



BREAKTHROUGH ENDLINE REPORT

2007-08

**break
through**
building human rights culture

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Executive Summary

The Rights Advocate Programme

Breakthrough in collaboration with DFID and Novib launched a youth peer education programme called the –“RIGHTS ADVOCATE” in the three universities; Delhi, Jamia Millia Islamia and Lucknow University. After introduction of the programme in these universities, 30 students were selected as peer educators.

The Rights Advocate program provided the peer educators information on HIV/AIDS; modes of transmission and prevention, and a holistic orientation to issues of sexuality, gender and sexual health, all within a non-judgmental rights-based approach that encouraged dialogue, responsible decision making and reduction of stigma and discrimination faced by people living with HIV/AIDS.

The Rights Advocate programme has been able to influence the community at large by conducting awareness raising activities (street plays, screenings of multi-media material, melas, putting up stalls etc) with the general public addressing stigma, discrimination, and prevention and promoting non-judgmental dialogue on sexual health.

Objectives and Reach of the Rights Advocate Programme

The programme has been specially designed for the youth in the age group of 18- 24 years who are sensitive to social issues and are keen to increase HIV/AIDS awareness and understand the issues of sexuality in today’s context. The selected youth come from diverse educational backgrounds such as humanities, engineering etc and also have different socio-economic profile studying in Jamia Millia Islamia, Delhi and Lucknow University.

Through this program the Rights Advocates reached out to young people in Delhi, and National Capital Region, two districts of Uttar Pradesh namely Lucknow, Saharanpur and one district in Uttaranchal i.e. Dehradun.

Focus of the Study and Methodology of Research

A “Before-After” experimental design was used for testing the difference in the levels of knowledge and attitudes for the group, which was exposed, to the Rights Advocate Programme and with those who are not exposed the programme as a controlled group.

The base line research of structured questionnaire was conducted with peer educators at the beginning of the Rights Advocate program. The parameters considered were awareness, knowledge, prevention, attitudes, rights and gender perspective, leadership and communication skills. An end line research was conducted after the completion of the Rights Advocate Program with the same experimental group and also with a similar sample of Control group to assess their increase in knowledge and change in their attitudes.

A group of 23 students from Jamia Millia Islamia University and other Delhi University graduate colleges comprised the Experimental group. Another 25 students with similar characteristics were randomly chosen from other colleges in Delhi and NCR as the Control group.

Findings

Impact of Rights Advocate Program

The Rights Advocate Program has been successful in bringing about a significant change in the awareness level, shift in attitudes and enhancement of communication skills of the participants of the Experimental group.

Awareness level

There has been an increase in awareness in all the parameters with the total percentage increasing from 63.9% to 77.6%.

There is an increase in awareness level on two indicators; 29.5% from baseline (63.2%) to endline(92.7%) about HIV prevention and 39 % increase from baseline (24.7%) to endline (63.7%) about rights of PLHAs.

Shift in Attitude

In terms of Attitudinal change the program has been successful in addressing the Fear and Shame associated with HIV.

In the statement “ I think I can protect myself from HIV/AIDS”; there is an increase of 30.25% from baseline(65.2%) to endline (95.45%) which reflects that they can protect themselves from HIV/AIDS

In the statement “ I would be ashamed if I were infected with HIV”; there is decrease of 26.1% from baseline (26.1%) to endline (0%), which is positive outcome showing decrease in shame associated with infection.

In the statement “I would be ashamed if someone in my family will have HIV/AIDS”; there is decrease of 25.85% from baseline (30.4%) to endline (4.55%), which shows an increased acceptance of PLHAs

Communication skills

In terms of building the communication and leadership skills the program has been successful in improving in the following;

- Communicating ideas effectively: Increase of 25.3% from baseline (56.5%) to endline (81.8%)
- Expressing in front of unknown group of people from different backgrounds/culture: increase of 25.1% from baseline 52.2% to endline 77.3%
- Facing Question and Answer Session: increase of 34.0% from 47.8% to endline (81.8%)

- Organizing and performing street plays, dramas and road shows etc- increase of 21.2% from baseline (65.2%) to endline (86.4%)
- Promote group morale and cohesion & Inspiring audience to take action; increase of 21.2% from (65.2%) to endline (86.4%)
- Organize & motivating people to achieve tasks; increase of 21.2% from (65.2%) to endline (86.4%)
- Help others understand themselves with constructive feedback; increase of (21.7%) from baseline (78.3%) to endline (100%).

The increased communication skills among peer educators resulted in dissemination of sensitive issues like sexuality, HIV/AIDS and human rights not only to their peer groups but also to wider public within university campus, market places like Dilli Haat, Hazaratganj, malls, buses and slum areas. The peers used different mediums such as theatre, workshop, one to one interaction and putting up game stalls and use of media to diverse audience.

In all other targeted parameters like Knowledge about Sexuality, Vulnerability of Women, Rights of WLHA, more exposure is needed through such programs to bring out a significant change, which will also result in change in the attitudes of Blame and Enacted Stigma.

Conclusions

The programme has been successful in creating awareness about HIV/AIDS prevention and rights of PLHAs. This has resulted in shift in attitudes viz they think they can protect themselves from HIV/AIDS, decrease in the shame associated with HIV/AIDS and there is higher acceptance of PLHAs

The program should be on a sustainable basis at different levels in order to provide the knowledge, awareness about HIV and Sexuality with the Rights perspective. With sustained effort it could also bring about attitudinal change and behaviour change in blame and enacted stigma subsequently.

The programme has made a positive impact on the peer educators in terms of knowledge, awareness and shift in attitudes along with skill building. The need is to replicate similar programme on a much wider scale reaching out to youth from marginalized communities who have limited exposure on these issues.



Sessions on Sexuality

Section 1.0 Introduction to the Peer Education Program

The need for youth peer education program on HIV/ AIDS awareness.

According to current statistics over 60 million people who have been infected with HIV in the past 20 years i.e. from 1980- 2000, about half became infected between the ages of 15 and 24. Today, nearly 12 million young people are living with HIV/AIDS. Young women are several times more likely than young men to be infected with HIV. Such statistics underscore the urgent need to address HIV/AIDS among youth. Yet the HIV/AIDS epidemic among youth remains largely invisible to adults and to young people themselves.

Section 1.1 Why are youth vulnerable?

- Physical, psychological, and social attributes of adolescence make young people particularly vulnerable to HIV and other sexually transmitted infections (STI).
- Youth often are not able to comprehend fully the extent of their exposure to risk.
- Societies often compound young people's risk by making it difficult for them to learn about HIV/AIDS and reproductive health.
- Social inexperience along with emotional and economic dependence on others.
- Peers have a huge influence on youth and often encourage risky behaviour.

Section 1.2 The Rights Advocate Programme

Breakthrough in the year 2006-07 launched a youth peer education program on HIV/ AIDS awareness with selected students from various colleges of Delhi, Jamia Millia Islamia and Lucknow University The program has been supported by DFID and NOVIB.

Breakthrough: Building Human Rights Culture

Breakthrough is an international not for profit organization which uses education and popular media to promote public awareness and dialogue about human rights and social justice.

Breakthrough works on several interrelated human rights issues including women's right, sexual and reproductive health, peace and religious harmony, and racial, ethnic and caste equity. The education program builds connections across rights issue, focusing on the universality, indivisibility and intersectionality of human rights through media, education materials and internet forums.

Breakthrough in collaboration with DFID and NOVIB has launched its peer education programme called the – “RIGHTS ADVOCATE” for the year 2006-07.

Aim: To involve young peer educators and local youth in removing the shroud of secrecy and shame surrounding sex and sexuality, creating environments where sex/sexuality and HIV/AIDS can be discussed openly in order to build a healthy attitude towards sexuality and reduce stigma associated with HIV/AIDS. The focus of the programme is awareness about HIV/AIDS issues and promoting the rights of PLHA (especially women) and combating stigma.

