

## INTRODUCTION

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Primary School Action for Better Health (PSABH) is an HIV/AIDS prevention programme for primary schools. It is being implemented in Kenya by the Centre for British Teachers (CfBT) with funding from the Department for International Development (DFID). PSABH is a large, multifaceted endeavor. The core of the PSABH programme includes community sensitization, sensitization and negotiation of programme and evaluation components with provincial directors of education and other representatives of the Ministry of Education, two week-long training sessions with teachers and community representatives, a week-long training session with peer supporters, training of zonal inspectors, provision of book boxes to each participating school, publication of a newsletter and FAQ booklet, and organization of competitions between schools (Nyanza Basic Target – NBT)<sup>1</sup>. In addition, five variations of this core model have been tested:

- Training of one or more church leaders together with teachers (Church Leader - CL);
- Training of 2 additional teachers in schools, providing each school with a total of 4 trained teachers (Additional Teacher – AT);
- Sending a trained health worker to visit schools specifically to discuss HIV prevention and the role of condoms in prevention (Health Worker – HW);
- Training only teachers and community representatives, i.e., not peer supporters (Rift Teacher Only – RTO);
- Having schools take responsibility for a portion of the cost of training (Rift Peer Supporter Target – RPST).

To date the programme has been implemented in nearly 2000 schools with 160 schools in Nyanza Province and 60 in Rift Valley enlisted to participate in its evaluation.

This report addresses key evaluation questions:

***How successful has PSABH been in getting schools to take up various components of teaching about HIV and AIDS?***

***What is the effect of PSABH on the AIDS-related knowledge, attitudes and behaviours of standard 6 and 7 pupils?***

***What additional effects do five variations in the basic training model (Church Leader, Health Worker, Additional Teacher, Teacher Only, Peer Supporter Target - ‘cost share’) have on either programme uptake or pupil outcomes?***

The monitoring and evaluation is equally multifaceted and includes repeated surveys of teachers and pupils, in-depth interviews with teachers and community representatives, focus groups with pupils, and brief information-gathering survey tools and pregnancy data-forms completed by zonal inspectors during their school visits. The University of Windsor, Ontario, Canada designed the monitoring and evaluation and is analyzing the data, which are collected by zonal inspectors and by staff from Steadman Research Services Incorporated.

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<sup>1</sup> There are also 2 control groups, one in Nyanza (Nyanza Control – NC) and one in Rift (Rift Control – RC).

This report summarizes findings based on 3 waves of data collected from teachers and pupils in Nyanza and 2 waves in Rift Valley:

- Pre-programme (wave 1);
- 6-9 month post-programme (wave 2); and,
- 12-18 month post-programme (wave 3)

Baseline, wave 1 data were collected in Nyanza in November 2001 (teacher and pupil surveys) and March 2002 (interviews and focus groups) and in Rift Valley in August 2002 (teacher and pupil surveys) and October 2002 (interviews and focus groups); 6-9 month post-programme data were collected in Nyanza in February 2003 (Rift Valley did not have a wave 2 data collection); 12-18 month post-programme surveys and qualitative data were collected in October 2003 in both Nyanza and Rift Valley. Variations were phased in throughout the 18 month period, therefore, these results represent:

- 18 month evaluation of the basic programme in Nyanza schools
- 12 month evaluation of the peer supporter variation in Rift Valley schools
- 9 month evaluation of the Health Worker and Additional Teacher variations in Nyanza schools and the Teacher Only variation in Rift Valley
- 2-9 month evaluation of the Church Leader variation in Nyanza schools

Collectively these provide a profile of how PSABH is working, the effects it is having, and the factors which influence these effects (for a complete sequence of activities see the chapter *Overview of Methodology*).

