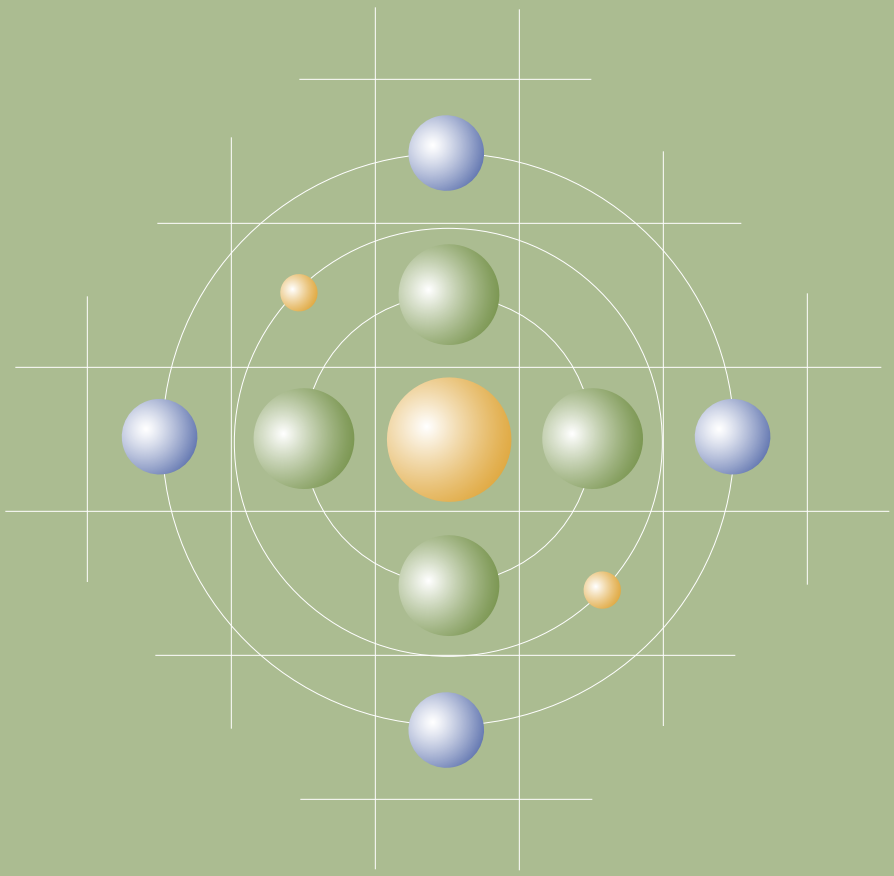
Youth Peer
Education Toolkit

Standards for Peer Education Programmes



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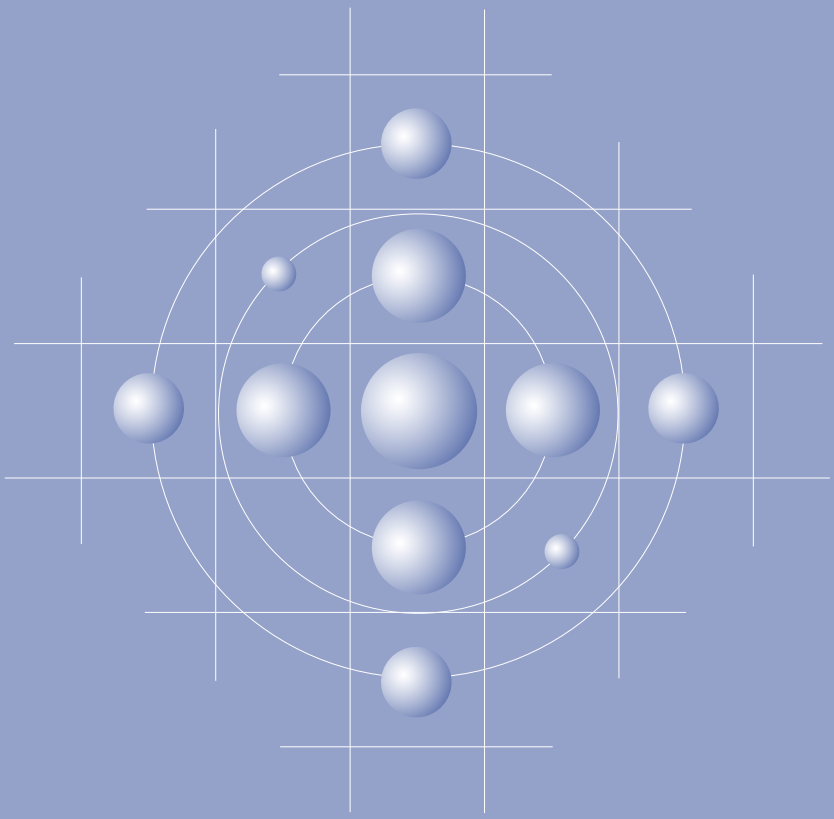

YPEER
Youth Peer Education Network

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The opinions expressed in this document do not necessarily reflect the policies of UNFPA, UNAIDS, USAID, or FHI. The principles and policies of each of the UN agencies are governed by the relevant decisions of each agency's governing body, and each agency implements the interventions described in this document in accordance with these principles and policies and within the scope of its mandate.

UNFPA is an international development agency that promotes the right of every woman, man, and child to enjoy a life of health and equal opportunity. UNFPA supports countries in using population data for policies and programmes to reduce poverty and to ensure that every pregnancy is wanted, every birth is safe, every young person is free of HIV/AIDS, and every girl and woman is treated with dignity and respect.

The Y-PEER (Youth Peer Education Network) Programme has worked since 2001 with country partners to build the capacity of national non-governmental organizations and governments to implement, supervise, monitor, and evaluate peer education programmes to prevent HIV/AIDS and improve reproductive health. The Y-PEER initiative has been spearheaded by UNFPA in partnership with FHI/YouthNet, United Nations Children's Fund (UNICEF), and others. Y-PEER, launched in 27 countries of Eastern Europe and Central Asia, is now spreading to other regions of the world, including the Arab states and Africa.

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United Nations Population Fund and Youth Peer Education Network (Y-PEER)
220 East 42nd Street, 18th Floor
New York, NY 10017, USA

Family Health International/YouthNet
2101 Wilson Boulevard
Arlington, VA 22201, USA

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Acknowledgements

A three-day consultation on standards in peer education was held November 8–10, 2004, in Moscow, Russia. Led by UNFPA in collaboration with FHI/YouthNet, the meeting brought together adult and youth practitioners and managers of youth HIV/AIDS peer education from around Eastern Europe and Central Asia, as well as experts from other parts of the world, to develop a common set of standards for peer education.

After the meeting, a draft of this document was developed by Charles Deutsch and his team at Harvard University. This draft was revised by Judy Senderowitz, consultant in youth reproductive health and HIV, in collaboration with Hally Mahler from FHI/YouthNet. The core team of reviewers included Aleksandar Bodiroza, Riet Groenen, Rachel Hand, Tatyana Haplichnik, Inese Kikule, Zeljka Mudrovcic, Ann Pettigrew, Katy Shroff, Srdjan Stakic, Robert Thomson, and Marian Urbina of UNFPA; Greta Kimzeke, independent consultant; and Maryanne Pribila and Marija Vasileva-Blazev of FHI/YouthNet.

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Project oversight was provided by Aleksandar Bodiroza and Hally Mahler.

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Section 1

Introduction and Overview

1 Introduction and Overview

Peer education is being implemented by youth reproductive health and HIV prevention programmes around the world. Peer education approaches offer many benefits to programmes, target audiences, and communities, and empirical evidence has shown that well-designed and well-implemented programmes can be successful in improving youth's knowledge, attitudes, and skills about reproductive health and HIV prevention.

However, the quality of peer education varies tremendously. Very often, programmes are called 'peer education', when they are in reality outreach activities. Even when well designed, programmes sometimes face great challenges in implementation. Peer educators can misunderstand the scope and limits of their activities because of lack of communication about expectations.

In the course of implementing Y-PEER (see Annex 1 for a description), peer education experts frequently raised the issue of how to standardize peer education. To address this issue, UNFPA in collaboration with FHI/YouthNet hosted a three-day consultation on standards in peer education on November 8–10, 2004, in Moscow, Russia. The meeting was preceded by an electronic roundtable discussion on the subject to prepare for the consultation.

During the consultation, 45 participants (peer educators, trainers, and managers working in peer education) from 22 countries worked with a facilitation team of international experts to develop minimal standards for peer education programmes. (See Annex 2 for a list of participants.) The process included the sharing of best practices and lessons learned, small-group work on identifying possible benchmarks and standards, and plenary work in which the whole group further considered and agreed upon standards that were documented and became the foundation of this guide.

Draft documents, prepared by participating faculty after the consultation, were reviewed by the full participant group, which provided input to this document.

Why Peer Education?

Peer Education Is a Popular Intervention Approach

Reasons for the appeal of peer education to programme managers implementing youth reproductive health and HIV prevention programmes are manifold. For example:

- **Peers are traditional providers of information to their peers.** Young people already tend to talk with their peers about most subjects, including sensitive issues such as reproductive health and HIV/AIDS.
- **Peer education programmes are community-based.** Peer education programmes tend to be quite flexible, rooted in the realities of individual communities, and can be used in a variety of settings and in combination with other activities and programmes.
- **Peer education programmes can provide strong benefits to peer educators themselves.** Peer education programmes allow for direct participation of young people in programmes designed to affect them, thereby promoting positive life skills such as leadership and communication and creating opportunities for mentoring and future job contacts.
- **Peer education programmes can be economical.** Although the costs of peer programmes are often underestimated, these activities can be implemented economically, especially as part of a larger system with management, supervisory, and monitoring systems already in place.

Peer Education Is Flexible and Complementary

Peer education programmes rarely stand alone. Usually they are just one activity in an organization's larger initiative involving many organizations, sectors, and often public agencies. Even if part of a larger system, a peer education programme's management and supervision usually come from a specific organization or agency such as a:

- School or university
- Youth organization or club

- Community or social organization
- Health facility
- Recreational club or league
- Workplace

Examples of activities that peer educators carry out include:

- Co-teaching or guest lecturing during a health education session on HIV prevention in a secondary school
- Presenting a theatre piece or role play at a community health fair or other event
- Leading a group discussion in the waiting room of a clinic with youth-friendly services
- Promoting the availability of trained people on a university campus who can provide reproductive health information and referrals to students
- Working with a football coach to educate team members
- Doing educational outreach and referrals with 'street kids' in an urban area

The venues for youth peer education are many, such as schools, bars, car parks, social clubs, markets, churches, and factories – in fact, any place where young people spend time.

While the many advantages and applications of peer education make this approach a valuable one, there are some disadvantages and limitations that should be considered. It can be somewhat expensive and time-consuming to train and supervise young people, who are often less experienced than adults, in the tasks they will be expected to carry out, and even more so if these tasks involve programme design, management, and evaluation. Adults must adjust to sharing decision-making and other responsibilities with young people, a situation that may be new or counterintuitive in many cultures and professions. Turnover is relatively high in peer programmes, both because young people are busy preparing in diverse ways for adult life and because they eventually age out of peer programmes. Finally, research has generally shown that peer education programmes have more impact on the educators

themselves than on the peer contacts. Yet, in spite of the cost and effort, programme managers have found ways to address these challenges and have proven that the good outcomes are worth the special investment.