Section 1.2.1 The Program Process:

The Rights Advocate program provides the youth with education about modes of transmission and prevention of HIV infection, and provides a holistic orientation to issues of sexuality and sexual health, all within a non-judgmental rights-based approach that encourages dialogue, responsible decision making and the reduction of stigma and discrimination of people living with HIV.

The Rights Advocates were able to influence community at large by conducting awareness raising activities (street plays, screenings of multi-media material, melas, putting up stalls etc) with the general public, addressing issues around stigma and discrimination faced by PLHA, prevention from HIV and promoting non-judgmental dialogue on sexual health. **Through direct workshops the students have reached over 480 people. Outreach events or indirect outreach activities have reached over 2900 people.**



Public edutainment through stalls in

Lucknow

Section 1.3 Expected Programme Outcomes

The programme would help to:

- Highlight the role of young people, as well as families and communities, in reducing stigma.
- Provide accurate, judgment-free information on sexuality, sex, and HIV/AIDS in a rights-based gender framework to raise comfort levels in the community around discussing these issues.
- Increase youth's ability to prevent HIV/AIDS through responsible decision making and the negotiation of safer sex by stressing responsibility in reducing vulnerability to infection
- Respect the influence youth have on their friends and on each other in a positive manner.
- Recognize that education on HIV, abstinence, and condom use has a better chance of leading to behavioural change when its source is a friend and of the same age.
- Sensitize towards rights of PLHA and WLHA

The Rights Advocate program is targeted to enable youth to:

- Gain knowledge on the issues of HIV/AIDS and sexuality from a rights based gender sensitive perspective.
- Help their friends and other people of the same age make safer decisions about sex and take responsibility of those decisions made.
- Discover their skills and attitudes and build upon them constructively and work as a team.
- Help them develop their communication and leadership skills.
- Be creative and bring out interesting, informative publicity material and manual.
- Reach out in small groups or through individual contact in schools & universities, clubs, workplaces, on the street or in a shelter, through workshop, theatre, stalls and campaigns.
- Use informative publicity material to bring about a positive change by encouraging responsible and safer behaviour among young adults.

Section 1.4 Target Audience & Geographical Outreach

This programme has been specially designed for the youth in the age group of 18- 24 years who are sensitive to social issues and are keen to increase HIV/AIDS awareness and understand the issues of sexuality in today's context. The selected youth are from lower middle class to upper middle class backgrounds from different cities and towns studying in Jamia Millia Islamia, Lucknow University and Delhi University. Majority of the students are from the humanities background doing Bachelors in Social work to Political Science to Journalism.

Through this program the Rights Advocate would be reaching out to young people in Delhi & NCR, two districts of Uttar Pradesh namely Lucknow, Saharanpur and one district in Uttaranchal i.e. Dehradun.

Section 1.4.1 Program Outline

- Presentations in colleges in Delhi University, Jamia Millia University and Lucknow university.
- Selection & short listing of 30 peer educators from Delhi and Lucknow.
- Base line study of control and experimental group of Delhi students.
- Orientation to the program
- 8 month intensive training including 12 workshops and mentorship in IEC, public speaking and training skills and addressing gender, sexuality, HIV/AIDS stigma and discrimination and prevention.
- Theatre Workshops and Communication team building activities and campaign design over a period of 15 days.
- Design and development of Rights Advocates manual, HIV/ AIDS booklet, and promotional material like mugs and T shirts.
- Exposure to three HIV/ AIDS care and support organization.
- Training on how to use multi-media material created for the stigma campaign in local districts.
- Mid Term evaluation and dry runs to conduct workshops by the students
- Outreach activities through workshops, film screenings, theatre, stalls and other public education events in the Delhi, NCR, Uttaranchal, and Uttar Pradesh. 13 workshops with college youth in Delhi, 4 workshops in Dehradun, Uttaranchal and in Saharanpur, Uttar Pradesh. Apart from these they did 4 outreach activities in Lucknow, Dehradun, Saharanpur and the National Capital Region.
- 3 public events in the form of street theatre on Stigma and Discrimination reaching out to youth and the larger community.
- Distribution of publicity products.
- Evaluation of indirect audience in Saharanpur and Delhi.

- End Line study and program closure and certification of students.
- Documentation, reporting and video footage of the entire peer education program done online.



Theatre performance at Sangam Vihar

Section 1.5 Evaluating Efficacy of the Program – Methodology Adopted

Two groups¹ were considered for establishing the efficacy and impact of the Rights Advocate Program.

Group I Experimental Group

A group of 23 students from Jamia Millia Islamia University and other graduate colleges from Delhi comprised the Experimental group. Structured questionnaire was administered to assess their level of knowledge on HIV/AIDS, sexuality and communication skills, followed by extensive trainings conducted among these students addressing these issues. At the time of closing the programme same structured questionnaire was administered to assess their increase in knowledge and change in attitudes.

Group II Control group

Another 25 students with similar characteristics were randomly chosen from other colleges as the control group. Structured questionnaire was administered to the students along with experimental group and again same questionnaire was addressed to the students during the endline study. This group was not exposed to the trainings.

A “Before” and “After” methodology was used for evaluating whether a significant difference exists between the awareness and knowledge levels of the Experimental group. The awareness and knowledge score of the control group was also compared to check whether there are differences and whether the extent of these differences is higher/lower than the differences in the Experimental group.

The “Before” scores were measured as a “Base line” case while the “After” scores were measured as an “end line” case.

Section 1.5.1 Base Line Research (“Before” Scores)

The base line research with peer educators has been conducted at the beginning of the Rights Advocate program to assess the participants in terms of their awareness, knowledge, prevention, attitudes and rights and gender perspective, leadership and communication skills. A structured multiple-choice test with 89 questions was designed for the purpose. (See Annexure I)

The same test was taken for both the groups under strict examination conditions.

Scores for the “Before” the Rights Advocate program were obtained for both groups.

¹ A *controlled* experiment generally compares the results obtained from an experimental sample against a *control* sample, which is practically identical to the experimental sample except for the one aspect whose effect is being tested. A good example would be a drug trial. The sample or group receiving the drug would be the experimental one; and the one receiving the placebo would be the control one.

Section 1.5.2 End Line Research

The experimental group was then exposed to the Rights Advocate Program. They have imparted their knowledge to second level local youth in workshops. After the conduction of the Program the “After” condition was tested again using the same set of questions for both the groups. The experimental group remained the same but control group was a matched sample.

Score for both experimental and control groups were compared for “Before-After” Situations to make an objective assessment of whether the Rights Advocate Programme has had a desired impact.



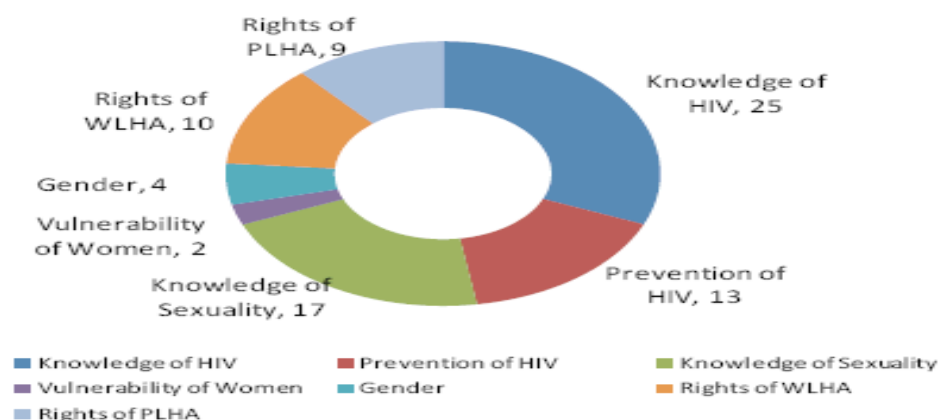
Rights Advocates taking sessions at Gargi

College.