The complexity of the intervention and evaluation, the large number of schools involved, the phasing in of several interventions, and the desire to conduct both the intervention and evaluation in a 'real life' setting, i.e., with minimal interference in the events, activities and procedures of the community and school, present several challenges when trying to draw conclusions about programme effect. Several factors need to be kept in mind:

- The length of time that the PSABH programme was present in schools:
  - Schools in some variations had longer to implement the programme and to produce effects (Nyanza Basic Target was in place the longest, Church Leader variation the shortest). Thus, any potential variation effects are influenced not only by the specific intervention, but also by the amount of time they were in place.
- Differences between schools in Nyanza and Rift:
  - Differences in results in Nyanza and Rift may reflect any one, or a combination, of three factors:
    - The inherent differences between communities in these two regions,
    - The difference in the time that the programme was in schools in the two regions,
    - The self-selection of Rift schools into the programme on a shared cost basis compared to the assignment of Nyanza schools to either the control (no programme) or target (programme) group with costs of training in Nyanza born by the PSABH programme.
- Differences in the number of schools within each variation:
  - In two cases, the numbers are so small that results are potentially unstable (Nyanza Additional Teacher = 10 schools; Rift Control = 12 schools).
- Designation of control and target schools:
  - While the selection of schools for target and control groups insured that each target school had a geographically matched control school, not all control schools remained

‘controls’ and not all targets remained ‘targets.’ Some control schools were able to implement the PSABH programme either because of the transfer of trained teachers to their schools or because they found ways to get training for their teachers. Similarly, some target schools had limited, if any, capacity to implement the PSABH programme either because they lost their trained teachers due to death or transfer, or because they did not send teachers to training. As a result, the original stratified, matched sample was compromised. The Rift Valley sample was most seriously compromised. (*n.b.* Two of the peer supporter schools never had a control match and 8 control schools obtained training, leaving 10 of the peer supporter schools without a matched control.)

- PSABH is not the only HIV-education programme operating in schools in these two regions:
  - Schools reported having teachers trained, or having outside staff deliver programmes in their schools. These programmes used videos, classroom-based, and after-school activities. Both the control and target schools participating in this evaluation were exposed to a variety of such programmes.
- Lack of consistency in reporting:
  - There was a considerable absence of consistency in reports of zonal inspectors, head teachers and teachers with respect to:
    - whether teachers and peer supporters had been trained,
    - the number trained,
    - details of other HIV-education programmes in the schools.

This made it impossible to track or control for these extraneous and potentially confounding effects (discrepancies existed in the reports of training in 51 schools).

Collectively, these field situations mean that answers to the evaluation questions are, at best, equivocal.

This report has 2 Volumes: Volume I includes the following chapters:

- Overview of Methodology
- Community and School Profiles
- HIV/AIDS Activity in the Schools
- Variations: Health Worker and Church Leader
- Variations: Peer Supporter
- Knowledge
- Communication and Pursuing Information
- Main Modes of Prevention: Abstinence
- Main Modes of Prevention: Condoms
- PSABH Compared to Other SSA School-based Programmes
- Conclusions
- Appendix A which includes details of research and evaluation methods
- Appendix B which contains data tables to support results provided in the main body the report

Volume II includes:

- All survey and interview instruments used in collecting data
- Coding manuals that provide details of how scalar and composite measures were created



## OVERVIEW OF METHODOLOGY

The objective of this section is to provide sufficient information about the research and evaluation methodology to understand the evaluation results. Full details of the methodology are provided in Appendix A. In addition, copies of all data collection instruments and codebooks for data transformation are contained in Volume II.

### **Monitoring, Research and Evaluation Design**

A quasi-experimental design was used in programme evaluation. One hundred and sixty schools (80 target and 80 control) were selected in Nyanza using multi-stage stratified, disproportionate random matched-pair sampling. Sixty schools were selected in Rift Valley. Twenty schools that self-selected into PSABH training were matched with 20 schools that, at the start of the evaluation period, had not selected into training. An additional 20 schools that self-selected into training at a later date were assigned to a teacher-only training group, i.e., they were not provided with peer supporter training until after the evaluation period. Short-term evaluation results were produced using data collected in these schools at three time points in Nyanza and two in Rift Valley. Table 1 outlines the sequence of activities relevant to this report.