Well-Designed and Well-Implemented Peer Education Works

Hundreds of evaluations of peer education programmes have been carried out, although few of them have involved rigorous research design or collection of data that monitor both behavioural and biological outcomes. Studies that used more rigorous designs have found that peer education programmes led to increased:

- Levels of knowledge
- Reports of condom use to prevent AIDS
- Reports of modern contraceptive use at last sex
- Care-seeking for sexually transmitted infections (STIs)
- Intention to delay first sexual intercourse
- Ability to remain faithful to one partner
- Perceived self-efficacy in contraceptive use
- Willingness to buy condoms

Other research findings have reported that (1) programmes with peer educators are as effective as those taught by adults in changing adolescent HIV knowledge, beliefs, and risk behaviour; (2) adolescents were more likely to engage in interactive discussions after peer-led sessions than they were after sessions led by adults; and (3) peer educators themselves received additional health benefits.

However, other studies have found that young people do not always prefer to receive health information (depending on the topic) from their peers; that despite being trained in participatory peer education skills, peer educators tend to drift towards more familiar didactic teaching; and that peer education has a larger positive long-term effect on youth involved in less risky behaviours (compared to those involved

in riskier behaviours). For all these reasons, it is important that programmes invest time and energy in determining if peer education is the appropriate approach for a given audience.

Using Standards in Peer Education

Advantages of Using Standards

Although some individuals have expressed concern that setting standards might dampen creativity or create 'cookie-cutter' models of peer education, most agree that the benefits of defining standards outweigh the negatives. This is particularly true if the application of standards is carried out in a flexible manner and adapted to the realities of a programme's context and environment.

Following are some major advantages of using standards in peer education programmes. Standards can provide:

- **A consensus of expert thinking and tested experience.** These peer education standards were developed by an array of peer education experts, including donors, managers, trainers, evaluators, and peer educators themselves. Such a consensus document is useful to those beginning or improving peer education programmes, because it represents an objective picture of what is practical, useful, and tested.
- **A framework for quality assurance.** Compliance with minimum standards allows managers to ensure quality at all stages of programme development, implementation, and assessment.
- **Guidance in programme design and implementation.** Actual circumstances may vary, making compliance with some of the standards in this document difficult. However, standards serve to tell how programmes should be designed or arranged. Standards are helpful at the planning stage; they are also important as the programme continues, when concerns surface and practical adjustments can be made.
- **A framework for monitoring and evaluation.** Periodic comparisons of a programme's progress to established standards help managers gauge the programme's success

and show where they may need to devote resources for improvement. These reviews can also be helpful in fund-raising, since the programme can specifically demonstrate to a donor agency how funding would be applied to increase quality and effectiveness in specific areas. Standards can serve as indicators for measuring achievements, such as with a pre- and post-intervention assessment. Agreed-upon standards can be used for intermediate assessments as well, such as for annual reviews. The findings can be useful for mid-course corrections, especially in long-term programming, instead of merely giving a retrospective report. Standards can also be used to compare the effectiveness of different strategies.

- **A basis for certification.** If a decision is made and a process is established to certify peer education programmes, standards can help provide the benchmarks for determining the status of a programme. That status can then be publicized, allowing the community to recognize the quality of the programme.

Standards Are Only as Strong as Their Promotion and Adherence

Ideally, these general standards will be adapted by individual peer education programmes to fit their needs and the realities of their social and legal environments. This adaptation should happen openly, with the involvement of all key stakeholders.

In order to ensure their use, standards should be widely distributed to programme staff, peer educators, and partners. Everyone participating in planning, implementing, and evaluating the peer education programme must be familiar with, and supportive of, the standards. Making agreed-upon standards public is also an advantage, showing that the programme adheres to a set of commonly accepted standards in peer education and that these standards are being enforced.

Why Include a Code of Ethics in This Standards Document?

It is often assumed, but rarely explicitly stated, that peer education programmes should follow an established code of ethics. The success of peer education programmes depends on how members of the target audience and the broader community

perceive the soundness of the programme and the people implementing the programme. Since peer educators are usually volunteers, it is especially important that they fully understand the ethical standards they are expected to uphold during the course of their work.

By making a code of ethics central to a programme, programme managers assure the people who work for them, as well as the community in which they work, that the peer education programme is of high integrity. In order for a code of ethics to be successful, everyone associated with the programme should be trained to comply with the code, and there should be publicly stated policies and procedures for dealing with people who violate it.

The code of ethics included in this document (see page 63) was also developed in Moscow in November 2004. It is intended to be adapted by individual programmes. Ideally, programmes not currently operating by a code of ethics should review and adapt a code in a consultative process (involving programme staff, peer educators, stakeholders, and community members) and develop policies and procedures for ensuring their implementation.

Cross-Cutting Issues in Peer Education Standards

These standards were developed with a number of important cross-cutting issues in mind. Since they will appear in nearly every section of this document, it is useful to address them here:

- **Youth participate in all aspects of the programme.** Youth are fully involved in all aspects of the programme, including planning, implementation, and evaluation. Their participation is tracked and findings are disseminated. Young people are recognized as agents for change and progress.
- **Sensitivity to, and respect for, culture is ensured.** Respect is shown towards the youth culture (whether it is a majority or minority culture) to which the programme relates. Interpersonal communications are carried out in the language that clients prefer (to the extent possible), even if this is not an official language of a country.

- **Gender-sensitive planning and implementation occurs.** Operations and peer education activities are gender sensitive, appropriate, and equitable, with an emphasis on gender awareness.
- **The programme is sensitive to differences in the expression of human sexuality.** Programme policy and implementation encompass non-discrimination with regard to human sexualities and sexual identities. An understanding exists of differences between adult and adolescent sexuality. Programme activities and materials address sexuality issues and are relevant to sexual minorities when appropriate.
- **Sensitivity to age differences and needs is ensured.** Peer education content respects age and development stages of learners and is presented according to these different needs and abilities.

How to Use This Guide

This guide can be used by programme designers and programme managers, as well as by top managers overseeing larger peer education initiatives. It is also a basic reference and guidance tool for supervisors, trainers, and peer educators themselves. How the tool is used depends on the stage of the programme – it can be used to design a new programme or offer guidance about assessment and quality improvement once the programme is well under way.

The guide is organized to be user-friendly for various readers and purposes. Section 2 provides a chart of the standards themselves with a brief description of what it means for those standards to be met. The chart is organized by programme phase: planning, recruitment and retention, training and supervision, management and oversight, and monitoring and evaluation. This format introduces the fundamentals for each standard and can serve as a practical reference document or checklist. Section 3 offers a more detailed discussion of the standards. It presents tips to ensuring that the standards are met and some challenges, lessons learned, issues to consider, and examples of how peer programmes from around the world have addressed various standards. The code of ethics (Section 4) is recommended as an

integral part of the standards; it can be made into a poster or reference sheet for distribution to staff and peer educators.

This guide does not describe how to set up or implement activities. A list of resources – including descriptions of books about setting up programmes, curricula for training peer educators, and reviews of the peer education model – can be found in Annex 3.

Some readers may want to focus only on specific sections that address their roles and responsibilities; others, such as programme planners and managers, will benefit from understanding and working with all sections. If programme planners wish to use the guide for overall planning or assessment, it is important to assemble a group to review the standards for relevance and applicability to their own programme. This team should include managers, supervisors, trainers, and peer educators, and if pertinent, representatives from government and partners or stakeholders.

While the standards are designed to be the basis for quality peer education programmes, there are some instances where law or public policy would make achievement impossible to attain. In such cases, the standards may need to be adjusted to fit reality. In rare circumstances, programme managers may need to adjust expectations about meeting even these standards. Remember, however, that these standards have been developed as part of a lengthy process that includes significant input from peer education professionals and experienced peer educators and youth, and that they have been extensively reviewed. Thus, any decision to ignore a certain standard should be made only when it would be impossible to meet its criteria.

Section 2

Standards Checklist

2 Peer Education Standards Checklist

	Standard	Description
A.	**Planning**	
❑	1. Mobilize main stakeholders.	The most relevant stakeholders (such as government officials, civil-sector leadership, health professionals, education leaders, and youth groups) are informed and encouraged to support peer education efforts.
❑	2. Ensure active participation of youth.	Youth are actively involved in the planning process. Their needs and preferences are identified and are used to define the programme.
❑	3. Consider cross-cutting issues.	Key contextual concerns (such as gender, sociocultural factors, vulnerability, and age) are considered and appropriately incorporated into the plan.
❑	4. Refine general and specific programme objectives.	Working goals and objectives and an operations plan are developed, and practical refinements are made.
❑	5. Identify target audiences.	Target audiences (those who can benefit from and be reached by the programme's offerings) are identified.
❑	6. Identify the needs of the target audience.	The needs of the target audience are assessed through surveys, focus groups, and informal means, with relevant representation of the group included.

Standard	Description
A. Planning (continued)	
❑ 7. Identify available resources and try to fill gaps.	Resources needed to deliver programme activities (based on programme needs) are identified as available, obtainable, or as existing gaps.
❑ 8. Develop a workplan.	A workplan (objectives, strategies, activities, partners, budget, and timetable) is developed. It includes training plans, communication and advocacy strategy, materials/tools acquisition or development, community/parent involvement, and a monitoring and evaluation (M & E) plan.
❑ 9. Develop an M & E plan.	An M & E plan (qualitative and quantitative indicators, data collection instruments and systems, timetables, responsible parties, reporting channels, etc.) is defined and established at the beginning of the programme.
❑ 10. Establish feedback mechanisms.	The programme establishes practical ways for the target audiences and stakeholders to share views about the programme and make suggestions for improvement.
❑ 11. Coordinate and establish linkages with other programmes.	Broad and multisectoral involvement with key stakeholders, partners, and other programmes is established through joint programming, coordinated planning, and various linkages of activities.
❑ 12. Develop a resource mobilization and sustainability plan.	A plan for adequate and timely funding of programme activities is developed that fosters institutionalization, ownership, and other mechanisms to ensure that activities are sustained beyond a programme's term.

Standard	Description
B. Recruitment and Retention	
Recruitment	
❑ 1. Identify sources and channels for recruiting peer educators.	A plan is developed to identify recruitment sources (partner organizations, workshop participants, and target population groups and leaders) and channels (word of mouth, announcements, mass media, Internet, etc.).
❑ 2. Decide on criteria for peer educator selection.	An agreed-upon criteria list is developed for selecting peer educators. Criteria include availability, age, sex, motivation, acceptability by target audience, previous experience, personal traits (behaviour, team player, volunteer spirit, potential for leadership, etc.), and other characteristics deemed relevant for a particular programme.
❑ 3. Set clear expectations.	Clear expectations of both the programme and prospective peer educators are documented in writing and agreed upon at the beginning.
❑ 4. Establish a standardized and transparent interview and selection process.	The interview forms and process, including establishment of a credible recruitment panel, are documented and standardized. The selection process is written, available to all interested parties, and implemented fairly.

Standard	Description
B. Recruitment and Retention (continued)	
Retention	
❑ 5. Document expectations.	Expectations for peer educators' activities and performance are clarified, agreed upon, and documented in writing.
❑ 6. Establish means for continuous communication, including feedback.	Open and continuous communication mechanisms between peer educators and the programme supervisors and managers are established, including regular feedback via supervision, regular peer educator/management meetings, and an annual retreat.
❑ 7. Establish an incentives system.	A system of reinforcement and non-financial incentives is established, including recognition, awards, and rewards as possible; social and recreational opportunities; exchange (and travel) opportunities; and advancement within the group as appropriate.
❑ 8. Establish supervisory and mentoring systems.	An effective supervision system is in place, with mentoring provided as possible.
❑ 9. Offer opportunities for increasing involvement and responsibility.	Willingness of peer educators to become more involved and take on additional responsibilities is encouraged and accommodated as possible, including assumption of some programme operation tasks (e.g., co-trainer, management assistant, recruitment panel member).