Section 1.6 Categorization of Parameters to be tracked

The 89 questions were classified into different parameters, which were then measured for the difference:

Parameter	Number of questions
Knowledge of HIV	21
Prevention of HIV	10
Knowledge of Sexuality	17
Vulnerability of women	2
Gender	4
Rights of WLHA	2
Rights of PLHA	5
Total	61
Stigma against HIV	14
Self Assessment Questions	14
Total	89



The sections as described above have been assigned marks based on wrong or right answers. Sections for Stigma against HIV and Self Assessment Questions have not been considered in the total score as they were attitude-rating questions for which mean scores were more appropriate.

The maximum marks or scores for each section have also been taken as weights. The 61 questions with “Yes”/”No” binary answers have a score of 80. The responses on the individual questions were clubbed into different parameters and the scores for the experimental group and the control group. (Before and After) were compared.

Section 2.0 Survey Results of the Base Line and End Line

In this chapter the comparison between base line and end line cases for both, the experimental and control groups has been undertaken to make an assessment of the impact of the program on the parameters of knowledge, awareness, rights, attitude towards an HIV infected person and development of communication and leadership skills.

Section 2.1 Sample Profile

Group I	Experimental Group		
	Before	23 participants	JamiaMillia & Delhi University
	After	22 participants	JamiaMillia & Delhi University
Group II	Control Group		
	Before	25 participants	
	After	27 participants	

In case of base line control group was selected at random from graduate colleges in Delhi – Deshbandhu College, Gargi College, IIT Delhi and Kamla Nehru College.

In the end line case the control group was selected from a matched sample of students at Dayal Singh College, Indraprastha College and Kirorimal College.

Table 1: Distribution of sample across experimental and control groups in base line and end line

Sex of respondent	BASE LINE		END LINE	
	EXPERIMENTAL	CONTROL	EXPERIMENTAL	CONTROL
	Number of respondents	Number of respondents	Number of respondents	Number of respondents
Male	10	16	12	13
Female	13	9	10	14
Total	23	25	22	27

The sample was a well balanced one between genders and within the experimental and control groups.

Section 2.2 Parameter wise differences in scores

- Base Line case- Difference between experimental and control groups
- Rights Advocate-Difference Between Base Line and End Line for Experimental Group
- Impact of Rights Advocate Program on Attitude Towards HIV
- Impact of Rights Advocate program on Communication and leadership skills

Base Line case- Difference between experimental and control groups

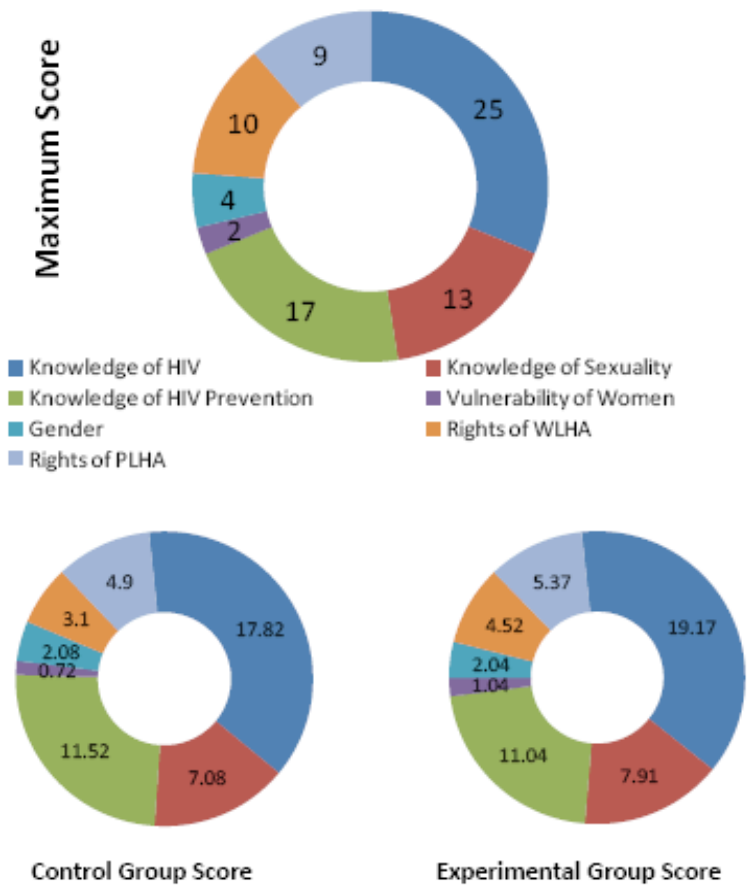
For the experimental and control groups, the mean scores for each of the parameters were compared and tested for significance to assess whether there exists a statistically significant difference or not.

Differences between the experimental and control groups on the mean scores of parameters considered and the overall performance have been highlighted in the table below:

Table 2: Parameter Means for Experimental and Control

Parameters	Group	Maximum Marks	Mean Score	% of marks scored
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Knowledge of HIV	Experimental	25	19.17	76.7
	Control		17.82	71.3
Knowledge of Sexuality	Experimental	17	7.91	46.5
	Control		7.08	41.6
Knowledge of HIV Prevention	Experimental	13	11.04	84.9
	Control		11.52	88.6
Vulnerability of Women	Experimental	2	1.04	52.2
	Control		0.72	36.0
Gender	Experimental	4	2.04	51.1
	Control		2.08	52.0
Rights of WLHA	Experimental	10	4.52	45.2
	Control		3.10	31.0
Rights of PLHA	Experimental	9	5.37	59.7
	Control		4.90	54.4
Total	Experimental	80	51.11	63.9
	Control		47.22	59.0



- Other than the two parameters – Knowledge of HIV and Knowledge of Prevention of HIV which scored in the range of 71-76% and 85-88% between the experimental and control groups, all other parameters had scored less than 60% for both the groups.
- Lowest score is on the parameter of Knowledge of Sexuality (41-46%) and the Rights of WLHA (31-45%).
- Across all the parameters the experimental group had scored over the control group.
- Knowledge on HIV and HIV prevention is already on the higher side among both the groups.

Statistical tests were used for ascertaining whether these differences between experimental and control group were significant.

Section 2.2.1 Testing of Base Line Differences Between Experimental and Control Groups

Sample size for experimental and control groups were 23 and 25 respectively. The table below shows the calculation of the test statistic and the application of the “z test” at 95% level of significance. The results of the test have been mentioned in the last column.

- For all the parameters for the base line case there was no difference statistically between the responses received from the experimental group as against the control group.
- The experimental group was as knowledgeable or as unaware about the issue being considered as the control group.

Table 3: Calculation of Test Statistic to Test Difference of Proportions between Control and Experimental Groups for Base Line Case

Parameters	Experimental Group		Control group		Calculation of Test Statistic				Result
	N1	P1	N2	P2	$P=(N1P1+N2P2)/(N1+N2)$	$SE(P1-P2) = \sqrt{P(100-P)(1/N1 + 1/N2)}$	$1.0(1.96SE)$	P1-P2	
Knowledge of HIV	23	76.70	25	71.30	73.9	12.7	20.8	5.4	No
Knowledge of Sexuality	23	46.50	25	41.60	43.9	14.3	23.5	4.9	No
Knowledge of HIV Prevention	23	84.90	25	88.60	86.8	9.8	16.0	3.7	No
Vulnerability of Women	23	52.20	25	36.00	43.8	14.3	23.5	16.2	No
Gender	23	51.10	25	52.00	51.6	14.4	23.7	0.9	No
Rights of WLHA	23	45.20	25	31.00	37.8	14.0	23.0	14.2	No
Rights of PLHA	23	59.70	25	54.40	56.9	14.3	23.5	5.3	No

