

## **Appendix 5. Qualitative research tools**

The following topic guides will be pilot tested with young people and adapted accordingly to the following activities and participants:

- 1) Photovoice project – topic guide**
- 2) In-depth interview 1 (for qualitative cohort) to be conducted in person, at the beginning of the Peer Education programme**
- 3) In-depth interview 2 (qualitative cohort) to be conducted in person after the Peer Education programme**
- 4) Focus group discussions with peer educators**

## Photovoice project - Topic Guide

**Objective:** The purpose of this activity is to value and incorporate young people's experiences of the Peer Education programme and various health topics into our research. This will inform researchers about young people's views on health topics after their involvement in the MTV Shuga peer education programme. It will engage them in meaningful digital and visual exchange, emphasizing the significance of their voices.

**Participants:** The photovoice participants are young people who have engaged in MTV Shuga's peer education programme in Pietermaritzburg and Cape Town. They will have been invited into the evaluation study and asked to complete online survey 1. Those who complete the survey and provide contact information will be invited to join the Photovoice project, through an invitation on WhatsApp.

**Requirements:** Smartphone access with WhatsApp (internet data will be provided).

### **Photovoice Activity**

Participants are introduced to the concept of Photovoice through a short introduction video. Over six weeks, participants receive a weekly text message via WhatsApp with a topic and guiding question, prompting them to send back pictures or short videos (no longer than 2 minutes) related to that topic.

After each prompt, participants will be reminded that there is no right or wrong way to respond to these prompts. They can be creative and open to interpretation.

Weekly prompts are as follows:

- Accessing sexual health services: Where do you go, and what's it like?
- Stigma: What stigmatises us, and how do we push back?
- Bullying and harassment: How do we deal with it?
- Healthy romantic relationships: What does it look like?
- Wellbeing: What helps you lead a happy life?
- Peer education programme: What has your experience been like

For each of the above topics, we will follow with prompts about the role of the Peer Education programme in shaping their views and experiences.

After they send their photo or video, they will be asked to caption their video or photo using text or voicenotes. Data is provided to participants to facilitate their participation in the activity.

Participants' submissions will be visible to the WhatsApp administration only (the research team) but can be shared with other participants upon their consent.

## IN-DEPTH INTERVIEW GUIDE

### - For qualitative cohort Interview 1

#### Interviewer Information

1. Name of interviewer	_____
2. Date	: ___ / ___ / ___ (DD/MM/YY)

#### Identification

1.	Location	PMB Cape Town
2.	Village/ township name	
3.	Participant unique ID code	
4.	Prior exposure to MTV Shuga	Yes  No
5.	Number of Peer Education sessions planning to attend	Must be more than 5

Time interview started:

Time interview ended:

NOTE: INDIVIDUAL INTERVIEWS MUST BE CONDUCTED WITH SAME-SEX INTERVIEWERS. CONFIRM WITH PARTICIPANT WHETHER THIS IS A PLACE AND TIME THAT THEY FEEL COMFORTABLE TALKING AND IF NOT, THEN IDENTIFY ANOTHER PLACE AND TIME THAT WOULD BE BETTER FOR THEM.

### **MTV Shuga**

1. Have you ever heard of or seen MTV Shuga the TV show?
  - a. If yes: what do you know about it?
    - i. how many episodes and what season did you watch?
  - b. If no episodes watched: skip to next section
2. What did you think of MTV Shuga?
3. Are there storylines that particularly stand out to you?
4. Did you ever talk to anyone or discuss MTV Shuga with friends, family or peers?
5. Did MTV Shuga shape any of your life decisions since watching the show?
  - a. If yes: Can you share in what way?
  - b. If no: Why not?

### **Peer Education Programme**

6. What are your overall hopes for the peer education session?
7. How do you feel about learning in a group of peers?
8. How do you feel about the programme being facilitated by someone who is also a young person in your community?
9. Do you have any concerns or worries about attending the peer education session?
10. Are there any barriers that might make it difficult to you to attend the sessions?
11. Have you ever been in a programme like this before?
  - a. If yes what was that like and when was it?
12. If you have attended any sessions, what are your impressions so far? Please explain.