	Standard	Description
C.	**Training and Supervision**	
	Training	
❑	1. Arrange for qualified trainers.	Trainers are well trained, well informed, prepared with knowledge and skills relevant to their responsibilities, flexible and able to improvise, tolerant, experienced in peer education, and sensitive to cultural and gender issues. They can work as co-facilitators, place the group's concerns before their own interests, and are able to work well with the selected training curriculum.
❑	2. Select a quality training curriculum.	The selected training curriculum is consistent with the topics and approach of the programme, culturally appropriate and gender sensitive, interactive and participatory, and well structured and sequenced in feasible time allocations. It includes clear goals and objectives, is based on methodological findings, and includes an evaluation component.
❑	3. Arrange for appropriately sized groups.	The size of the trainee group (usually 15 to 20) is appropriate for the trainer, allows for effective participation, offers opportunities for leadership and skills practice, and allows for full interaction among peers and trainers.
❑	4. Structure agenda and time to meet training needs.	The training is carried out so that subjects and exercises are given appropriate time according to relevance and trainees' levels of knowledge and skills. Avoid overloading trainees. Include time for evaluation, summary, and planning future tasks.

Standard	Description
C. Training and Supervision (continued)	
❑ 5. Provide relevant materials and handouts.	Participants are provided with materials in advance and during the sessions, as appropriate, including practical handouts and materials for exercises. Copies of reference and review materials are provided at the conclusion of the training.
❑ 6. Use interactive, participatory, and skills development approaches.	The training uses approaches that maximize trainee participation, such as interactive exercises, opportunities to practise new (or important existing) skills, and role-play situations they may encounter.
❑ 7. Implement tools and methods to evaluate training and training participants.	Mechanisms for assessing trainees' knowledge and skill development are in place at the onset of training (as a baseline) and used at the conclusion of the training (post-training evaluation). Tools are also available for trainees to evaluate the training.
❑ 8. Discuss ethical issues (see Section 4. Code of Ethics).	Ethical issues (such as confidentiality, power balance, and gender equity) that are likely to arise in connection with peer educators' activities are discussed as part of the training.
❑ 9. Involve youth at all stages.	Youth are involved in all aspects of the training design, implementation, and evaluation and help plan for future training.

Standard	Description
Supervision	
❑ 10. Arrange for trained, aware personnel.	Supervisors have been trained in supervision skills, programme expectations, and peer education content and approaches.
❑ 11. Ensure that peer educators are well prepared.	Supervisors ensure that peer educators have received adequate preparation (through training and skills acquisition/practice) before they begin their work. Updates of knowledge and skills are provided as needed, with any expansion of roles.
❑ 12. Continually reinforce motivation and ethical behaviour.	Supervisors continually reinforce peer educator motivation, monitor limitations (personal or professional), reinforce compliance with the code of ethics, and monitor sensitivity to gender and cultural concerns. As possible, supervisors promote opportunities for personal development.
❑ 13. Manage the group dynamic and encourage team building.	Supervisors manage the group dynamic, encourage team building, promote a safe environment, and stay aware of personal relationships.
❑ 14. Share responsibility with peer educators.	Supervisors share supervision and responsibilities with peer educators and involve them as active participants in the supervision process, with feedback regularly invited.

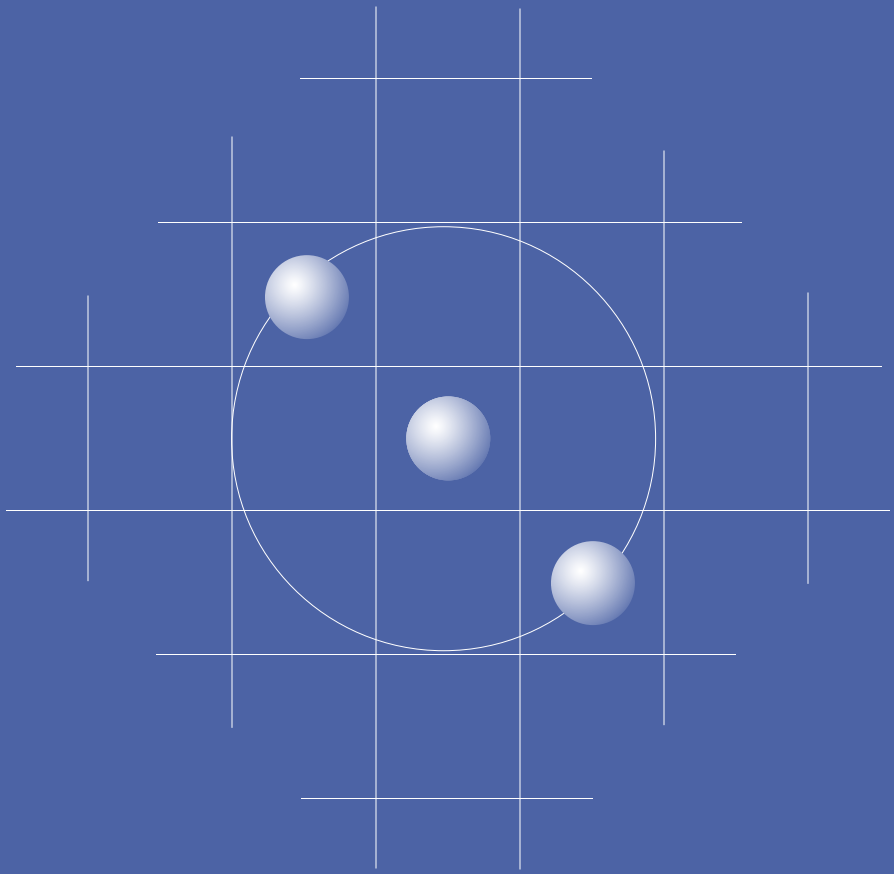
	Standard	Description
D.	**Management and Oversight**	
❑	1. Ensure compliance with programme standards.	Management systematically monitors and assures compliance with standards and initiates corrective action when shortfalls are identified.
❑	2. Ensure technical competency of the management team.	Management has demonstrated technical competencies in specific areas appropriate to their responsibilities, including peer education strategies and methodologies, behaviour change communication (BCC) activities, and M & E.
❑	3. Establish and maintain quality expectations of programme activities.	Management and peer educators establish guidelines and expectations about the quality of various peer education activities (e.g., conducting small group discussions, organizing events, making useful referrals) and develop remedies for situations when quality standards are not being met.
❑	4. Establish effective administration of human and financial resources.	Effective systems for managing human and financial resources are in place, with trained, competent staff responsible for carrying them out.
❑	5. Establish a transparent decision-making process.	Decisions about programme operations are clear, consistent with programme policy and culture, and can be documented as necessary.
❑	6. Establish a process for youth participation in decision-making.	Youth have a role in making decisions about the management of the programme and providing their perspective on programme decisions.

	Standard	Description
❑	7. Use M & E for decision-making.	Findings from timely reporting on programme activities, as well as from any evaluation that takes place, are used to make adjustments in programme operations and to plan future activities.
❑	8. Promote cooperation and networking.	Management promotes cooperation with partner agencies and institutions and fosters networking to increase reach and breadth of programme activities.
❑	9. Establish linkages and referrals to services and commodities.	Management assures a functioning system of linkages to appropriate services and commodities if needed to supplement the programme's services.
❑	10. Establish sustainability plans.	Management maintains a feasible plan to mobilize resources for the life of the programme and to foster sustainability beyond the programme's term.
E.	**Monitoring and Evaluation**	
❑	1. Establish relevant, clear objectives.	Clearly defined programme objectives are measurable, time bound, and achievable.
❑	2. Establish functional, relevant indicators.	Indicators are established that reflect sex, age, religion, and ethnicity and that allow tracking and measurement of target group performance and success of programme activities (such as drop-outs, number of stakeholder meetings, number of young people reached, number of activities, etc.).

Standard	Description
E. Monitoring and Evaluation (continued)	
❑ 3. Include M & E in the workplan from the start.	An M & E plan, with an allocated budget, is included in the workplan at the programme's start. It captures all aspects of the programme, including recruitment, training, peer education activities, supervision, peer educator performance, youth involvement, gender equity, and collaboration.
❑ 4. Implement baseline assessment.	A baseline assessment, against which to measure the achievement of objectives, is implemented. This information is useful for tracking and monitoring programme activities.
❑ 5. Develop monitoring tools and a measuring system.	Tested and usable monitoring tools (questionnaires, diaries, tracking forms, etc.) are developed as part of the M & E system for monitoring and for measurement of performance and progress. Staff and peer educators are trained to use them.
❑ 6. Ensure capacity to plan and implement M & E.	Programme staff have the capacity to plan and implement M & E, or appropriate external support and assistance are identified.
❑ 7. Establish means for youth participation in planning and implementing M & E.	Young people are involved in planning M & E functions, including instrument development and testing, and in implementing M & E, including planning, monitoring, and evaluation tasks.

Section 3

Standards



3 Peer Education Standards

A. Planning

1. Mobilize main stakeholders.

The most relevant stakeholders (such as government officials, civil-sector leadership, health professionals, education leaders, and youth groups) are informed and encouraged to support peer education efforts.

Tips

- Provide a brief and concrete description of the programme to key stakeholders. Ensure that the description accurately reflects programme goals and objectives.
- Use evidence-based data to advocate for the relevance and effectiveness of peer education programmes.
- Begin with a small group of committed stakeholders and plan to expand over time to be inclusive and inviting.
- Do not compromise the programme's principles, standards, or objectives to enlist a particular stakeholder.

2. Ensure active participation of youth.

Youth are actively involved in the planning process. Their needs and preferences are identified and are used to define the programme.

Tips

- Develop an effective structure and process through which youth can provide input and help prepare programme plans. This process should occur through partnership with adults, who retain responsibility for quality and effective planning.
- Select a mix of youth from the potential target audience, including some who have experience working with adults and some who are new to such working relationships.

Example

In Turkey, the National Education Programme on Reproductive Health and HIV/AIDS was entirely designed by medical students with some technical assistance from the AIDS Prevention Society. This programme was the first of its kind in Turkey to be designed by young people at the national level. Although this high-level action by young people is an exception, it demonstrates that significant responsibility can be assumed by youth if they have accumulated sufficient experience and skills and tap the expertise of others as necessary.

3. Consider cross-cutting issues.

Key contextual concerns (such as gender, sociocultural factors, vulnerability, and age) are considered and appropriately incorporated into the plan.

Tips

- Ensure adequate time for the planning group to consider these issues.
- Anticipate issues to the extent possible so that quick reactions are not forced after the programme is well under way.

Example

After operating for a while, the Geração Biz (Busy Generation) Programme in Mozambique realized that far fewer girls than boys were becoming – and remaining – peer educators. Grant support was raised to study why this was occurring and how to change the programme in the future. The study provided results that helped managers develop a revised recruitment strategy, training curriculum, and supervision activities to both increase the participation of girls and to raise gender awareness as a basic objective of the programme.