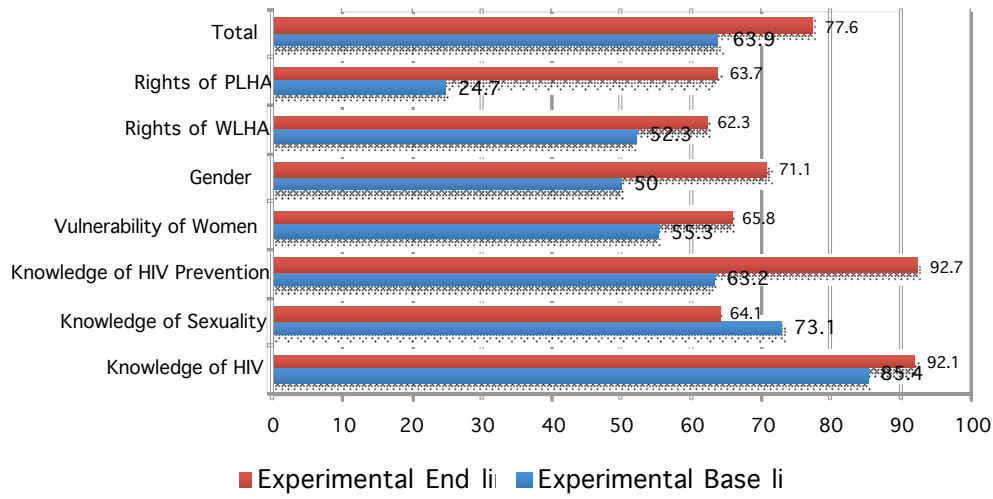
Section 2.3 Impact of Rights Advocate Program

Difference between Base Line and End Line for Experimental Group

Table 4: Parameter Means for Experimental Base Line and End Line

Parameters	Group	Maximum Marks	Mean Score	% of marks scored
Knowledge of HIV	Experimental Base line	25	19.17	85.4
	Experimental End line		23.0	92.1
Knowledge of Sexuality	Experimental Base line	17	7.91	73.1
	Experimental End line		10.9	64.1
Knowledge of HIV Prevention	Experimental Base line	13	11.04	63.2
	Experimental End line		12.1	92.7
Vulnerability of Women	Experimental Base line	2	1.04	55.3
	Experimental End line		1.3	65.8
Gender	Experimental Base line	4	2.04	50
	Experimental End line		2.8	71.1
Rights of WLHA	Experimental Base line	10	4.52	52.3
	Experimental End line		5.6	62.3
Rights of PLHA	Experimental Base line	9	5.37	24.7
	Experimental End line		6.4	63.7
Total	Experimental Base line	80	51.11	63.9
	Experimental End line		62.1	77.6

- 19 cases which were common during the base line and end line surveys were used for estimating the difference in awareness percentage for different parameters.
- There has been an increase in awareness in all the parameters with the total percentage increasing from 63.9% to 77.6%.



The left graph shows the difference in base line scores and end line scores.

Table 5: Calculation of Test Statistic to Test Difference of Proportions between Experimental Groups for Base Line and End Line Cases

Parameters	Experimental Group Base line		Experimental Group End line		Calculation of Test Statistic				Result
	N1	P1	N2	P2	$P = \frac{N1P1 + N2P2}{N1 + N2}$	$SE(P1 - P2) = \sqrt{P(100 - P)(\frac{1}{N1} + \frac{1}{N2})}$	$1.0(1.96SE)$	P1-P2	SIGNIFICANT
Knowledge of HIV	19	85.4	19	92.1	88.75	10.3	16.8	6.7	no
Knowledge of Sexuality	19	73.1	19	64.1	68.6	15.1	24.7	9	no
Knowledge of HIV Prevention	19	63.2	19	92.7	77.95	13.5	22.1	29.5	yes
Vulnerability of Women	19	55.3	19	65.8	60.6	15.9	26.0	10.5	no
Gender	19	50.0	19	71.1	60.6	15.9	26.0	21.1	no
Rights of WLHA	19	52.3	19	62.3	57.3	16.0	26.3	10.0	no
Rights of PLHA	19	24.7	19	63.7	44.2	16.1	26.4	39.0	yes
Total	19	65.3	19	77.6	71.5	14.7	24.0	12.3	no

The table above tests whether the scores obtained in the base line and end line of the experimental group is significant or not.

There is a significant difference between the Base line and End line scores for two parameters – “Knowledge of HIV Prevention” and “Rights of PLHA” The Rights Advocate Program has been instrumental in bringing about an increase in the awareness level of the Experimental group on these two parameters.

Section 2.4 Impact of Rights Advocate Program

Difference between Base Line and End Line for Control Group

Control group sample for the end line consisted of 22 participants. There is no significant difference between the scores of the base line and end line control groups except for the parameter – rights of WLHA. The end line control group had a higher proportion of females (45%) as against the base line (39%), which could be the reason for higher sensitivity towards the rights of the WLHA.

The control group has remained at the same level in its awareness, implying that there has been no external influence which could have resulted in the change in awareness levels of the experimental group for the two parameters – Knowledge of HIV Prevention and Rights of PLHA; it can be directly attributed to the Rights Advocate Program.

Table 6: Calculation of Test Statistic to Test Difference of Proportions between Control Groups for Base Line and End Line Cases

Parameters	Control Group Base line		Control Group End line		Calculation of Test Statistic				Result
	N1	P1	N2	P2	$P = \frac{N1P1 + N2P2}{N1 + N2}$	$SE(P1 - P2) = \sqrt{P(100 - P)(\frac{1}{N1} + \frac{1}{N2})}$	$1.0(1.96SE)$	P1-P2	SIGNIFICANT
Knowledge of HIV	25	71.3	22	89.1	79.6	11.8	19.3	17.8	No
Knowledge of Sexuality	25	41.6	22	62.4	51.3	14.6	24.0	20.8	No
Knowledge of HIV Prevention	25	88.6	22	91.3	89.9	8.8	14.5	2.7	No
Vulnerability of Women	25	36	22	56.5	45.6	14.6	23.9	20.5	No
Gender	25	52	22	66.3	58.7	14.4	23.6	14.3	No
Rights of WLHA	25	31	22	58.7	44.0	14.5	23.8	27.7	Yes
Rights of PLHA	25	54.4	22	61.7	57.8	14.4	23.7	7.3	No
Total	19	59.0	22	75.0	67.6	14.7	24.0	16.0	No

Section 2.5 Impact of Rights Advocate Program on Attitude Towards HIV

There were 14 statements depicting different types of stigma – fear, blame and shame that the respondents were asked to rate on an agreement – disagreement scale from 1 to 5. (1=Strongly Disagree; 2=Disagree; 3 Neither Disagree nor agree; 4=Agree and 5=Completely Agree)

These statements described the fear, blame and shame associated with HIV infected persons. The mean score on a scale of 1 to 5 has been described for each statement in the table given below.

Table 7: Statements on Stigma towards PLHA – Mean scores for Experimental group – Base Line and End Line(Agree score)

GROUP WISE STATISTICS	GROUP	
	EXPERIMENTAL BASE LINE	EXPERIMENTAL END LINE
	Mean	Mean
I would not hesitate to be in a class with a student who is infected with HIV	4.520	4.45
I would stop being friends with someone because he or she has AIDS	1.610	1.36
I think people with HIV deserve what is happening to them	1.740	1.5
I am afraid that someday I could get HIV	2.870	3.0
I think I can protect myself from HIV infection and from AIDS	3.740	4.73
I totally blame the person who is infected with HIV because he/ she got it because of irresponsible behaviour	2.130	2.23
I feel angry on the person because he has done a very wrong thing by going to outside females	3.130	2.59
It is shameful for the person and as well as their supporter of HIV infected person	1.870	1.41
People with HIV/Aids should be ashamed of themselves	1.740	1.55
HIV infected person is always unfaithful	1.780	1.64
I would be ashamed if I were infected with HIV	2.350	2.00
I would be ashamed if someone in my family will have HIV/AIDS	2.220	1.77
HIV is a punishment from the GOD whoever has it deserves it .	1.650	1.32
People with HIV/AIDS should be allowed to fully participate in social events in the community/Society	4.130	4.59

Difference between the experimental group for the base line and end line has been tested using the **z test**.