**Table 1: Sequence of Activities**

<b>Date</b>	<b>Activity</b>	<b>Details</b>
November 2001	Data collection – wave 1 Nyanza	Teachers and Pupils in 80 control and 80 target schools in Nyanza complete self-completion surveys (TSC and PSC respectively).
March 2002		Interviews and focus groups conducted in 8 control and 8 target schools & communities in Nyanza. Zonal Inspectors collect pregnancy data in 80 control and 80 target schools in Nyanza.
April 2002	Course A Training - Nyanza	Teachers and community representatives from 80 Nyanza target schools complete Training Course A.
July 2002	Data collection – wave 1 Rift	Wave 1 data collected in 20 control and 20 peer supporter schools in Rift.
August 2002	Interim data collection and Course A and B Training	Zonal Inspectors complete School (SRS) and Community (CRS) Responsiveness Surveys in all participating schools & communities in Nyanza. Teachers and community representatives from 80 Nyanza target schools complete Training Course B. Teachers and community representatives in 20 Rift Peer Supporter schools complete Course A.
September 2002	Creation of variations	Schools assigned to 8 variations: Additional Teacher, Health Worker, Church Leader, Nyanza Basic Target, Rift Peer Supporter Target, Rift Teacher Only, Rift Control, Nyanza Control

<b>Date</b>	<b>Activity</b>	<b>Details</b>
October 2002	Data collection – wave 1 Rift	Qualitative data collected in 6 (3 target, 3 control) Rift Valley schools.
December 2002	Peer Supporter Training	Peer supporters and teacher advisors from 80 Nyanza target schools complete training.
February 2003	Wave 2 data collection Nyanza	Teachers and pupils in 80 control and 80 target schools in Nyanza complete self-completion surveys (TSC and PSC) and interviews and focus groups are conducted in 4 target communities.
	Training for variations and Course B Rift	Training of additional teachers, health workers, church leaders and teacher only variations in Course A. Course B and peer supporter training for 20 Rift peer supporter schools.
March 2003	Interim data collection	Zonal Inspectors collect pregnancy data in 80 control and 80 target schools in Nyanza. Zonal Inspectors conduct School (SRS) and Community (CRS) Responsiveness data collection in Rift Control and peer supporter schools.
June 2003	Training	Course A training of final group of church leaders completed. Course B for Additional Teachers and Teacher Only variations.
August 2003	Interim data collection	Zonal Inspectors complete School (SRS) and Community (CRS) Responsiveness Surveys in 80 target and 80 control schools & communities in Nyanza.
October 2003	Data collection – wave 3	Teachers and pupils in all participating schools in Nyanza Province and Rift Valley complete self-completion surveys (TSC and PSC) and interviews and focus groups conducted in 10 communities.

**Table 2: Time for Programme Implementation - Time From Training to Wave 3 (October 2003) Data Collection**

<b>Variation</b>	<b>Course A</b>	<b>Course B</b>	<b>Peer Supporter Training</b>
	<b>Time from Training to wave 3 Data Collection</b>		
Nyanza Basic Target	18 mos	14 mos	10 mos
Church Leader	4-8 mos <sup>a</sup>	-	-
Additional Teacher <sup>b</sup>	8 mos	4 mos	-
Health Worker <sup>b</sup>	8 mos	-	-
Rift Teacher Only	8 mos	4 mos	-
Rift Peer Supporter Target	15 mos	8 mos	8 mos

a. Two training periods.

b. These variations were in addition to the training already received as part of the Basic Target model.

## **Unanticipated Events**

Three unanticipated events influenced programme implementation and evaluation. First, not all target schools sent representatives to training and some control schools found ways to attend training. In addition, schools experienced a lengthy teacher strike in October 2002.