4. Refine general and specific programme objectives.

Working goals and objectives and an operations plan are developed, and practical refinements are made.

Tips

- As the core planning group becomes involved, and with partner and youth input, refine the general or preliminary goals into more specific objectives that can be used to develop the action plan.
- Discuss the objectives and how they can be achieved; if there are no feasible ways to reach goals, revise them to be more realistic.

Example

In this hypothetical example, a programme has set a goal of bringing 200 youth to the clinic during the coming year for sexually transmitted infection (STI) testing and treatment and for voluntary counseling and testing (VCT). Programme managers estimate that to find 200 youth who need such services, the programme needs to deliver proactive educational sessions to 2,000 youth, and to do that, it needs to have 10 peer educator teams, each leading four sessions with 25 youth at a time over the course of the year. Working backwards from their goals, using theoretical and empirical assumptions, the programme managers determine the shape and scale of the activities, as well as the schedule.

5. Identify target audiences.

Target audiences (those who can benefit from and be reached by the programme's offerings) are identified.

Tips

- In deciding whom to serve, factor in issues of feasibility, constraints, and available human and financial resources.
- If your programme can vary its activities according to different groups or segments of the youth population, consider how many segments your programme can reach.

Lesson Learned

The easiest-to-reach segment of the identified target audience will always be the most motivated, educated, wealthiest, or healthiest segment of that group. If the more challenging and needy members of the target audience are to be reached, extra effort will be required. It is important for the programme to make a concentrated effort to reach those most in need of the programme's offerings.

6. Identify the needs of the target audience.

The needs of the target audience are assessed through surveys, focus groups, and informal means, with relevant representation of the group included.

Lesson Learned

Typically, a rigorous quantitative assessment exceeds the budget and expertise of programmes themselves and is largely unnecessary if national or provincial data exist. Sometimes, however, a university or research institute is willing to contribute this work if it ties in with the group's agenda. If not, good qualitative assessment via interviews with youth, parents, and professionals will provide a more affordable and useful portrait of local conditions and promising strategies.

Tips

- Select an assessment approach that is affordable and feasible yet still provides useful information and guidance for programme planning.
- Weigh the cost, benefit, scale, and scope of a prospective assessment against the time and resources it consumes and the other activities that will be postponed, reduced, or omitted as a result.
- Use available data on the target audience when possible (e.g., census data; Ministry of Health service statistics; and research on knowledge, attitudes, and behavior) to provide a broad context for your planning.

7. Identify available resources and try to fill gaps.

Resources needed to deliver programme activities (based on programme needs) are identified as available, obtainable, or as existing gaps.

Tips

- Identify programme assets and resources for each action of the workplan.
- Be sure to consider the contribution of partners and community organizations willing to donate or exchange services.

Consider!

There are existing curricula and materials of all types that can be obtained and adapted effectively and affordably. Review materials that are available before creating new ones.

8. Develop a workplan.

A workplan (objectives, strategies, activities, partners, budget, and timetable) is developed. It includes training plans, communications and advocacy strategy, materials/tools acquisition or development, community/parent involvement, and a monitoring and evaluation (M & E) plan.

Tips

- Develop an operational plan detailing sequenced responsibilities and timelines.
- Determine which needs are essential for the programme's launch and which can be addressed over time.
- For longer-term needs (such as policy change), break down the process into sequential stages.
- Identify barriers to implementation and ways to reduce their effects.

Consider!

A three- to five-year strategic plan is valuable for longer-term thinking and is often requested by funding agencies.

9. Develop an M & E plan.

An M & E plan (qualitative and quantitative indicators, data collection instruments and systems, timetables, responsible parties, reporting channels, etc.) is defined and established at the beginning of the programme.

Tips

- Engage necessary expertise to provide guidance on M & E planning.
- Ensure that the rigour of the plan is suitable to the nature of the programme and that the plan is likely to highlight results.
- Make sure that the M & E plan accounts for training those who will collect data or document activities.

Lesson Learned

A Kosovo programme – Strengthened Institutional and Civil Society Capacity to Support Access of Young People to Sexual and Reproductive Health Information and Education – recognizes that to engage community members meaningfully in the research, the process needs to be stimulating, flexible, and creative. The need is to move beyond a formal report-based M & E plan, towards a system of documentation and analysis that allows communities to use various means that are easiest for them. Possible examples include photography, maintaining journals, or submitting calendars with daily or weekly status notes. The aim is to encourage reflection and analysis on the part of all parties involved as part of strengthening their ability to sustain youth sexual and reproductive health activities.

10. Establish feedback mechanisms.

The programme establishes practical ways for the target audiences and stakeholders to share views about the programme and make suggestions for improvement.

Tips

- Make suggestion boxes available to peer educators and their target audiences to encourage unsolicited feedback.
- Use questionnaires, focus groups, and periodic interviews of stakeholders, peer educators, and clients to solicit opinions about the programme.

Lessons Learned

- Feedback is not evaluation. Just because people like a program does not mean it is effective. Nevertheless, it is important to know what audiences and stakeholders like, because effectiveness depends on participation.
- Build collection of feedback into the programme, with concrete mechanisms and time frames. Simply waiting for people to provide feedback makes it likely that feedback will usually be negative and overdue.

11. Coordinate and establish linkages with other programmes.

Broad and multisectoral involvement with key stakeholders, partners, and other programmes is established through joint programming, coordinated planning, and various linkages of activities.

Tips

- Work with the national reproductive health and HIV programme to ensure that your programme objectives contribute to national, regional, and local plans.
- Ensure that desired collaborative activities, meetings, and events are jointly scheduled by all participating stakeholders through coordinated planning.

- Work out equitable collaborations that ensure benefit to all parties as well as appropriate cost-sharing.

Lessons Learned

- Coalitions and partnerships are not virtuous in and of themselves. They require a great deal of attention and are worthwhile only if they improve results.
- Connections with faith-based organizations, sport and recreation clubs and leagues, clinics, housing and employment associations, and schools provide good opportunities for peer educators to do their work.
- The Albanian program, Supporting Healthy Lifestyle Education of Young People, identified the network of non-governmental organizations they created as a major strength of their programme, enabling frequent sharing of information and expertise or experiences.

12. Develop a resource mobilization and sustainability plan.

A plan for adequate and timely funding of programme activities is developed that fosters institutionalization, ownership, and other mechanisms to ensure that activities are sustained beyond a programme's term.

Tips

- To the extent possible, determine how and when the programme will receive funding, so that activities can be implemented accordingly.
- Identify sustainability priorities and outline specific steps to accomplish the activities that are most critical for the continuation of the programme.
- Diversify sources of funding in order to reduce reliance on a single donor or few donors, thereby fostering sustainability.

Examples

The Albanian programme emphasizes planned linkages to other activities – such as healthy lifestyle education into school curricula and incorporation of youth-friendly services into the primary health care system – to help ensure future sustainability of the programme. Similarly, in Belarus, the Improved and Extended Access to Youth Reproductive Health Services and Information Project links to school interventions.

In Jamaica, the Ashe Caribbean Performing Arts Ensemble and Academy requested technical assistance from its donors to develop a management, finance, and staffing sustainability plan. As part of the changes implemented, Ashe developed a board of directors made up of prominent community members to help ensure longer-term sustainability and reach out to members of the local business community for support.

B. Recruitment and Retention

Recruitment

1. Identify sources and channels for recruiting peer educators.

A plan is developed for means to identify recruitment sources (partner organizations, workshop participants, and target population groups and leaders) and channels (word of mouth, announcements, mass media, Internet, etc.).

Tips

- Develop a recruitment plan that realistically identifies the number of candidates needed (compensating for turnover); reflects age, sex, and vulnerable population goals (overinterviewing or overrecruiting if necessary); and specifies the means to identify candidates.
- Try to find candidates with the diverse array of skills and demographic characteristics that the programme needs instead of choosing only from among those who volunteer.

Lesson Learned

As the Improving Sexual and Reproductive Health project in Bosnia and Herzegovina learned, peer educators are an elusive group of youth who move fast, and it is hard to keep them tied to the programme because of that. The project enacted a process of continuous recruiting to ensure adequate numbers.

However, there are pitfalls associated with continuous recruiting. Programmes that recruit too widely are certain to disappoint youth who are not accepted. Given that a programme goal is to win broad support, the scope of recruitment should be carefully considered. In addition, avoid training too many peer educators. One of the most common pitfalls in peer education is having too many peer educators and too little for them to do.

2. Decide on criteria for peer educator selection.

An agreed-upon criteria list is developed for selecting peer educators. Criteria include availability, age, sex, motivation, acceptability by target audience, previous experience, personal traits (behaviour, team player, volunteer spirit, potential for leadership, etc.), and other characteristics deemed relevant for a particular programme.

Tips

- Seek a balanced team of peer educators that represents the important criteria across the group. Individual educators do not have to meet all criteria. Select some charismatic facilitators, some organized and low-key observers, and some sensitive communicators.
- Recruit peer educators from among the target groups, especially when trying to work with hard-to-reach groups such as sex workers, street children, or drug users. Working with peer educators from such groups can be especially challenging because these youth often have difficult logistical and psychological issues that come from the marginalized positions such groups have in most cultures.

- While the benefits of peer education are greatest for the peer educators themselves, it is important to avoid selecting individuals as peer educators because you want to have an impact on their lives. Selection criteria should be used to select the people who would make the best educators of their peers.

Lesson Learned

A common pitfall in developing recruitment criteria is the assumption that peer educators should be model youth who can honestly preach about their own no-risk behaviour. Choosing such peer educators guarantees that similarly model young people will be the only ones to whom they appeal.

3. Set clear expectations.

Clear expectations of both the programme and prospective peer educators are documented in writing and agreed upon at the beginning.

Examples

The Reproductive Health Program staff in Georgia found that they needed to define expectations based on the peculiarities of the group itself. For example, they could not expect that injecting drug users in prisons will be able to do reporting tasks. Thus, the main paperwork is done by social workers, who are trainers and supervisors of the peer educators.

In Ghana, the Enable Project of the Centre for Development and Population Activities (CEDPA) found that peer education implemented through a formal structured model was more successful at changing the attitudes and knowledge of target audience members than informal peer education. This reinforces the need for peer educators to understand their tasks and work within a structured program.

Tips

- Clarify task and time commitments required; do not assume that candidates have an accurate picture of expectations.
- Be sure to balance expectations with a clear and realistic picture of opportunities and incentives; take care not to promise the candidates more than the programme can handle.
- Expectations can be altered, if necessary, to encourage representation from special target groups.

4. Establish a standardized and transparent interview and selection process.

The interview forms and process, including establishment of a credible recruitment panel, are documented and standardized. The selection process is written, available to all interested parties, and implemented fairly.

Tips

- Make sure that candidates know what the selection process will involve and how decisions will be made.
- Orient the recruitment team about the selection process and the expectations of peer educators, and train recruiters to be fair and unbiased in their work.

Lessons Learned

- Too little standardization of the interview process can lead to favouritism, lack of objectivity, and disagreements within the recruitment team.
- While the selection process must be transparent, it is also important that the recruitment process ensure the confidentiality of candidates.

Retention

5. Document expectations.

Expectations for peer educators' activities and performance are clarified, agreed upon, and documented in writing.

Tips

- Agreements or contracts should derive from expectations discussed during the recruitment process. Refinements should reflect actual working activities and conditions.
- Seek peer educator input in drafting the agreements to ensure that peers' most important concerns are reflected and issues are clarified.