- a. Prompt – what did you like? What could be improve?

### **HIV services**

13. How prevalent is HIV in your community?
14. What does living with HIV mean? How does it affect people?
15. Can you tell me about how you can prevent HIV?
  - a. Anything else? (ask until they don't have any more options)
16. How do young people feel about accessing HIV services and sexual health services (like HIV testing, PrEP, condoms, accessing treatment) in the clinic, pharmacy or somewhere else?
17. What are the things that stop young people from accessing those services?
18. In what ways could the peer education programme make it easier for you to access these services?

### **Wellbeing:**

19. What would you do if you or a friend were in a situation where you were experiencing violence or bullying?
  - a. Where would you go to get support?
20. What would you do if you or a friend were in a situation where you were dealing with substance abuse (alcohol and/or drugs)?
  - a. Where would you go to get support?
21. How do you feel about yourself? (Prompt. How would you describe your self-esteem and confidence)
  - a. What in your life has made you feel this way?
22. What do you tend to prioritise when you choose a new romantic or sexual partner?
23. Do you have any life goals? If so, what are they? (they don't need to be related to the peer education programme)
  - a. How would you achieve that goal?

b. Do you feel you have the resources and ability to achieve those goals?

c. How so?

24. Do you see yourself as someone who can help and support other young people?

a. Please explain.

## IN-DEPTH INTERVIEW GUIDE

### - for qualitative cohort Interview 2

#### Interviewer Information

1. Name of interviewer	<hr/>
2. Date	: __/__/____ (DD/MM/YY)

#### Identification

1.	Location	PMB Cape Town
2.	Village/ Township name	
3.	Participant ID	
4.	Prior exposure to MTV Shuga	Yes  No
5.	Number of PE sessions attend	

Time interview started:

Time interview ended:

NOTE: INDIVIDUAL INTERVIEWS MUST BE CONDUCTED WITH SAME-SEX INTERVIEWERS. CONFIRM WITH PARTICIPANT WHETHER THIS IS A PLACE AND TIME THAT THEY FEEL COMFORTABLE TALKING AND IF NOT, THEN IDENTIFY ANOTHER PLACE AND TIME THAT WOULD BE BETTER FOR THEM.

### **Impressions and Expectations**

1. How would you describe your experience with the peer education programme?
2. Was the programme what you expected it to be? In what way?
3. What were you hoping to gain or learn during the peer education programme? Did it achieve that?
4. How does this programme compare to other sex education you have received?
5. Were there any barriers that made it difficult for you to attend the sessions?

### **Programme Content**

6. How did think of the clips from MTV Shuga that they showed you?
  - a. Prompts: Were they realistic? Was it engaging?
7. Did you agree with the content?
8. What storylines were the most impactful for you and why?
9. Are there any storylines you didn't like or find engaging?
10. Did you find anything triggering or that you didn't want to watch?
  - a. What was it?
  - b. Did you feel you could step out or close your eyes?

### **Engagement and Participation:**

11. How did you feel about being asked to share your feelings after each viewing?
  - a. Was there any time you didn't feel like sharing, but you did anyway?
12. What was it like learning in a group and doing activities together?



- a. Was there a memorable activity that you could share, and why was it memorable?
  - b. What were the positives of doing group work?
  - c. What were some of the challenges?
13. What did you think about the role plays?
- a. What were the most memorable role plays?
  - b. Do you think the role plays were similar to real life? Which ones in particular?
  - c. Were there anytime where you felt uncomfortable during role plays of group activities? Please explain.
  - d. What do you think were the benefits of doing role plays?
14. Were the information sheets helpful?
- a. Do you still have copies?
  - b. Have you shared your information sheets with anyone who wasn't in the session?
    - i. Who did they share it with, and what did they think?

**Peer Educator:**

15. Did you know the peer education facilitator before this programme?
- a. If so, how did that make you feel?
16. What did you like about how they ran the sessions?
17. What could they have done differently?
18. How was being educated by a peer educator different from being educated by a teacher or professional?
- a. Did they ever share their own experiences and perspectives- if so, what was that like?
19. Did you feel the peer educators conducted themselves well and made the groups a safe space to share? please explain.
20. Did you feel you had an equal chance to share your perspective and viewpoint?