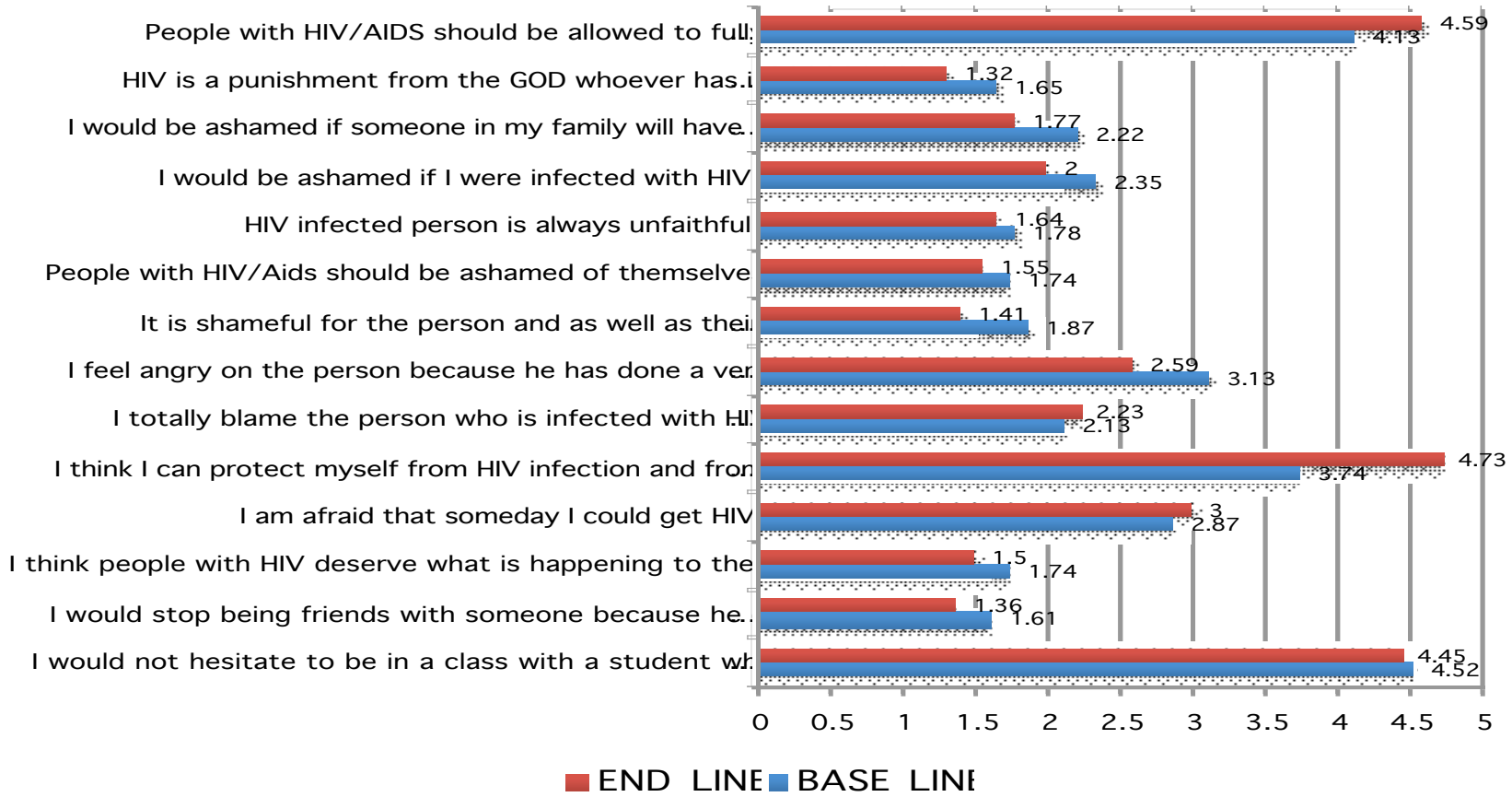


Table 8: Calculation of Test Statistic to Test Difference of Proportions between Experimental Groups for Base Line and End Line

GROUP WISE STATISTICS	GROUP		Calculation of Test Statistic					Result	
	N1	EXPERIMEN TAL	N2	EXPERIMEN TAL	$P = \frac{N1P1 + N2P2}{N1 + N2}$	$SE(P1-P2) = \sqrt{P(100-P)(\frac{1}{N1} + \frac{1}{N2})}$	$1.0(1.96SE)$	P1-P2	SIGNIF ICANT
		BASE LINE % OF RESPONDENTS		END LINE % OF RESPONDENTS					
I would not hesitate to be in a class with a student who is infected with HIV	23	91.3	22	86.36	88.9	9.4	15.4	4.93	No
I would stop being friends with someone because he or she has AIDS	23	8.7	22	9.09	8.9	8.5	13.9	0.39	No
I think people with HIV deserve what is happening to them	23	8.7	22	9.09	8.9	8.5	13.9	0.39	No
I am afraid that someday I could get HIV	23	34.8	22	31.82	33.3	14.1	23.1	2.98	No
I think I can protect myself from HIV infection and from AIDS	23	65.2	22	95.45	80.0	11.9	19.6	30.2	Yes
I totally blame the person who is infected with HIV because he/ she got it because of irresponsible behaviour	23	21.7	22	9.09	15.5	10.8	17.7	12.6	No
I feel angry on the person because he has done a very wrong thing by going to outside females	23	43.5	22	27.27	35.6	14.3	23.4	16.2	No
It is shameful for the person and as well as their supporter of HIV infected person	23	13	22	9.09	11.1	9.4	15.4	3.90	No
People with HIV/Aids should be ashamed of themselves	23	13	22	13.64	13.3	10.1	16.6	0.63	No
HIV infected person is always unfaithful	23	8.7	22	4.55	6.7	7.4	12.2	4.15	No
I would be ashamed if I were infected with HIV	23	26.1	22	0.00	13.3	10.1	16.6	26.1	Yes
I would be ashamed if someone in my family will have HIV/AIDS	23	30.4	22	4.55	17.8	11.4	18.7	25.8	Yes
HIV is a punishment from the GOD whoever has it deserves it .	23	4.3	22	9.09	6.6	7.4	12.2	4.7	No

People with HIV/AIDS should be allowed to fully participate in social events in the community/Society	23	78.3	22	90.91	84.5	10.8	17.7	12.6	No
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There is a significant difference between the agreement percentages of the following parameters between the end line and base line experimental group:

In terms of Attitudinal change the program has been successful in addressing the Fear and Shame associated with HIV.

In the statement “ I think I can protect myself from HIV/AIDS”; there is an increase of 30.25% from baseline(65.2%) to endline (95.45%) which reflects that they can protect themselves from HIV/AIDS

In the statement “ I would be ashamed if I were infected with HIV”; there is decrease of 26.1% from baseline (26.1%) to endline (0%) which is positive outcome showing decrease in shame associated with infection.

In the statement “ I would be ashamed if someone in my family will have HIV/AIDS”; there is decrease of 25.85% from baseline (30.4%) to endline (4.55%) which shows an increased acceptance of PLHAs