Consider!

Contracts are always subject to change by joint agreement and do not need to cover every possible contingency. But the basics should be covered, and changes should be fair and equitable.

6. Establish means for continuous communication, including feedback.

Open and continuous communication mechanisms between peer educators and the programme supervisors and managers are established, including regular feedback via supervision, regular peer educator/management meetings, and an annual retreat.

Tips

- Schedule regular meetings for sharing experiences and providing feedback so that peer educators are comfortable with, and expect, such open discussion.
- Feedback can work in both directions, so peer educators must be encouraged to provide feedback and to receive feedback on their work in the spirit of improving their performance.

Challenge

Remind all members of the programme team that there is room for improvement and that everyone can contribute to making the programme better. Routine feedback mechanisms implicitly convey that the programme is not perfect, which gives peer educators incentive to show initiative and take creative risks to improve the programme.

7. Establish an incentives system.

A system of reinforcement and non-financial incentives is established, including recognition, awards, and rewards as possible; social and recreational opportunities; exchange (and travel) opportunities; and advancement within the group as appropriate.

Example

The incentives approach can be very delicate and provoke a sense of resentment if some peers perceive that they are not getting a fair deal. In Jamaica, for example, two groups of peer educators operated at the same government health clinic but with vastly different incentives packages, including a monetary payment for one group but not the other. The kind of deep resentment that resulted could be avoided if groups operating together, or within the same area, harmonize their benefits and rewards.

Tips

- Make sure that at least some rewards are reliable and sustainable and do not depend on continued funding. Some such rewards include honouring good performances, acquiring free tickets to entertainment or sports events, and arranging for academic credit.
- Ensure that the incentives programme is fair and transparent, with articulated criteria so that selection is not seen as biased or the awards undeserved.

- Avoid diluting the impact of awards, which can occur if everyone receives an award of some type.

8. Establish supervisory and mentoring systems (see Supervision, page 46).

An effective supervision system is in place, with mentoring provided as possible.

9. Offer opportunities for increasing involvement and responsibility.

Willingness of peer educators to become more involved and take on additional responsibilities is encouraged and accommodated as possible, including assumption of some programme operation tasks (e.g., co-trainer, management assistant, recruitment panel member).

Tips

- As an integral part of the programme, develop a graduated promotion system in which peer educators are groomed and supervised for progressively more responsible and skilled work.
- Look for programme tasks and roles for peer educators as learning opportunities for them and as a way to expand staff capacity.

Example

In Macedonia, the Developing Peer Education Network programme gives experienced peer educators the opportunity to become assistant coordinators. In this role, they can manage certain activities on their own, such as preparing and disseminating information, education, and communication (IEC) materials and calling for posters for World AIDS Day.

C. Training and Supervision

Training

1. Arrange for qualified trainers.

Trainers are well trained, well informed, prepared with knowledge and skills relevant to their responsibilities, flexible and able to improvise, tolerant, experienced in peer education, and sensitive to cultural and gender issues. They can work as co-facilitators, place the group's concerns before their own interests, and are able to work well with the selected training curriculum.

Tips

- If qualified trainers are not available, conduct a training of trainers (TOT) to adequately prepare a training cadre.
- If possible, recruit a diverse group of trainers (e.g., sex, age, and ethnicity).
- If the trainers are not already members of the programme's staff, they should be supervised closely by programme staff during the training.

Example

The Y-PEER program brings together trainers from a variety of backgrounds to conduct TOT workshops. The program also uses TOT opportunities for senior trainers to mentor junior trainers. The diversity of trainers helps to model principles important to the Y-PEER program, such as balance of males and females, age and expertise balance, and the importance of expanded opportunities for excellent peer educators.

2. Select a quality training curriculum.

The selected training curriculum is consistent with the topics and approach of the programme, culturally appropriate and gender sensitive, interactive and participatory, and well structured and sequenced in feasible time allocations. It includes clear goals and objectives, is based on methodological findings, and includes an evaluation component.

Tips

- Select or adapt a curriculum that is participatory and creative and that balances skills building with team building. Virtually everything that peer educators will be expected to do with learners should be modelled in the training.
- Ensure that adaptations reflect the cultural realities of your environment while promoting discussion of barriers to desired change.
- Build into the curriculum opportunities to define follow-up training needs.

Consider!

- To assess and adapt existing training curricula to the needs and interests of a programme's audience, three overlapping sets of expertise are needed: knowledge of health content and an understanding of the health indicators the programme seeks to improve; understanding of educational or pedagogical strategies and the conduct of learner-centred activities with the target age group; and understanding of the interests and culture of peer educators and their target audiences.
- If a programme adapts a training curriculum to the conditions and needs of its audience, it should make that adapted curriculum available to its colleagues and collaborators with similar target audiences.

3. Arrange for appropriately sized groups.

The size of the trainee group (usually 15 to 20) is appropriate for the trainer, allows for effective participation, offers opportunities for leadership and skills practice, and allows for full interaction among peers and trainers.

Tips

- Even when the training group is a manageable size, it can often be helpful to divide into smaller sub-groups during exercises to allow trainees to practise new skills.

- Training in 'waves' (new groups start the training program every few months) can solve the problem of group size and also capture new recruits in a timely way.

4. Structure agenda and time to meet training needs.

The training is carried out so that subjects and exercises are given appropriate time according to relevance and trainees' levels of knowledge and skills. Avoid overloading trainees. Include time for evaluation, summary, and planning future tasks.

Tips

- Plan for adequate time, especially for participatory activities. If the schedule cannot be followed as planned, make adjustments as soon as possible, prioritizing activities to ensure there is time for the most important of them.
- Maintain balance between unanticipated but promising tangential discussions and the need to keep on schedule to accomplish the critical objectives of the training.
- Vary the type and pace of activities, paying attention to the tempo of the day. For example, sedentary activities (e.g., lectures) should not be undertaken immediately after lunch.
- Youth peer educators need a minimum level of knowledge and skills so that they can transmit accurate information on the topics for which they are trained.

5. Provide relevant materials and handouts.

Participants are provided with materials in advance and during the sessions, as appropriate, including practical handouts and materials for exercises. Copies of reference and review materials are provided at the conclusion of the training.

Consider!

Ask trainees to help prepare and distribute materials. This encourages their participation and helps trainers use time more efficiently.

Tips

- Be a model of good planning and provide useful, professional materials in a timely and orderly way.
- Use notebook binders, colour-coding, and other means to keep materials organized and easy to access.

6. Use interactive, participatory, and skills development approaches.

The training uses approaches that maximize trainee participation, such as interactive exercises, opportunities to practise new (or important existing) skills, and role-play situations they may encounter.

Tips

- Ensure that relevant supporting staff, partners, and sponsors are familiar and comfortable with a participatory approach.
- Ensure that peer educators are given ample time to practise skills during the training.

Challenge

Nothing is more certain to undermine quality peer education than training that is overly didactic, boring, or irrelevant to lived experience. That kind of training is primarily what peer educators and their audiences have been exposed to in the classroom. These standards recommend training techniques that trainees will find new, more appealing, and perhaps even a bit intimidating. Experts in interactive learning, even if they know little about HIV/AIDS or reproductive health, can help design training and adapt curricula so that the activities are spirited and engaging. Learner-centred peer education may seem chaotic and undisciplined, and those used to traditional teaching approaches may assume it is unproductive and even undermines a healthy school climate.

7. Implement tools and methods to evaluate training and training participants.

Mechanisms for assessing trainees' knowledge and skill development are in place at the onset of training (as a baseline) and used at the conclusion of the training (post-training evaluation). Tools are also available for trainees to evaluate the training.

Tips

- Seek expert assistance in developing tools to assess trainees' progress and the training itself, including facilitator performance. Use these results to redesign training as necessary.
- Place a reasonable focus on M & E of the training itself and look towards future M & E efforts to address ongoing assessment of peer educators' skill acquisition and performance.

Consider!

In addition to using pre- and post-tests to determine whether peer educators have acquired the necessary knowledge and skills, it is useful to have trainees' complete an evaluation at the end of the training. In this way, they can help identify strengths and weaknesses of the training as well as topics about which they would like refresher courses and updates.

8. Discuss ethical issues (see Section 4. Code of Ethics).

Ethical issues (such as confidentiality, power balance, and gender equity) that are likely to arise in connection with peer educators' activities are discussed as part of the training.

Tip

- Ensure that topics are considered in light of the culture's most pressing, relevant concerns.

Consider!

Talk about ethical issues within your organization before training peer education groups. Consider working with a team of staff and peer educators to develop a code of ethics for the programme (based upon the code of ethics in this document, if it is helpful). Some organizations post their code of ethics in public areas to remind staff and peer educators of their obligations. Other organizations require peer educators to individually sign a code of ethics, which could be included in a peer education contract, for example.

9. Involve youth at all stages.

Youth are involved in all aspects of the training design, implementation, and evaluation and help plan for future training.

Tips

- Ensure that youth participation occurs in partnership with adults, whose experience and guidance play key roles.
- Ask youth who have already been through the training to co-facilitate in training new peer educators.

Example

An FHI/YouthNet study of the effectiveness of youth peer education in the Dominican Republic and Zambia found that youth involvement is critical for peer educator retention, motivation, and productivity. 'Youth participation' does not mean that peer educators control the programme, but that they are empowered by adults to make substantive contributions. Young people must receive adequate training and supervision to increase their decision-making skills and proficiency in carrying out their responsibilities.

Supervision

10. Arrange for trained, aware personnel.

Supervisors have been trained in supervision skills, programme expectations, and peer education content and approaches.

Tips

- When training adult supervisors of peer educators, emphasize team building and the application of varied skills to different needs.
- Train supervisors to be sensitive to group dynamics, aware of their own values and attitudes, and perceptive about psychological issues faced by peer educators.
- Ensure that supervisors periodically review programme plans and objectives to make sure their oversight complies with programme goals.

11. Ensure that peer educators are well prepared.

Supervisors ensure that peer educators have received adequate preparation (through training and skills acquisition/practice) before they begin their work. Updates of knowledge and skills are provided as needed, with any expansion of roles.

Example

Romania's Family Life Education Project provides regular opportunities for peer educators to practise skills and receive feedback from their fellow peer educators and adult programme staff. Weekly meetings are held in which peer educators lead activities in front of the programme staff on various reproductive health issues that they choose, organize, and develop. This provides opportunities for improving their facilitation and communication skills, updating their knowledge on reproductive health issues, and formulating their attitudes and ethics as peer educators.

Tips

- After the initial training, supervisors should track performance and requests for assistance and schedule timely refresher courses or other ways to meet identified needs.
- Some supervisory activities should take place in the field once the peer educators have begun their work.

12. Continually reinforce motivation and ethical behaviour.

Supervisors continually reinforce peer educator motivation, monitor limitations (personal or professional), reinforce compliance with the code of ethics, and monitor sensitivity to gender and cultural concerns. As possible, supervisors promote opportunities for personal development.

Challenge

Programmes must explicitly distinguish between peer educator conduct that calls for disciplinary action and conduct that requires termination. There are likely to be gray areas, although ethical breaches tend to be clear cause for termination (see Section 4. Code of Ethics). In defining and enforcing these limitations and codes, the peer educators themselves play crucial roles. Codes of behaviour need to be considered in the context of the programme's goals and mission. For instance, if the programme seeks to reach and influence youth engaged in risky behaviour, it is counterproductive to select peer educators for their model behaviour and to penalize or eject those who do not always behave perfectly.