Implementation of PSABH stopped during the strike and it is questionable whether it was taken-up again before the end of 2002 since schools had to give priority to preparation for December KCPE exams once classes resumed. Finally, in January of 2003, school fees were eliminated resulting in an influx of a large number of new pupils. This had a major impact on schools in this project. Over 2000 pupils in standards 6 and 7 who completed surveys in February 2003 reported that they had not been in school in 2002. In addition, the range of ages of pupils in these grades expanded by 6 years.

In consultation with Mary Gichuru and Janet Wildish of CfBT, it was decided that because of these events:

- (1) Schools would be reassigned to target and control groups based on participation in Courses A and B.
- (2) The pupil sample analyzed at wave 2 would be restricted to those who had attended school during 2002.<sup>2</sup>
- (3) Only pupils between the ages of 11 and 17 years at the time of data collection would be included in analyses.

## **Data Handling**

Steadman Research Services Incorporated organized data collection and entry and conducted surveys with pupils and teachers, interviews with teachers and community representatives and focus groups with pupils. They entered all survey data – including School and Community Responsiveness data and pregnancy data into SPSS databases and translated and transcribed interviews and focus groups. All data and transcripts were transmitted to the University of Windsor for analysis. SPSS was used in survey analysis and Scolari N5 and N6 for analysis of interviews and focus groups.

## **Measurements**

Two sets of survey measurements were used in analysis. The first set consisted of direct responses of pupils and teachers to questions on surveys. The second consisted of scalar and composite measures created by combining responses to clusters of questions dealing with the same topic. Before creating scalar or composite measures, clusters of questions were tested to ensure pupils and teachers were responding to questions in a way that justified combining them.

## **Data Analysis**

### ***Survey Data***

There were three main steps in the analysis of survey data:

- (1) Data checking to verify the validity and reliability of data and whether variables met the assumptions of statistical analyses. Modifications of variables, or exclusion of some variables was based on the results of data checking.

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<sup>2</sup> By wave 3 new pupils had been in school and exposed to the programme for 10 mos, a time equivalent to the exposure of pupils in STD 6.

- (2) Chi-square and analysis of variance to examine target variation/control differences and changes between waves 1, 2, and 3 in individual pupil and teacher responses to survey questions for each of the tested variations. All analyses were run three times: for all pupils, comparing results for boys and girls, comparing results for pupils with and without sexual experience. Where there were significant differences in results by gender or by sexual experience, these are noted in the body of this report.
- (3) Hierarchical multivariate regression analyses was used to develop a profile of the uptake of PSABH in schools, factors which influenced greater or lesser programme implementation, and the influence of school uptake on knowledge, attitudes and behaviours. These analyses used aggregated measures from the PSC and TSC together with measures from the SRS, CRS and pregnancy data combined in a school-level database. Analyses were conducted for schools rather than individuals. These regression analyses provided information about how groups of factors collectively influenced each outcome of interest as well as the relative importance of each factor when it was considered as part of the group. Since schools, teachers and pupils are influenced by many factors operating simultaneously, regression provided a closer approximation to how these influences were exerted than analyses that looked at one factor at a time.

Individual level analyses were most often based on the following numbers unless otherwise noted:

**Table 3: Number of Pupils and Teachers Used in Analyses**

	Nyanza				Rift Valley*			
	Pupils		Teachers		Pupils		Teachers	
	Basic Target	Control	Basic Target	Control	Peer Supporter Target	Control	Peer Supporter Target	Control
<b>wave 1</b>	2203	2330	132	157	1168	567	60	36
<b>wave 2</b>	1991	2324	98	112	--	--	--	--
<b>wave 3</b>	2904	3248	102	110	1601	694	38	22

\* These numbers reflect only control and peer supporter schools based on school placement at wave 3.

### ***Textual Data***

Analysis of textual data was facilitated using N5 and N6 Software. For wave 3 qualitative data analysis focused on four areas.