21. Was there ever a time when you had questions, and the peer educators didn't know the answer?
  - a. What was your question?

**Peer Interaction (collective action)**

1. Did you know any of the participants in the group before you attended the peer education together?
  - a. How did that make you feel?
  - b. What is it like to have gone through peer education together, and how does that influence your relationship/friendship?
2. What was it like learning and discussing these topics with your peers?
3. How did your relationship with your peers change over the weeks together?
4. Did you feel honoured and seen by your fellow peers?
  - a. If yes, how so? Follow up: was this a unique experience?
  - b. If no: why not?
5. What was it like being in a mixed-gendered group?
  - a. Would you have preferred to be in a single-gender group?
6. Was there any time when you didn't feel comfortable discussing topics with your peers?
  - a. If yes: what topics specifically?
  - b. If yes: What could have made you feel more relaxed?
7. Was there any time when you worried about confidentiality or didn't feel comfortable sharing but did anyway? Can you explain?
8. Can you share a memorable moment when the group collectively discussed or solved a problem together?
9. Have you stayed in touch with any of your group members?
  - a. Have you met up with any of them? What did you do?

10. If you ever needed support or help in your sexual health, relationship, or well-being, would you turn to your group members for help, or would you turn to someone else? Please explain.

**Supporting Other Young People (leadership and collective action)**

11. After attending the peer education programme, do you feel better equipped to help other young people
- a. In what way?
12. Could you share with whom you would most like to discuss the insights you gained from the peer education program?
- a. What would you share with that person?
13. What might stop you from sharing what you learned in the peer education programme with others?
14. What role do young people play in improving other young people's lives?
- a. Did you learn this in the peer education programme or elsewhere?

**Agency (Leadership and Collective action)**

15. Modelling: Have others observed the changes\* in your decisions since attending the peer education programme?
- a. If yes: What changes did they observe? How did they respond?
  - b. If no, why do you think not?
16. Facilitating access to resources: Have you shared what you learned in the peer education programme with your friends, peers, or family?
- a. Follow up: What did you share?
  - b. Did what you shared with them change their thoughts or actions?

### **Changes in agency (power within and decision-making)**

17. How has your life changed since attending the peer education programme?
18. Has the peer education programme influenced how you feel about yourself (Prompt how has it influenced your self-esteem and cofinance)?
  - a. How so?
19. Has the peer education programme influenced your confidence in your ability to act and make choices about your life? If yes, how?
  - a. Follow up: Can you be specific about the element of the programme that influenced it? (prompts, specific clip, activity role play, conversation, that stands out?)
20. Since completing the peer education programme, have you made any decisions in your life that were influenced by your experience there?
  - a. Follow up: Can you tell me about those decisions? (Make sure they give examples of changes they have already made; not changes they will make in the future as we ask that below.)
  - b. Follow up: Can you be specific about the element of the programme that influenced it? (Prompts, specific clip, activity role play, conversation, what stands out?)

### **Linking to services and resources**

#### **HIV:**

21. How prevalent is HIV in your community?
22. What does living with HIV mean? How does it affect people?
23. Can you tell me about ways you have heard about preventing HIV?
  - a. Did you learn this in the peer education programme?
24. Did the peer education programme make you feel more able to access sexual health resources?
  - a. If yes: How did it do this?

- b. If not: why not?
25. Did the peer education programme peer education ever tell you about local sexual health services where you could access things like HIV tests, PrEP, condoms, contraceptives, and STI treatment?
- a. If yes: What are these services, and where can you get them? Are they easy to access?
26. Since you finished the peer education programme, have you accessed any sexual health services specifically (including PrEP, HIV testing, and self-testing, STI treatment, contraception)?
- a. If no: can you tell me why not?
  - b. If yes: What services did you access? What was the experience like? Would you access these services?
27. Do you plan to access any of these resources in the future?
- a. If yes: which ones and under what circumstances?
  - b. If no: why not?
28. We often find young people interested in accessing health services or saying they don't have a plan to do so but then do not. Why do you think that might be? What stops young people from accessing services?
- a. Has the peer education programme addressed some of these barriers?
  - b. How could they do more to help overcome these barriers?