At the same time, it is important to acknowledge that programmes, especially new ones, are on trial in the eyes of the public and stakeholders. Such programmes may have to be more careful about the public behaviour of peer educators. As programmes mature, the standard peer educators adhere to is not 'risk-free behaviour' but rather, their seriousness in thinking and talking about such behaviour. The mature programme selects and supports young people who are responsible in most important ways – not perfect – and who are also committed and prepared educators.

Tips

- Motivating peer educators and reinforcing compliance with ethical standards requires a balance between realistically accepting young people's behaviour and managing external expectations of stakeholders and audience members.
- Support mechanisms are needed to address motivation, stress, and burnout among peer educators.

13. Manage the group dynamic and encourage team building.

Supervisors manage the group dynamic, encourage team building, promote a safe environment, and stay aware of personal relationships.

Tips

- Supervisors must monitor individual behaviour, personal interactions, and the group dynamic overall, intervening early if problems surface.
- Training and group supervision meetings should retain a climate of safety, fun, and teamwork. Icebreakers and other activities, some of them physical, are important team-building tools and should not be discarded for lack of time.

Consider!

- It is necessary, not unprofessional, for peer educators and supervisors to use group sessions to address upsetting issues, with appropriate concern for emotional safety.
- Programmes are wise to develop rules that limit the amount and nature of gossip. They might specify the conditions under which supervisors must be told immediately about the conduct of a peer educator, and other conditions in which the proper procedure is to talk directly with the offending person rather than involve supervisors, unless the behaviour is not remedied.

14. Share responsibility with peer educators.

Supervisors share supervisory responsibilities with peer educators and involve them as active participants in the supervision process, with feedback regularly invited.

Tips

- Supervisors and supervisees should agree explicitly on what the supervisee wants and needs to learn.
- Supervisors and peer educators should look at programme outcomes when considering how supervision or supervisory activities can be changed to improve programme results.

Challenge

Responsibility is earned. Ideally, peer educators should be active participants in their own supervision, but every peer educator and every cadre must demonstrate sufficient responsibility to do so. A peer educator cannot reasonably say to a supervisor, 'I want to learn X' if he or she has not demonstrated seriousness and effort in learning other, more essential skills. A group similarly earns greater involvement and voice through its performance.

D. Management and Oversight

1. Ensure compliance with programme standards.

Management systematically monitors and assures compliance with standards and initiates corrective action when shortfalls are identified.

Tips

- While working towards overall compliance to standards, management also needs to set priorities, use flexibility, and address realities, making sure that standards are feasible in the context of current conditions.
- When a standard proves to be difficult to meet, management, in cooperation with peer educators, should determine

whether to adjust activities to meet the standard or adjust the standard to address practical realities.

Challenge

Programme leaders are responsible for ensuring broad oversight and guarding against the tendency for daily activities and a hectic pace to distract from attention to the standards of practice that make programmes effective. At the same time, all standards are not equally vital, and they are always contextual. Sometimes there are valid reasons for a programme to fail to meet a particular standard.

2. Ensure technical competency of the management team.

Management has demonstrated technical competencies in specific areas appropriate to their responsibilities, including peer education strategies and methodologies, behaviour change communication (BCC) activities, and M & E.

Tips

- Managers require skills across a spectrum of disciplines, so it is important to assess their needs and assure training or course work to fill the most urgent gaps.
- In a resource-constrained environment, programmes should view management as a team and ensure that all needed skills are present overall, if not with each team member.

Consider!

Management demonstrates its competencies by constantly expanding its expertise. Good management recognizes the need to devote time and resources to new knowledge, theory, and experience from outside (as well as within) the programme and ensures participation in conferences and webcasts, subscribes to journals, and makes time to read and disseminate key information to staff.

3. Establish and maintain quality expectations of programme activities.

Management and peer educators establish guidelines and expectations about the quality of various peer education activities (e.g., conducting small group discussions, organizing events, making useful referrals) and develop remedies for situations when quality standards are not being met.

Tips

- If quality assurance measures are not already in place, a team of managers and peer educators can work together to define expectations about quality and share these with others in the programme.
- Promote and enforce quality expectations via management and supervision activities.

Consider!

Peer educators will be more motivated to maintain the high quality of their activities if they perceive that quality is an important issue for management. Management should take care to implement quality assurance measures in training, external relations, and other activities.

4. Establish effective administration of human and financial resources.

Effective systems for managing human and financial resources are in place, with trained, competent staff responsible for carrying them out.

Tips

- Ensure that human resources and finance and administration staff are well integrated into the overall programme structure.
- Promote an understanding among all staff and peer educators of the purpose and functions of human resources and financial personnel and how they can assist one another.

Challenges

In some programmes, a real or perceived separation between programme staff and administrative and financial staff impedes effective coordination and sometimes promotes conflict. Some programme staff resent the forms and protocols that the administrative team needs them to attend to; they think anyone not 'doing the work' directly is somehow detracting from it. Take concrete steps to prevent barriers from arising between administrative and programme staff.

Equitable salary structures are often a challenge for low-budget programmes. In most cases, peer educators are volunteers. Tensions around payment levels may exist between volunteer youth educators and paid staff, as well as between youth program staff and human resources and financial personnel, who tend to command higher salaries in the marketplace than paid youth staff. If programs want strong financial personnel, they will usually have to pay competitively. To address such tensions, staff members need to find other ways to motivate peer educators and provide other types of benefits.

5. Establish a transparent decision-making process.

Decisions about programme operations are clear, consistent with programme policy and culture, and can be documented as necessary.

Lesson Learned

The relationship among stakeholders, staff, and peer educators in the decision-making process tends to be fluid and dynamic. Early in a programme's development, the stakeholders have more accountability; as the programme matures, the leadership and peer educators themselves take on more responsibility and accountability, and stakeholders tend to be less involved, often only in issues of unusual significance.

Tips

- Management should make sure that staff and peer educators know how decisions are made and in which circumstances there is opportunity for input and sharing.
- Following a clearly outlined decision-making process helps managers be accountable for their decisions.

6. Establish a process for youth participation in decision-making.

Youth have a role in making decisions about the management of the programme and providing their perspective on programme decisions.

Tips

- Youth should be included in decision-making bodies in sufficient number so they will not feel intimidated.
- Because they are not usually experienced, youth need some orientation to decision-making responsibilities and working with adults.
- Adults, too, need orientation to sharing decision-making with youth.

Lesson Learned

When youth decision-making bodies work parallel to staff or adult bodies, friction and fragmentation often result. True youth-adult partnerships involve youth and adults working side by side on common issues.

7. Use M & E for decision-making.

Findings from timely reporting on programme activities, as well as from any evaluation that takes place, are used to make adjustments in programme operations and to plan future activities.

Tips

- Do not wait until a public final report has been completed before you use your M & E data; plan to get findings quickly and address challenges as they occur.
- Look for unexpected implications of the M & E data, including evidence that was not consciously sought.

Challenge

Monitoring data are not always rigorous or reliable. Thus, data should inform decisions to the extent that they are credible; when data are merely suggestive, a more focused assessment may be called for.

8. Promote cooperation and networking.

Management promotes cooperation with partner agencies and institutions and fosters networking to increase reach and breadth of programme activities.

Lesson Learned

When independent programmes become closely affiliated on a project in which they have common goals and share important resources, they each become stronger and more sustainable. However, coalition-building is labour intensive, time consuming, and not a virtue unless it improves results. Many programmes become entangled in an endless coalition-building process as if the process itself were a valued end. The key question to ask about networks and coalitions is: How do they help the programme achieve its mission and objectives?

Tips

- Beginning at the program planning stage, build upon the core group of stakeholders to increase reach and to form common ties with related groups.

- Identify areas in which your programme could be improved (e.g., better connections to target audience or more expertise in technical areas) in order to prioritize and focus your networking activities.

9. Establish linkages and referrals to services and commodities.

Management assures a functioning system of linkages to appropriate services and commodities if needed to supplement the programme's services.

Lessons Learned

- In Latvia, the Family Planning and Sexual Health Association implemented a programme on youth-friendly health services that included identification, assessment, and training of service providers. A database of these services was developed for peer educators to refer youth or advise them about where to find information on the Internet.

- In Belgrade, Serbia and Montenegro, the Center for AIDS and STIs Prevention of the Institute for Students' Health organized voluntary, confidential counselling and testing (VCCT) in the evening, working with members of Y-PEER Network for Serbia and Montenegro. The evening hours provide increased accessibility for young people who are at high risk of HIV infection, including injecting drug users, men who have sex with men, sex workers, ethnic minority groups, and the extremely poor. NGO members of the Y-PEER network who are sensitised and trained in outreach and VCCT work socialise and talk to the clients in the waiting rooms. This provides support and helps to obtain information that can assist with further work with hard-to-reach groups.

Tips

- Establish linkages to services that will be in greater demand as a result of the programme's messages and promotion (e.g., STI management or VCT).

- Prioritize working relationships with linked and referral agencies according to those services most needed by your clients. If possible, assess these agencies sufficiently to ensure that clients will receive quality care.

10. Establish sustainability plans.

Management maintains a feasible plan to mobilize resources for the life of the programme and to foster sustainability beyond the programme's term.

Challenge

Youth and prevention programmes are almost always funded poorly and provisionally. By definition, their constituency inevitably grows up and ages out of the programmes, thereby losing their status as advocates. Conservative adults tend to fear peer education programmes. To promote sustainability, peer education programmes need to address public perception. Aggressive and strategic pursuit of good public relations, both general and targeted at influential decision-makers, and always reflecting meaningful accomplishments within the target audience, is an important sustainability strategy.

Tips

- Plans should include institutional and financial sustainability.
- Sustainability can be fostered by documenting evidence about achievements and publicizing successes to stakeholders and the public.
- Immediate financial support is always most urgent; however, it is important to think about and plan for longer-term funding early in a programme's life.
- Involve longer-term and future sponsors, funders, and supporters in the earliest stages of review and planning in order to increase involvement and commitment.

Example

In the ECHO NETWORK programme in Russia, a rumour that circulated about the programme's ending was interpreted by volunteers as the end of their activities. This resulted in a sharp drop in the number of volunteers. Large volunteer networks need strong and effective communications strategies to make them sustainable.

E. Monitoring and Evaluation

1. Establish relevant, clear objectives.

Clearly defined programme objectives are measurable, time bound, and achievable.

Tips

- Objectives used for M & E must be identical to, or fashioned from, the overall mission and goals developed at the onset of the programme.
- Although programmes should have high expectations, it is practical to have intermediate objectives so that progress can be demonstrated at earlier stages.

Challenge

Some worthy objectives are not easily or precisely measured but still should not be overlooked. Sometimes, it takes several years and gradual evolution to be able to pinpoint indicators that would enable assessment of factors like 'a friendly atmosphere'.

2. Establish functional, relevant indicators.

Indicators are established that reflect sex, age, religion, and ethnicity and that allow tracking and measurement of target group performance and success of programme activities (such as drop-outs, number of stakeholder meetings, number of young people reached, number of activities, etc.).

Tips

- Consider getting expert assistance with the task of establishing indicators; the easiest or most obvious ones are not always the most useful for programme assessment.
- Select only those indicators that reflect what the programme intends to change and believes it can change.
- Be aware that some indicators are culturally sensitive. In some places, asking about religion and ethnicity will drive people away.