1. Themes identified in analysis of wave 1 data were re-examined using wave 3 data to assess whether there had been any changes.
2. Conclusions drawn based on the survey data were examined in light of what pupils, teachers and community members were saying. These examinations provided confirmation and textual illustrations of what was found in survey results or alternative interpretations and challenges of the survey results.
3. Pupils and teachers were asked specific questions about the implementation of HIV educational activities in the schools. These responses provided in-depth insights into what was happening in each school.



4. Sites for collection of interview and focus group data were selected based on specific characteristics (e.g. the 2 control sites from Nyanza with the highest performance scores at wave 2; sites from each variation). Qualitative data were examined in conjunction with survey data to search for insights into whether and how the sites differed with respect to their specific selection criteria.

Details on the steps taken in the analysis of textual data are described in Appendix A.

### ***Triangulation***

All forms of data were combined in developing the analysis and conclusions in this report.

### **Presentation of Results**

For ease of comparison, data comparing target with control and pre-programme (wave 1) with post-programme (waves 2 and 3) results are presented as bar graphs in the body of the report with tables that accompany graphs located in Appendix B. Graphs and tables are numbered alike to facilitate location of the exact numbers that coincide with each graph, i.e., Figure A in the body of the report uses data from Table A in Appendix B. Tables and Figures within the body of the report are numbered 1, 2, 3, etc.

Statistical significance was set at  $p \leq .01$  for all tests. This partially compensated for the large sample sizes and number of statistical tests and reduced the likelihood of making a claim of significance for very small or chance results. It should be noted that  $p \leq .01$  is still a liberal level of significance that will identify every difference and change that is likely to be of substantive importance.

Using the individual-level data, statistical tests were conducted on the difference between wave 1 and 3 results for target variations and for control schools and also on the difference in the amount of change between target variations and control schools. Where changes across waves were significantly different, these are noted on the graphs.

The statistical and numerical results of regression analyses are not as intuitively easy to understand as percentages and scale scores. Consequently, the text of the report includes only a verbal description of trends found in regressions. Numerical and statistical results are included in Appendix B.



## **COMMUNITY AND SCHOOL PROFILES**

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This project was designed to include schools and communities with diverse profiles (see sample procedures in Appendix A). This was to ensure that PSABH was tested in communities that might have different sources/forms of HIV vulnerability, may respond differently to the threat of AIDS, and also to the PSABH programme. The following section will provide a collective profile of the communities and schools in this project and of PSABH teacher training.

### **Community Profiles**

AIDS is very real in the lives of the communities participating in this evaluation. Similar to wave 2 analysis, on average across Rift and Nyanza, 39% of students knew of community members who were living with HIV. Approximately 55% of pupils in Nyanza and 62% in Rift Valley knew someone in their village who had died of AIDS. This represents a slight (5%) increase from wave 2 in Nyanza. However, responses on the CRS indicated that publicly attributing a death to AIDS was still a rare event and occurred in less than 8% of the communities.

Teachers in Nyanza reported an average (median) of 53 orphans in the schools, while Rift teachers reported an average of 16 orphans.

According to the CRS, community meetings which discussed HIV and AIDS were present in 95% of the Nyanza communities included in the study, while HIV and AIDS education was incorporated into community festivals or ceremonies in 83% of the communities. The primary focus of the messages for youth remained abstinence through all waves of data collection, with CRS data from only 7% of the communities suggesting that a pro-condom message is important. Condoms were, however, available to adults and youth alike in the majority of communities in both Nyanza and Rift Valley, most typically in clinics and shops.