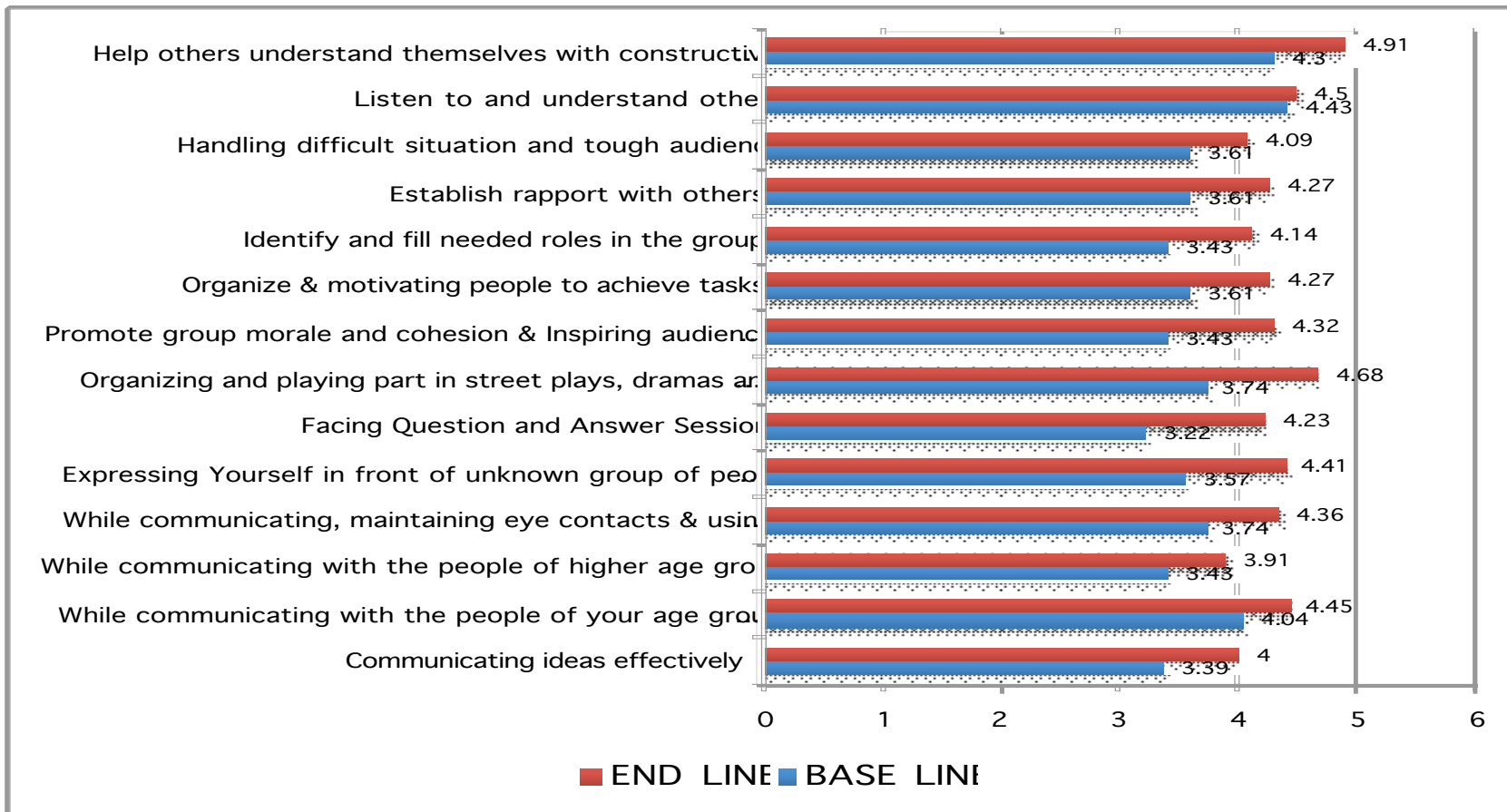
The program has been successful in reducing attitude of shame associated with HIV infection among the experimental group. It has also helped in building confidence about being able to protect oneself from the infection.

Section 2.6 Impact of Rights Advocate Program on Communication and Leadership Skills

The last question in the test consisted of 14 statements to evaluate the confidence, leadership and communication skills of the respondents. These were evaluated on a 6 point scale of (*1=Poor; 2=Below Average; 3=Average; 4=Good; 5=Very Good; 6=Excellent*). Mean scores of experimental, control and total samples have been enumerated below.

Table 9: Communication and Leadership Skill Means for Experimental Group – Before and After

GROUP WISE STATISTICS	GROUP	
	EXPERIMENTAL BASE LINE	EXPERIMENTAL END LINE
	Mean	Mean
Communicating ideas effectively	3.39	4.00
While communicating with the people of your age group (apart from friends)	4.04	4.45
While communicating with the people of higher age group	3.43	3.91
While communicating, maintaining eye contacts & using appropriate body language	3.74	4.36
Expressing Yourself in front of unknown group of people from different backgrounds/culture	3.57	4.41
Facing Question and Answer Session	3.22	4.23
Organizing and playing part in street plays, dramas and road shows etc.	3.74	4.68
Promote group morale and cohesion & Inspiring audience to take action	3.43	4.32
Organize & motivating people to achieve tasks	3.61	4.27
Identify and fill needed roles in the group	3.43	4.14
Establish rapport with others	3.61	4.27
Handling difficult situation and tough audience	3.61	4.09
Listen to and understand others	4.43	4.50
Help others understand themselves with constructive feedback	4.30	4.91



In the base line case on almost all the statements, the mean scores varied from 3 to 4 implying that the skills ranged from average to good. The youth peer educator program had therefore the focus on developing these skills to an appreciable extent. The difference between the base line and end line experimental group has been tested for significance in order to identify the skills on which there has been an impact.

Table 10: Calculation of Test Statistic to Test Difference of Proportions between Experimental Groups for Base Line and End Line Cases

GROUP WISE STATISTICS	GROUP				Calculation of Test Statistic				Result
	EXPERIMEN TAL	EXPERIMEN TAL	EXPERIMEN TAL	EXPERIMEN TAL	$P = \frac{N1P1 + N2P2}{N1 + N2}$	$SE(P1 - P2) = \sqrt{P(100 - P)(\frac{1}{N1} + \frac{1}{N2})}$	$1.0(1.96SE)$	P1-P2	SIGNIFICANT
	BASE LINE	BASE LINE	END LINE	BASE LINE					
	N1	% (Sum of Good, Very Good, Excellent Rating)	N2	% (Sum of Good, Very Good, Excellent Rating)					
Communicating ideas effectively	23	56.5	22	81.8	68.9	13.8	22.6	25.3	Yes
While communicating with the people of your age group (apart from friends)	23	73.9	22	86.4	80	11.9	19.6	12.5	No
While communicating with the people of higher age group	23	56.5	22	72.7	64.4	14.3	23.4	16.2	no
While communicating, maintaining eye contacts & using appropriate body language	23	60.9	22	77.3	68.9	13.8	22.6	16.4	no
Expressing Yourself in front of unknown group of people from different backgrounds/culture	23	52.2	22	77.3	64.5	14.3	23.4	25.1	yes
Facing Question and Answer Session	23	47.8	22	81.8	64.4	14.3	23.4	34	yes
Organizing and playing part in street plays, dramas and road shows etc.	23	65.2	22	86.4	75.6	12.8	21	21.2	yes
Promote group morale and cohesion & Inspiring audience to take action	23	65.2	22	86.4	75.6	12.8	21	21.2	yes
Organize & motivating people to achieve tasks	23	65.2	22	86.4	75.6	12.8	21	21.2	yes
Identify and fill needed roles in the group	23	60.9	22	63.6	62.2	14.5	23.7	2.7	no
Establish rapport with others	23	69.6	22	81.8	75.6	12.8	21	12.2	no
Handling difficult situation and tough audience	23	65.2	22	72.7	68.9	13.8	22.6	7.5	no
Listen to and understand others	23	82.6	22	81.8	82.2	11.4	18.7	0.8	no
Help others understand themselves with constructive feedback	23	78.3	22	100	88.9	9.4	15.4	21.7	yes

There has been a significant impact of the training provided in the Rights Advocate Program on the following skills of the participants:

1. Communicating ideas effectively (Baseline 56.5% to Endline 81.8%)
2. Expressing in front of unknown group of people from different backgrounds/culture (Baseline 52.2% to Endline 77.3%)
3. Facing Question and Answer Session (Baseline 47.8% to Endline 81.8%)
4. Organizing and playing part in street plays, dramas and road shows etc. (Baseline 65.2% to Endline 86.4%)
5. Promote group morale and cohesion & Inspiring audience to take action (Baseline 65.2% to Endline 86.4%)
6. Organize & motivating people to achieve tasks (Baseline 65.2% to Endline 86.4%)
7. Help others understand themselves with constructive feedback (Baseline 78.3% to Endline 100%)

Out of the 14 communication and leadership skills listed above, the program has been successful in improving 7 skills.

Section 2.7 Action by peer educators

Through direct workshops the students have reached over 480 people. Outreach events or indirect outreach activities have reached over 2900 people. These training and interactive sessions have resulted in participants being made aware on HIV/AIDS rights and sexuality. A sample of 85 students reached out through by our peer educators has been analyzed. The educational background of these 85 students is given in Annexure II. 37.6% males and 62.4% were females among the group of 85.