Example

Many indicators require substantial discussion about programme philosophy and goals. If, for example, active participation in thoughtful discussion and debate is a goal, the best indicators may include the number of youth who speak during the session, the number of minutes of oral participation, and the number of times youth respond to other youth (rather than the peer educators). None of these indicators would be articulated as measures of traditional classroom education.

3. Include M & E in the workplan from the start.

An M & E plan, with an allocated budget, is included in the workplan from the programme's start. It captures all aspects of the programme, including recruitment, training, peer education activities, supervision, peer educator performance, youth involvement, gender equity, and collaboration.

Tips

- Look at each aspect of the programme from the start, with priorities indicated.
- The use of experts to advise on or conduct M & E is critical. Be sure to foster capacity building among the programme staff and the peer educators when bringing in outside experts.

Consider!

Committing to an M & E plan from the beginning not only ensures the collection of baseline measurements, but also can help clarify priorities and the means with which to measure success.

4. Implement baseline assessment.

A baseline assessment, against which to measure the achievement of objectives, is implemented. This information is useful for tracking and monitoring programme activities.

Tip

- With expert assistance, design a reasonable baseline assessment derived from established indicators that you intend to later measure with a follow-up survey.

Consider!

While there are other ways of measuring programme impact, pre- and post-intervention measurements of behaviour and health outcomes are most dramatic and meaningful to stakeholders. However, measurements can be expensive and take a long time, especially if measuring health outcomes. Assessments of knowledge are easy to obtain but knowledge gains are not predictive of behaviour change.

5. Develop monitoring tools and a measuring system.

Tested and usable monitoring tools (questionnaires, diaries, tracking forms, etc.) are developed as part of the M & E system for monitoring and for measurement of performance and progress. Staff and peer educators are trained to use them.

Tips

- Be sure to develop qualitative and quantitative tools. Documenting the education process and peer educator insights can be as valuable as quantitative changes; this qualitative information sheds light on the reasons and conditions under which interventions occur.
- If possible, identify tools that have already been developed and can be adapted by your programme.

Challenge

Peer educators may need to monitor many of their activities themselves. They can easily be trained to observe accurately and precisely, but there are loyalty issues that need to be addressed, just as if people of any age were asked to assess the effectiveness of friends.

6. Ensure capacity to plan and implement M & E.

Programme staff have the capacity to plan and implement M & E, or appropriate external support and assistance are identified.

Tips

- Expertise in evaluation methodology and design are essential to successfully implemented M & E.
- Expertise is sometimes available for free, such as from a university with an academic interest in the programme or from a partner in exchange for collaboration benefits.

Challenge

M & E can be expensive, particularly so for evaluations focusing on behavioural outcomes among target populations. If undertaken with too few resources or with samples that are too small and not randomly chosen, a poorly designed and implemented evaluation may do more harm than good.

7. Establish means for youth participation in planning and implementing M & E.

Young people are involved in planning M & E functions, including instrument development and testing, and in implementing M & E, including planning, monitoring, and evaluation tasks.

Challenge

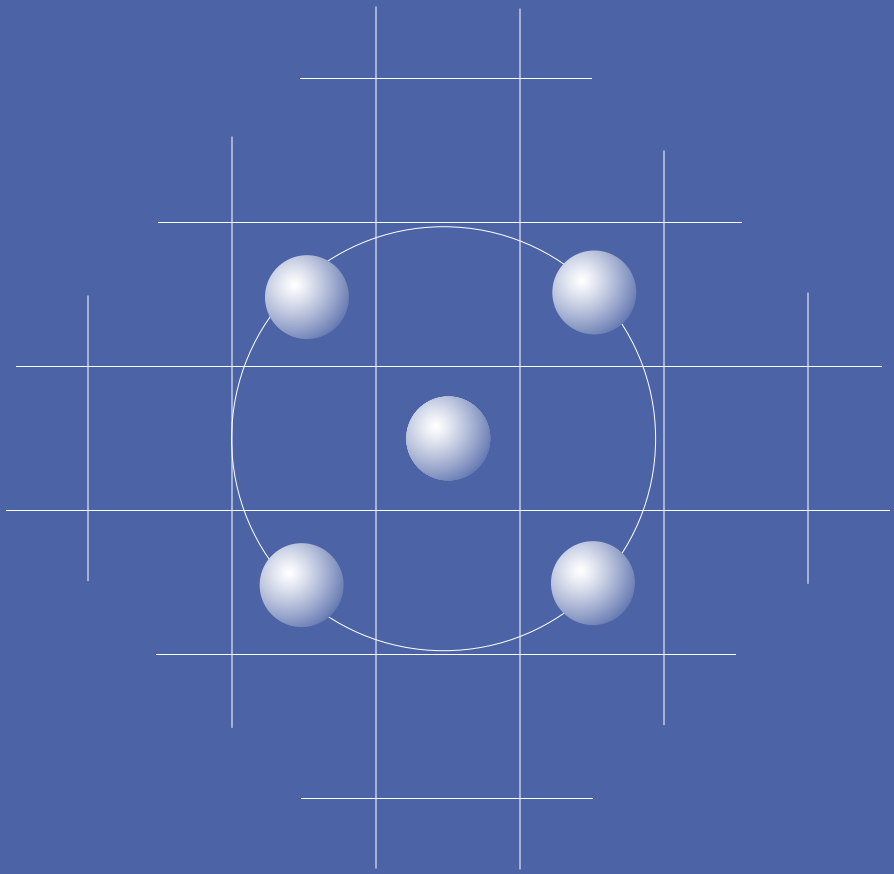
Passionate belief in the programme's effectiveness, and in the talents of colleagues and fellow peer educators, can work against objectivity in developing and conducting M & E functions.

Tips

- Youth can offer relevance to the M & E design and operation.
- Youth must be trained to be effective partners in M & E activities.

Section 4

Code of Ethics



4 Code of Ethics

1. **Respect, promote, and protect human rights.** Programme policies, objectives, and implementation guidelines include respect for human rights as an integral part of the programme approach.

Carefully identify the appropriate human rights frameworks that relate to the programme and ensure that these principles are understood by staff, peer educators, partners, and participants. Considering these principles, prioritize the human rights issues that are most relevant to your programme and relate them to the specific conditions of the country and community in the context of practical considerations.

2. **Show cultural sensitivity.** Sensitivity to the cultural context of the programme's target audiences and settings, within the human rights perspective of non-discrimination and equality, is included in training, implementation, and supervision.

Provide ample time for discussion of culture in training and as an ongoing dialogue, especially in addressing issues on which there are disagreement and discomfort. No one is immune to insensitive behaviour, and people at all levels, from senior staff to peer educators, can benefit personally and professionally from activities that examine cultural sensitivities.

3. **Respect diversity.** Peer educators are encouraged to respect their own and their target audience's diversity of culture, ethnicity, sexual preference, race, language, socioeconomic context, and residence.

To move beyond paying lip service to celebrating diversity, dedicate time and skills to purposeful discussions of difference, including interdisciplinary perspectives on how prejudice

works and how it can be counteracted. Diversity is sometimes welcomed in rhetoric but not demonstrated in practice. It can be difficult to attract a diverse staff or maintain adequate diversity in peer education cadres, but programmes are responsible for doing whatever is necessary to demonstrate their commitment to real diversity.

4. **Promote gender equality and equity.** Programme policies, training, supervision, and implementation guidelines emphasize the goal of gender equity and opportunity in participation and gender awareness in learning and educating.

Gender awareness should be a theme in all programme activities and materials. This includes management, staffing, training, supervision, and peer-conducted activities. Gender awareness should also be considered when providing peer educators the opportunity for leadership and when generating awareness-raising discussions and education. Pay special attention to gender inequality and discrimination, including gender-based violence. Sensitivity to the traditions and beliefs of the community does not mean adhering to unjust practices; it does sometimes mean, however, choosing messages and battles carefully.

5. **Assure and protect confidentiality.** Peer educators are trained to hold clients' communications and concerns in strictest confidence and to ensure peers that the programme is committed to confidentiality.

Develop a clear, written policy on confidentiality and how this commitment is to be carried out. Reinforce the policy by providing case illustrations during training and supervision. Develop and enforce well-articulated warnings and penalties, if necessary. Frequently explain the distinction between keeping information confidential and reporting critical information to programme staff and other responsible adults.

6. **Promote self-examination of values; do not impose values.** Peer educators, in their training and supervision and in working with peers, are encouraged to pursue an exploration of their own values. One person's values should not be forced on another.

Considerable training and ongoing supervision must address the distinctions between values and beliefs, and the question of how individual values are reconciled with social or programme values. Questions and probes that help peer educators explore and examine their values will be extremely useful for them in working with their youth clients. Programmes face a particular challenge when they are committed to helping youth who believe in, and even act on, values that the programme condemns. Programmes need to be sensitive to the values held by their audiences but are under no obligation to work with people who violate basic human rights and ethics.

7. **Avoid personal misrepresentation, while respecting disclosure boundaries.** Peer educators are encouraged to be honest about their own situations but to recognize that they are not obligated to share personal experiences or issues.

Coach peer educators to respond truthfully to inquiries about their personal behaviour but not to disclose more than is comfortable. Programmes should publicly recognize that peer educators (and their behaviours) are not perfect. Rather than claiming that they are risk-free models, peer educators should model seriousness in thinking about risk and 'owning' their own behaviours. The more peer educators talk about themselves, the less time learners have for their own thinking and examining. The best response peer educators can make to questions about their own behaviour is also the most honest: 'I am not here to talk about myself. I'm here to help you think for yourselves.'

8. **Provide updated, correct, and unbiased information.** The programme, through training, supervision, use of materials, and presentation of information, places a high priority on communicating accurate, current, and unbiased information.

Programmes need reliable mechanisms for disseminating factual information to staff and peer educators, relying where appropriate on government agencies, international organizations, academic institutions, conferences, and workshops for keeping up to date. Create a climate in which continuous learning is expected and in which materials are critiqued for their scientific accuracy. Avoid using existing, shared materials that are biased, reflect gender inequities, and otherwise promote positions or goals not consistent with your programme's.

9. **Be aware of individual limits and how behaviour affects peers.** Peer educators, through training and supervision, are helped to understand their own personal and professional limits and how their behaviour can affect their peers.