### ***Church Activity***

During wave 1 data collection, churches were found to be highly influential, with their influence often extending to schools, teachers and curriculum. When the activities of churches were considered, it was evident that churches in every community had HIV/AIDS programming. Since different churches approach issues of health, sexuality, personal responsibility, and morality differently, information about the presence and activities of specific denominations was collected in the CRS. Churches clustered into three faith groupings: Roman Catholic, Protestant, and Breakaway or Traditional churches. Breakaway churches are affiliated with mainline Protestant denominations but incorporate traditional beliefs and practices into their teaching and worship. Traditional churches are founded primarily upon traditional beliefs and practices although they may have, at one time, been affiliated with Protestantism or Catholicism. Both Breakaway and Traditional churches, to varying degrees, include significant portions of traditional beliefs, viewpoints, and practices, together with some aspects of Christianity in their teachings and practices. Because of their similarities and small numbers they were treated as one group. Of note is that the Breakaway/Traditional churches were found almost exclusively in communities in Nyanza; whereas Mainline Protestant churches were more likely to predominate in Rift Valley communities.

Based on CRS reports, there were, on average, 3 churches in each community in Nyanza and 4 per community in Rift. Within these communities, an average of 2 churches per community held HIV meetings. Mainline Protestant churches were more likely to hold HIV meetings than any other type of church. In Nyanza, churches continued to prefer personal, youth oriented messages and were more likely to provide anti-condom or condom misinformation, although there was a substantial increase in the number of impersonal messages or ones that were non-supportive of condoms. In Rift, the focus was on abstinence messages and anti-condom messages or misinformation about condoms.

There was considerable diversity in the types of churches and the level of activity of churches in the different PSABH variations. The presence of different kinds of churches was also strongly associated with the level of resourcing in schools. For example, school ranking on SES<sup>3</sup> was highest where there were Protestant churches in the community and lowest where there were Breakaway/Traditional churches. However, schools sponsored by the Catholic church were generally of lower SES than other schools.

The activities of churches related to HIV and AIDS were frequently spoken of and church leaders and messages were commonly referenced in interviews and focus groups at all waves of data collection. However, none of the measures of presence, meetings, or messages promoted by churches demonstrated a statistical effect on either PSABH programme implementation or pupil outcomes. This is likely because there was little variation in the quantity of activity or the 'prevention messages' of churches in the communities. The primary difference was in the denomination or type of church. The uniformity among Christian practices in this region with respect to their approaches to AIDS may have produced a uniform effect.

### **School Profiles**

In general, Nyanza schools had the following characteristics:

- They were located in rural areas (82%);
- Approximately  $\frac{1}{3}$  were sponsored by the Catholic church and  $\frac{1}{3}$  by Protestant churches (of note is that schools in the Church Leader variation were nearly  $\frac{1}{2}$  Protestant and 43% in the Basic Target variation were Catholic sponsored)
- Most likely to have students belonging to the Luo (58%) than the Kisii (31%) ethnic group with one or the other of these groups predominating in most schools (of note is that schools in the Church Leader variation were over 76% Luo)
- School SES ranged from 43-67. All variations had a mean SES of 53-55
- Schools had an average of 43 pupils per teacher with a range from 9-93
- On average 30% of the teachers were female with a range from 0-100%

In general, Rift schools had the following characteristics:

- More than 70% were not sponsored by a religious organization (of note is that approximately 58% of schools in the peer supporter variation had religious sponsors with the majority (54%) of these Catholic sponsored)

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<sup>3</sup> Calculated based on structural resources –i.e. windows, doors, floor, walls, roof, and desks. Possible scores ranged from 0-100.

- More likely to have students belonging to the Kikuyu ethnic group (58%) or to have a mixture of ethnic groups in the school (of note is that schools with a majority of Kalenjin pupils were only present in the Peer Supporter variation)
- Control schools in Rift Valley had significantly lower SES scores (61% vs. 67% and 68% respectively), and lower proportions of female teachers (27% vs. 49% and 52% respectively), than both the Peer Supporter and Teacher Target schools. This is not surprising since this poorer level of resourcing may reflect why these schools did not send teachers to PSABH training.
- Teacher target schools also had significantly lower ratios of pupils to teachers (38 pupils/teacher vs. 52 and 53 respectively) than Control and Peer Supporter schools
- Peer Supporter schools had the most schools in the highest KCPE quintile

There were also differences between schools in Nyanza and Rift Valley:

- Nyanza schools had lower School SES than those in Rift Valley.
- Rift schools had significantly higher proportions of female teachers.