After the awareness building sessions the students were asked to fill a questionnaire comprising questions on HIV/AIDS to analyse how much they have gained and retained from these sessions. They were also asked to rate their peer educators. The detail of scores is given in annexure III.

Section 2.8 Conclusions

Findings

Impact of Rights Advocate Program

The Rights Advocate Program has been successful in bringing about a significant change in the awareness level, shift in attitudes and enhancement of communication skills of the participants of the Experimental group.

Table: Statistically Significant indicators

% of Difference of significant Indicators (According to statistical test between endline and base line)	Base line	End line	% Difference
Awarenesss			
Knowledge of HIV Prevention	63.2	92.7	29.5
Rights of PLHA	24.7	63.7	39
Attitudes			
I think I can protect myself from HIV infection and from AIDS	65.2	95.45	30.25
I would be ashamed if I were infected with HIV*	26.1	0	26.1
I would be ashamed if someone in my family will have HIV/AIDS*	30.4	4.55	25.85
Communication skills			
Communicating ideas effectively	56.5	81.8	25.3
Expressing Yourself in front of unknown group of people from different backgrounds/culture	52.2	77.3	25.1
Facing Question and Answer Session	47.8	81.8	34
Organizing and playing part in street plays, dramas and road shows etc.	65.2	86.4	21.2
Promote group morale and cohesion & Inspiring audience to take action	65.2	86.4	21.2
Organize & motivating people to achieve tasks	65.2	86.4	21.2
Help others understand themselves with constructive feedback	78.3	100	21.7

* Negative sentences

Awareness level:

There has been an increase in awareness in all the parameters with the total percentage increasing from 63.9% to 77.6%.

There is an increase in awareness level on two indicators; 29.5% from baseline (63.2%) to endline(92.7%) about HIV prevention and 39 % increase from baseline (24.7%) to endline (63.7%) about rights of PLHAs.

Shift in Attitude

In terms of Attitudinal change the program has been successful in addressing the Fear and Shame associated with HIV.

In the statement “ I think I can protect myself from HIV/AIDS”; there is an increase of 30.25% from baseline(65.2%) to endline (95.45%) which reflects that they can protect themselves from HIV/AIDS

In the statement “ I would be ashamed if I were infected with HIV”; there is decrease of 26.1% from baseline (26.1%) to endline (0%) which is positive outcome showing decrease in shame associated with infection.

In the statement “ I would be ashamed if someone in my family will have HIV/AIDS”; there is decrease of 25.85% from baseline (30.4%) to endline (4.55%) which shows an increased acceptance of PLHAs

Communication skills

In terms of building the communication and leadership skills the program has been successful in improving in the following;

- Communicating ideas effectively: Increase of 25.3% from baseline (56.5%) to endline (81.8%)
- Expressing in front of unknown group of people from different backgrounds/culture: increase of 25.1% from baseline 52.2% to endline 77.3%
- Facing Question and Answer Session: increase of 34.0% from 47.8% to endline (81.8%)
- Organizing and performing street plays, dramas and road shows etc- increase of 21.2% from baseline (65.2%) to endline (86.4%)
- Promote group morale and cohesion & Inspiring audience to take action; increase of 21.2% from (65.2%)to endline (86.4%)

- Organize & motivating people to achieve tasks; increase of 21.2% from (65.2%) to endline (86.4%)
- Help others understand themselves with constructive feedback; increase of (21.7%) from baseline (78.3%) to endline (100%.)

The increased communication skills among peer educators resulted in dissemination of sensitive issues like sexuality, HIV/AIDS and human rights not only to their peer groups but also to wider public within university campus, market places like Dilli Haat, Hazaratganj, malls, buses and slum areas. The peers used different mediums such as theatre, workshop, one to one interaction and putting up game stalls and use of media to diverse audience.

In all other targeted parameters like Knowledge about Sexuality, Vulnerability of Women, Rights of WLHA, more exposure is needed through such programs to bring out a significant change, which will also result in change in the attitudes of Blame and Enacted Stigma.

Conclusions

There has been an increase in awareness in all the parameters with the total percentage increasing from 63.9% to 77.6%.

The programme has been successful in creating awareness about HIV/AIDS prevention and rights of PLHAs. This has resulted in shift in attitudes viz they think they can protect themselves from HIV/AIDS, decrease in the shame associated with HIV/AIDS and there is higher acceptance of PLHAs

The program should be on a sustainable basis at different levels in order to provide the knowledge, awareness about HIV and Sexuality with the Rights perspective. With sustained effort it could also bring about attitudinal change and behaviour change in blame and enacted stigma subsequently.

The programme has made a positive impact on the peer educators in terms of knowledge, awareness and shift in attitudes along with skill building. The need is to replicate similar programme on a much wider scale reaching out to youth from marginalized communities who have limited exposure on these issues.

ANNEXURE

Experimental Common Participants				Earlier								Now							
Idno	Name	Group	Gender	Knowledge Hiv	Knowledge Hiv Prevention	Knowledge Sex	Vulnerability of Women	Gender Knowledge	Rights of PLHA	Rights of WLHA	Total Score	Knowledge Hiv	Knowledge Hiv Prevention	Knowledge Sex	Vulnerability of Women	Gender Knowledge	Rights of PLHA	Rights of WLHA	Total Score
24	MOHD. WASEEM	Experimental	Male	21.5	8	13	2	3	3	6	56.5	24	11	10	2	2	6.5	6.5	62
28	SANA KHAN	Experimental	Female	19.5	5	12	1	2	3	2.5	45	22.5	13	6	1	2	5.5	6	56
30	SHWETA LADSARIA	Experimental	Female	21	8	11	1	1	3	3	48	24	10	12	1	3	6	6	62
31	JAVED ANWAR	Experimental	Male	20	7	11	1	3	3	5.5	50.5	24	13	11	1	3	5	4.5	61.5
33	TANVI SHARMA	Experimental	Female	20	4	15	1	1	3	4.5	48.5	21	12	10	2	3	7	6.5	61.5
34	AMRITA SENGUPTA	Experimental	Female	24	14	15	1	2	3	5	64	24	12	11	2	3	5	7	64
35	SRIPRIYA NAYAK	Experimental	Female	19.5	4	15	1	2	2	6	49.5	21.5	12	12	2	2	5.5	6	61
36	TANYA MATTHAN	Experimental	Female	26	11	15	1	3	4	6.5	66.5	25	13	16	2	3	7	6.5	72.5
37	CHITRA MUKHERJEE	Experimental	Female	25.5	10	14	1	3	3	8	64.5	24	12	13	2	3	7	8	69
38	NEHA KEDIA	Experimental	Female	20	7	10	1	3	4	5.5	50.5	24	12	11	2	4	6.5	3	62.5
39	FARHAN MUGHEES	Experimental	Female	20	5	11	2	2	4	6	50	22	12	9	0	3	8.5	5	59.5
40	DIPANNITA BHATTACHARJEE	Experimental	Female	26	15	14	0	2	2	6	65	25	13	14	2	3	6	5.5	68.5
41	FAIZAN AHMED	Experimental	Male	20	5	11	1	1	1	2.5	41.5	21	13	6	1	2	4.5	2.5	50
42	MOHD. AHBAB KHAN	Experimental	Male	18	9	11	1	2	1	2.5	44.5	22	12	11	1	3	6	2.5	57.5
43	SYED SAIAM HASAN	Experimental	Male	18.5	9	14	1	0	1	4	47.5	22	11	10	1	3	8	7	62
44	ANAS MAQBOOL HASAN	Experimental	Male	23.5	9	11	0	2	2	2.5	50	25	13	14	1	3	8.5	6	70.5
45	AMEEN	Experimental	Male	23.5	10	11	2	2	2	6.5	57	25	11	15	1	3	5.5	7	67.5
46	SADAF UT TAUHID	Experimental	Male	17	8	8	2	2	1	3	41	20	12	7	0	3	8	6	56
47	AKASH DUTTA	Experimental	Male	22	8	14	1	2	2	4	53	21.5	12	9	1	3	5	5	56.5

