yes, I can see myself in them’

[No open-ended text comments from Myanmar]

Q16. Please tell us what the most important changes have been for you personally since doing the training?

Indonesia:

‘I be able to build networking with key stakeholders on HIV responds in Surabaya.’

‘Having good communication skills.’

‘Confident’

‘Able to do regeneration to other young people.’

‘Have a sense of leadership to lead a change.’

‘I have an equal respect for other group of young key populations now.’

‘More confident, more aware of our community, more open minded with my peers.’
‘More brave in making decisions’.
‘More confident in problem solving and developing strategy.’
‘I do understand the other need from other young key populations.’
‘I have lot of friends’
‘I am more confident in doing advocacy.’
‘Confident to talk in front of the stakeholders.’

**Philippines:**

‘Understand them [other YKPs] more and feel at ease because I know and had friends with the YKAP communities’

‘My lobbying skills were improved. By now, I’m confident enough to have a face-face dialogue with the leaders to lobby support from them to support our advocacy and commitment.’

‘Gave me more strength after the training occurred’

‘I continued my studies and found that more than LNG opportunity to be done and I really appreciate.’

‘I had the ability and courage to organize a group to respond to the needs and meaningful participation of YKPs.’

‘Boost my confidence as Young HIV and AIDS Counsellor. I always now more concern about YKAPs and other disadvantaged young people in the city’.

**Myanmar:**

‘I more understand the other young key populations group beside SW’

‘I more understand the other young key populations group beside PLHIV’

‘I more understand the other young key populations group beside MSM.’

‘I have more comfortable speaking with other people’

‘I have more self esteem and confidence in my life’

**Q17. What would you say to a YKP who was thinking about doing the NewGen training but was not sure?**

**Indonesia:**

‘The HIV response have to think the participation of YKP in it. That’s why we have to take a lead as well.’

‘Starting to be a leader for your own self first.’

‘Confidence to lead community starts by a confident of our own self.’

‘NewGen is a great opportunity to share with other diverse groups in young key population.’
It’s a nonstop learning!’

‘You need to be a part of NewGen and see how yourself will transform!’

‘Keep contributing in your community and build the networking.’

‘Try and do it!’

‘Let the peer process lead the way’

‘Leaderships starts by leading your own self in giving example to the community.’

**Philippines:**

‘I will encourage them to join on this training if they want to learn more and be happy :)’

‘They should not think twice in participating to such kind of training. Truly, NewGen Training is very useful in our lives; it could change your perspectives and attitudes towards this issues on this life-threatening disease.’

‘I would say, do not be afraid to learn new things especially if it is going to be great role and can greatly assist those in YKAPS’.

‘It enriches me as an HIV advocate that inspires me to be more vocal on the needs of YKAPS’.

**Myanmar:**

‘We are young leaders ! Never give up on life.’

‘I encourage to again New Gen Training for us’

‘I now disclose my status’

‘We are all human beings’

‘Young transgenders have human dignity’

‘We have the power to do best for the future’
ACHIEVE 2013. "Tracing Stories of Leadership and Transformation: Evaluation of the NewGeneration populations noticed in themselves and in how they think of others since the training. The most significant changes they 'facilitated provincial/district level NewGen course' (Indonesia 15%; Philippines 30%). All respondents from The survey data provides rich data relating to the actions, activities and impacts of NewGen for participants 2013) Boost my confidence as Young HIV and AIDS Counsellor. I always now more concern about commitment. (Philippines)

number of actions taken compared with Myanmar. explained by the differing time-span between the training and completing the survey, as well as the number gap, as this data represents a drop in the level of confidence in these areas from the time the training was undertaken. (FG P2) Ten of the 13 respondents had given a presentation or speech on YKP issues since the training: eight for the 'I have more self esteem and confidence in my life'

FG Participant 2: The fish tool which I used for decision making purposes. The elevator system. (FG P2) 'You need to be a part of NewGen and see how yourself will transform!'

Another suggestion relates to extending the 'Tracing Stories' workshop conducted in the Philippines to other countries currently rolling out NewGen training. This evaluation workshop seems to be a very powerful and effective way to consider the personal and broader impacts of the NewGen training. The workshop and the www.youth-lead.org

Asia Pacific Network of Young Key Populations 75/12 Ocean Tower II, 15th floor, Sukhumvit Soi 19, Sukhumvit Rd Klong Toey Nua, Wattana District Bangkok 10110, Thailand www.youth-lead.org