Community characteristics *did* cluster into set patterns. Thus, schools with primarily Luo pupils were located exclusively in Nyanza Province. They were, on average, of a lower school SES than other schools, had higher average KCPE scores than all but the schools with mixed/other ethnic groupings, and were more likely to be sponsored by a Protestant church. There was greater diversity and a larger number of churches active in these communities. This was evidenced partially by more meetings and programming about HIV/AIDS within these communities compared to others.

Schools with primarily Kisii pupils were also located exclusively in Nyanza Province. They had slightly higher SES scores and proportions of female teachers than schools with primarily Luo pupils and they had the lowest ratios of pupils to teachers. There was less diversity and a smaller number of churches active in these communities.

Schools with primarily Kikuyu pupils were located exclusively in Rift Valley and were more likely to *not* have a religious sponsor. Otherwise, they were within the averages for pupil/teacher ratios, proportions of female teachers, SES scores and KCPE scores for Rift Valley schools. These communities tended to have more churches than those of mixed or predominantly Kalenjin ethnicity.

The remaining schools had either a mixture of ethnicities among the pupils or the majority of the pupils belonged to ethnic groups which were not sufficiently represented to create a profile (i.e., only 1 school had a majority of Luhya pupils, 7 schools had a majority of Kuria pupils and 4 had a majority of Kalenjin pupils). Approximately 60% of these schools were in Rift and 40% in Nyanza. These schools had the highest average proportions of female teachers and the highest average KCPE scores.

### **Teacher Training**

At least one PSABH trained teacher completed the wave 3 survey in 85% of the target schools. Of the PSABH trained teachers, 79% reported that they had undertaken training with their fellow teachers and 61% of the non-PSABH trained teachers reported that they had been trained in their

schools. Both Nyanza and Rift Valley Control schools were not to receive training in order to remain true controls. According to CfBT records, training has occurred in these control schools as follows:

Nyanza Control schools (n=50):

- One school is identified as having received all training components (Course A, Course B and Peer supporter training)
- One school is identified as having received Course A

Rift Control schools (n=12):

- In one school, the Head Teacher is identified as having received Course A

Nyanza Basic Target schools and four of the variations were expected to have received training in Courses A and B and to have peer supporters trained. According to CfBT records, training has not occurred in all schools as expected. The following highlights where schools deviate from their expected training:

Nyanza Basic Target schools (n=49):

- Nine schools are identified as having received no training
- Eight others are identified as having received only partial training with all having received Course A, one having received Course B, and four having received Peer Supporter training

Additional Teacher schools (n=10):

- Two schools have not received Peer Supporter training.

Health Worker schools (n=22):

- Two schools are identified as having received no training
- One school is identified as not receiving Course A
- Two schools have not received Course B
- Seven schools are identified as having no Peer Supporter training
- One school is identified as having received only Course A

Church Leader schools (n=17):

- Ten of these schools were trained in January and twelve schools were trained in June, five of the schools had representatives attend both training sessions
- Nine of these schools sent two or more church leaders to training (to a maximum of 5)
- Given that there was an overlap in attendance it is unclear whether the June session was treated as the equivalent of a Course B or a repeat of Course A

Rift Peer Supporter Target schools (n=20):

- One school has no data from CfBT
- Two schools are recorded as not having received Course B
- One has not received either Course A or Course B

One Rift Valley variation was expected to receive only Courses A and B so that results here could be compared with the Rift Peer Supporter variation to identify the effect of peer supporters in the school.

Rift Teacher Only schools (n=28)

- One school did not receive Course A