Demographic Details of Students who were trained by Experimental group

Course Pursuing	Frequency	Percent
B TECH ELECTRICAL AND COMMUNICATION	1	1.2
B.A.	14	16.5
B.A. ENG HONS	3	3.5
B.A. HONS ECO	3	3.5
B.A. HONS JOURNALISM	10	11.8
B.A. SOCIOLOGY HONS	1	1.2
B.B.S.	4	4.7
B.COM HONS	12	14.1
B.S.C. HONS APPLIED ZOOLOGY	1	1.2
B.S.W.	5	5.9
BHMS	1	1.2
BIBF	1	1.2
DIPLOMA IN MACHENICAL ENG	6	7.1
HINDI HONS	3	3.5
HISTROY HONS	11	12.9
Master HRM	2	2.4
M.A.	1	1.2
M.A. ENGLISH HONS	1	1.2
M.I.B.	1	1.2
M.S.W.	1	1.2
POLITICAL SCIENCE	3	3.5

Year	Frequency	Percent
1	37	43.5
2	38	44.7
3	10	11.8
Total	85	100.0

Age wise Breakup	Frequency	Percent
16-18	20	23.5
19-21	55	64.7
> 21	10	11.8

Sex wise Breakup	Frequency	Percent
Male	32	37.6
Female	53	62.4
Total	85	98.8

Question wise tables of Short Questionnaire (trained by Experimental group)

Q1	Male	Column1	Female	Column2	Total	Column3
	Count	Col %	Count	Col %	Count	Col %
Circulatory Systems			10	19.23	10	11.90
Immune systems	32	100.00	42	80.77	74	88.10

Q2	Male	Female		Total		
	Count	Col %	Count	Col %	Count	Col %
An HIV test	32	100.00	49	96.08	81	97.59
A general physical examination			2	3.92	2	2.41

Q3	Male	Female		Total		
	Count	Col %	Count	Col %	Count	Col %
Blood			2	3.92	2	2.41
Breast milk	1	3.13			1	1.20
Saliva	31	96.88	49	96.08	80	96.39

Q4	Male	Female		Total		
	Count	Col %	Count	Col %	Count	Col %
Childbirth injecting drugs	3	9.38	1	1.96	4	4.82
Unprotected heterosexual	21	65.63	45	88.24	66	79.52
Blood transfusions	8	25.00	5	9.80	13	15.66

Q5	Male	Female		Total		
	Count	Col %	Count	Col %	Count	Col %
Semen	3	9.38	3	5.88	6	7.23
Blood	7	21.88	11	21.57	18	21.69
Vaginal fluid			1	1.96	1	1.20
All of the above	22	68.75	36	70.59	58	69.88

Q6	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Having sex			1	1.96	1	1.20
All contraceptives	6	18.75	4	7.84	10	12.05
A latex condom	26	81.25	45	88.24	71	85.54
Doing injected drugs			1	1.96	1	1.20

Q7	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Safer sex(latex condom/barrier)	22	73.33	31	59.62	53	64.63
Abstinence	8	26.67	20	38.46	28	34.15
Sex with a virgin			1	1.92	1	1.22

Q8	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Always use a latex condom during oral anal and vaginal sex	5	15.63	16	30.77	21	25.00
Sterilize injection drug works with bleach or rubbing alcohol			3	5.77	3	3.57
Talk to sex partners about HIV prevention	3	9.38	6	11.54	9	10.71
Don't share needles for piercing tattooing or shooting drugs	1	3.13	9	17.31	10	11.90
All of the above	26	81.25	36	69.23	62	73.81

Q9	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Sexually active people	1	3.13	1	1.92	2	2.38
Homosexuals and prostitutes			1	1.92	1	1.19
Anyone	31	96.88	50	96.15	81	96.43

Q10	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Morality issue	2	6.25	2	3.85	4	4.76
Fear of getting infected	10	31.25	15	28.85	25	29.76
Shame	4	12.50	5	9.62	9	10.71

Not enough info on HIV/AIDS	16	50.00	29	55.77	45	53.57
All			1	1.92	1	1.19

q11	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Information (Reading Material)	17	53.13	40	76.92	57	67.86
Advertisement Campaign	17	53.13	30	57.69	47	55.95
Celebrity talking on the issue	14	43.75	21	40.38	35	41.67
Counseling	14	43.75	35	67.31	49	58.33
Talking to doctors	6	18.75	27	51.92	33	39.29
Talking to positive people	7	21.88	22	42.31	29	34.52
Not possible to change			3	5.77	3	3.57

q12	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Read the material given to you	10	31.25	19	36.54	29	34.52
Get more correct information	13	40.63	32	61.54	45	53.57
Share information with people	16	50.00	37	71.15	53	63.10
Make a play and have shows	11	34.38	20	38.46	31	36.90
Show films addressing this issue	15	46.88	29	55.77	44	52.38
Work with people who are living with HIV	18	56.25	26	50.00	44	52.38

Q13	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Yes	32	100.00	49	98.00	81	98.78
No			1	2.00	1	1.22

Q14	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
Friends	16	50.00	21	41.18	37	44.58
Family Member	2	6.25	9	17.65	11	13.25
Community	11	34.38	10	19.61	21	25.30
Any other	2	6.25	4	7.84	6	7.23
All	8	25.00	17	33.33	25	30.12

Q15	Male		Female		Total	
	Count	Col %	Count	Col %	Count	Col %
1-5	6	20.69	7	14.29	13	16.67
5-10	2	6.90	6	12.24	8	10.26
10-15	4	13.79	7	14.29	11	14.10
15-20	5	17.24	10	20.41	15	19.23
20 or more	12	41.38	19	38.78	31	39.74

Section 2	Male	Female	Group Total
	Mean	Mean	Mean
Knowledge of HIVAIDS	4.13	4.68	4.46
Knowledge of HIVAIDS Prevention	4.30	4.52	4.43
Interpersonal Skill	3.83	4.11	4.00
Communication Skill	3.93	4.31	4.16
Ability to handle question/Answer session	3.57	4.27	3.99
Presentation Skills	3.77	4.04	3.93
Confidence in handling difficult situation	3.53	4.07	3.85
Organizing Skills	3.80	4.04	3.95

Leadership Skills	3.93	4.02	3.99
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(Section 3, Q18) Product category (N=13)	Informative	Attractive	Easy to understand	Clarity of message	Overall
Badmash Postcard	3.80	3.94	3.93	4.00	4.07
Information booklet on HIV/AIDS	4.16	3.59	3.94	3.94	3.93
Maati Music Video	4.36	4.54	4.31	4.00	4.54
Television Ads	4.29	3.93	4.13	4.31	4.40

Qualitative Statements

For Q11 (How can the stigma against people living with HIV be reduced?)

N=12

- BY EDUCATING THEM THROUGH PERSONAL CONTACT
- CHANGING THE GENDER PATTERN OR GIVING SEXSUAL RIGHTS TO WOMEN
- HE SHOULD BE TAKE T O THE PEOPLE WHO SUFFRING FROM IT RATHERE THEN OTHERS
- MAKING IT AS A PART OF SENIOR SECONDARY COURSE STRUCTURE
- MAKE A WARNNESS AND TEACHING ABOUT HIV AIDS IN SCHOOL ITSELF
- MORE FILMS ON THE ISSUE
- MOVIES AND YOUTH A WARNNESS
- PROPER PROGRAMM WHERE ALL PEOPLE ARE INVITED AND ARE HAVING DIRECT COURSELLING FROM HIV COUNSLER
- SENSITIZING THE MASSEGE CREATING A WARNNESS THROUGH STREET PLAY/ MOVIES
- SPREADING AWARENESS AS MUCH AS POSSIBLE
- THROUGH WORKSHOP LIKE THIS
- UNDERSTAND LIFE

For Q16 (What is the information you would like to provide/disseminate the most?)

N=0 (No statement for this question)