**Wellbeing issues:**

29. In the future if you or a friend is experiencing bullying, harassment and substance abuse, do you feel you have a plan on how to help?
- a. Tell me about that plan?
  - b. How did the peer education programme help you with that plan?

30. Did the peer education programme make you more aware of social and well-being services (such as counselling, substance abuse services, GBV services, hotlines, etc.) you could access should you need them?
- If yes: can you be specific?
  - If no: why not?
31. What are some of the barriers that would stop you from accessing those services?
- How could the peer education programme address some of those barriers in the future?
32. Since completing the peer education programme, have you supported a friend experiencing bullying, violence or substance abuse?
- How did you support them?
  - Did you tell them about any resources or services?
    - Which ones and what was the experience like?
    - how was that experience?
33. Have you personally received support or accessed any resources related to these issues?
- Would you mind sharing your experience?

Closing:

34. Do you have any recommendations for how to improve the peer education programme?

FOCUS GROUP GUIDE-

## With peer educators

### Interviewer Information

1. Name of interviewers	_____
2. Date	: __/__/____ (DD/MM/YY)

### Identification

1.	Location	PMB  Cape Town
2.	Village/ township name	
3.	Participant ID (list all participants)	

Time interview started:

Time interview ended:

### *Aim*

1. Can you describe in your own words what you think the overall aim of the MTV Shuga peer education programme is?
  - a. Was this made clear to you in the training?

### *Training:*

1. What did you think about the peer education programme training?
  - a. What did you like?
  - b. What could have been improved?
2. What were the most important skills and knowledge you gained through your training and experience as a peer educator?
3. How will the skills and knowledge you gained affect your future opportunities?
4. The peer education programme could cause some of the participants to share or express trauma they had in their lives. Did you feel you had the appropriate training to handle some of the more difficult aspect of facilitating the peer education programme? Can you explain?

### *Experiences facilitating*

5. What was it like being the group facilitator?
  - a. What have some of the most positive experiences been? Can you describe what happened in the group?
  - b. What have some difficult or negative experiences been? Can you describe what happened in the group?
6. What did you think about the Peer Education guide/booklet you had to follow?
  - c. Prompts was it easy/ difficult to follow, please explain: was it easy/ difficult to follow? Please explain?
7. What did you think of the group activities you were initiating?
8. Did you ever adapt the activities to fit the needs of the groups better? For instance, did you change any of the role plays, skipped certain activates etc.
9. Did you ever feel that things got too personal, and it was difficult to manage people's feelings? Please explain.
  - d. Did you ever change the activities or adapt what was said in the peer education guide to manage some of those situations?
10. Was there ever a time when a someone asked something that you didn't know how to answer? Please explain.

### *Linking to services*

11. MTV Shuga's main objective was to get people to access health, mental and social service. Do you think it was successful at achieving it? Why do you think that?
12. Did you know what types of services you could link participants to?
  - o Did you have a list of resources from Dlananathi/Snapshot?
13. What barriers still make it difficult for young people to access services even after attending the PE programme?

### *Agency: Leadership*



14. What did/does it feel like to be a role model and leader to your peers?
15. How did/does being a peer educator effect other area of your life?
16. What are some of the challenges that come with being seen as a leader or role model?
17. Do you ever see or interact with the people in you peer education groups in the community?
  - a. What is that like for you?
  - b. What is your relationship to them?

#### *Support*

18. Did you feel supported by Dlanathi/Snapshot and MTV Shuga in facilitating the peer education programme?
19. Did you feel able to be honest and report back any issues to the organisations?
  - a. How did those conversations go?
20. Did the monthly meetings provide an opportunity for you to give feedback on challenges and need for support?

#### *Compensation*

21. What did you think about the compensation/stipend you received for being a peer educator?
  - a. How did that make you feel?
  - b. Was the compensation enough?
  - c. Did it match the work that you put in?

#### *Final questions*

22. Do you have any recommendations for how the peer education programme could be improved?
23. Would you like to share anything else about your experience as a peer educator that we haven't covered?

END