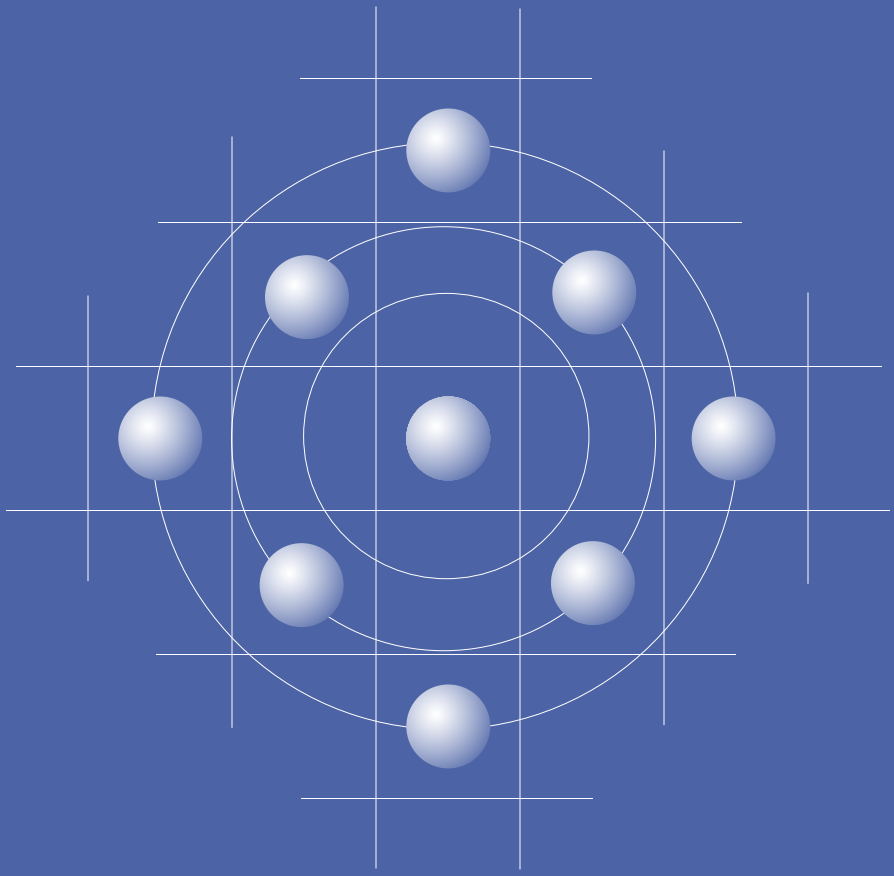
Training, together with ongoing communication and supervision, can help peer educators understand their limits and better deal with challenges they may face in their work. Many peer educators who see pain or problems think they must do nothing less than solve them, when their powers are actually quite limited. Trained peer educators understand that the helping process is a gradual, cumulative one in which helpers work only within the limits of their own control; everything else depends on the person who is being helped or other circumstances. Peer educators need regular emotional support in order to distinguish between the things they can and cannot change.

10. **Refrain from abusing one's position with peers or the peer education programme.** Peer educators, through training and supervision, are taught to understand group and power dynamics and to further the programme's goals while refraining from using their position at the expense of others.

Programmes must be alert to peer educators who, having acquired a sense of pride and power with their successes, risk abusing this new position, especially with young peers. The peer group itself, with its frequent opportunities for discussion and supervision, is the best safeguard against abuse of power.

Section 5

Annexes



Annex 1. Y-PEER: A Brief Description

Y-PEER stands for Youth Peer Education Network. It is a groundbreaking, comprehensive youth-to-youth education initiative pioneered by UNFPA. Y-PEER is a network of more than 200 organizations and institutions consisting of thousands of young people working in the broad areas of adolescent sexual and reproductive health. The network, which is constantly expanding, currently consists of youth from Eastern Europe, Central Asia, the Middle East, North Africa, and East Africa. Y-PEER country networks are designed by and for young people.

The Y-PEER network is based on person-to-person meetings and electronic communications via an interactive website and national and international listservs. It also offers computer-based distance learning courses and sponsors annual national and international training events, campaigns, and workshops.

Y-PEER is an efficient and effective means of promoting youth participation in sexual and reproductive health issues and in building partnerships between youth and adults in advocating for:

- National youth development strategies
- Dissemination of information and knowledge on adolescent sexual and reproductive health
- Shared lessons learned across borders and between cultures
- Standards of practice and improved training resources for peer educators
- Stronger knowledge base for peer educators and trainers of trainers

Annex 2. List of Participants at the Moscow Consultation

Ms. Agne Bajoriniene, Liaison Officer, UNFPA Lithuania
Mr. Aleksandar Bodiroza, Division for Arab States and Europe, UNFPA
Ms. Jelena Curcic, Y-PEER Serbia and Montenegro
Mr. Charles Deutsch, Harvard University, Consultant
Ms. Marta Divolova, UNFPA Bulgaria
Mr. Dadashov Elgiz, Y-PEER Azerbaijan
Ms. Ina Gjikondi, Y-PEER Albania
Mr. Boris Glica, UNFPA Moldova
Ms. Albana Gribo, UNFPA Albania
Ms. Rachel Hand, UNFPA Kosovo
Ms. Tatyana Haplichnik, UNFPA Belarus
Mr. Ramiz Huseynov, UNFPA Azerbaijan
Ms. Ilze Jekabsone, Interagency Coordinator, Latvia
Ms. Gulnara Kadyrkulova, UNFPA Kyrgyzstan
Ms. Inese Kikule, UNDP Latvia
Mr. Atanas Kirjakovski, Y-PEER Macedonia
Ms. Olesya Kochkina,Y-PEER Russia
Ms. Hally Mahler, Family Health International/YouthNet
Ms. Kadi Mand, UNFPA Estonia
Ms. Zeljka Mudrovcic, UNFPA Bosnia and Herzegovina
Mr. Paul Nary, Family Health International
Ms. Daria Nikolic, Y-PEER Bosnia and Herzegovina
Ms. Selen Ors, Y-PEER Turkey
Ms. Anca Pascariu, Y-PEER Romania
Ms. Ann Pettigrew, Division for Arab States and Europe, UNFPA
Ms. Ciptasari Prabawanti, Family Health International/Indonesia
Ms. Maryanne Pribila, Family Health International/YouthNet
Mr. Mario Rene, Latin America and the Caribbean Division, UNFPA
Ms. Judy Senderowitz, Consultant
Ms. Stela Serghuita, UNFPA Romania
Ms. Katy Shroff, Country Support Team, UNFPA Bratislava
Ms. Siamphone Sirattanakoul, Vientaine Youth Center for Health and Development, Laos
Mr. Srdjan Stakic, Technical Support Division, UNFPA
Ms. Milena Stevanovic, HERA, Macedonia
Mr. Gary Svenson, Family Health International/YouthNet
Ms. Irena Tarassenko, UNFPA Russia
Mr. Robert Thomson, Country Support Team, UNFPA Bratislava
Ms. Nino Tsereteli, Y-PEER Georgia
Ms. Marian Urbina, Latin America and the Caribbean Division, UNFPA
Ms. Marija Vasileva-Blazev, Family Health International/YouthNet
Ms. Alena Yemialyanava, Y-PEER Belarus
Ms. Jelena Zajeganovic-Jakovljevic, UNICEF Serbia and Montenegro
Mr. Robert Zielony, Consultant

Annex 3. Annotated Peer Education Resource List

Note: all resources are available for free unless otherwise noted.

1. Guidelines on peer education/youth participation

European Guidelines for Youth AIDS Peer Education
Svenson G, et al. (eds). European Commission, 1998

This Europeer (the European peer education network) publication provides guidance on setting up, running, and evaluating AIDS peer education projects for young people. The first two chapters examine the benefits and limitations of the peer education approach. Available in English, French, German, Greek, Italian, Portuguese, Spanish, Swedish, and Czech. Available online at: *http://www.europeer.lu.se/index.1002---1.html*, by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

Guide to Implementing TAP (Teens for AIDS Prevention)
Advocates for Youth, second edition, 2002

This step-by-step guide aims to help adults and teenagers develop and implement a peer education programme on HIV/AIDS prevention in schools and communities. It includes plans for 17 sessions with suggested activities and descriptions of ongoing projects. Available online at: *http://www.advocatesforyouth.org/*publications/tap.htm or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

How to Create an Effective Peer Education Project: Guidelines for AIDS Prevention Projects
Family Health International, nd

This document provides practical guidelines for planning and implementing a peer education project and creates awareness of potential difficulties. Available online at: *http://www.fhi.org/en/HIVAIDS/pub/guide/BCC+Handbooks/peereducation.htm* or by mail at: Family Health International, Attn: Publications, P.O. Box 13950, Research Triangle Park, NC 27709, USA

Peer Approach in Adolescent Reproductive Health Education: Some Lessons Learned
UNESCO Asia and Pacific Bureau for Education, Thailand, 2003

This booklet focuses on research on the impact of peer education in promoting healthy behaviour among adolescents, synthesizes field experiences, and offers guidelines to enable policymakers and programme implementers to adopt or adapt appropriate strategies in their own settings. Available online at: *http://unesdoc.unesco.org/images/0013/001305/130516e.pdf*

Peer Learning
Harey M. UK Youth, second edition, 2000, £11.00

Peer Learning is a popular resource that provides tools with which to train young people to run a peer learning programme. It offers clear guidelines and a flexible structure that can be used across differing levels of participation by young people in many settings. It is suitable for work on a range of participative topics such as crime, democracy, and citizenship. *Peer Learning* contains action points, session plans for recruitment and training, basic and key skills activities, and follow-up ideas. It can be used in combination with *Yes Me!*, the book for young peer educators (see 3. Training manuals, below). Order online at: *http://www.ukyouth.org* or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Peer to Peer: Youth Preventing HIV Infection Together
Advocates for Youth, 1993, US$4.00

This resource for programme planners and youth workers examines the rationale and research behind the peer education approach to risk reduction, with a focus on HIV prevention. It outlines in detail successful model peer education programmes. Available online at: *http://www.advocatesforyouth.org*

Peer, An In-Depth Look at Peer Helping, Planning, Implementation, and Administration
Tindall, JA. Accelerated Development, revised edition, 1994

This book focuses on peer counselling and how it can have an impact upon some of society's problems. It is aimed at those who are responsible for planning, implementing, and administering peer-helping programmes. Available by mail at: Accelerated Development, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598, USA

2. Research

2.1. General research

Peer Education and HIV/AIDS: Concepts, Uses, and Challenges
Joint United Nations Programme on HIV/AIDS, Best Practice Collection, 1999

This brochure discusses the peer education theory and presents a literature review and the results of a needs assessment carried out in Jamaica in April 1999. Available in English, French, and Spanish. Available online at: *http://www.unaids.org*, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

Peer Potential: Making the Most of How Teens Influence Each Other
National Campaign to Prevent Teen Pregnancy, 1999, US$15

Three research papers highlight the positive effects of peer influence in teenagers' lives and warn about ways peer influence can also be harmful. They also offer some important guidelines for programme developers and policymakers to make the most of the peers' potential. Order by e-mail at: orders@teenpregnancy.org or by mail at: The National Campaign to Prevent Teen Pregnancy, 1776 Massachusetts Avenue, NW, Suite 200, Washington, DC 20036, USA

Summary Booklet of Best Practices
Joint United Nations Programme on HIV/AIDS, 1999

The booklet describes 18 projects aimed at young people. The main objectives are to:

- promote sexual health
- empower young people with life skills
- reduce the risk of HIV/AIDS infection
- prevent risk of violence, abuse, and entry into the sex trade
- build a peer support network
- reduce discrimination towards people living with HIV/AIDS
- assist young people in continuing their education and ensure long-term social and economic security for the participants

The majority of the projects include peer education. Available in English and French. Available online at: *http://www.unaids.org*, by mail at: UNAIDS, 20 Avenue Appia, CH 1211 Geneva 27, Switzerland, or by e-mail at: unaids@unaids.org

2.2. Monitoring and evaluating programmes for and with young people

Learning to Live: Monitoring and Evaluating HIV/AIDS Programmes for Young People
Webb D, Elliott L. Save the Children, 2000, £12.95

This is a practical guide to developing, monitoring, and evaluating practice in HIV/AIDS-related programming for young people, based on experiences from projects around the world. It focuses on recent learning about peer education, school-based education, clinic-based service delivery, reaching especially vulnerable children, and working with children affected by HIV/AIDS. Condensed version in English and Portuguese available. Available online at: *http://www.savethechildren.org.uk* or by mail at: Save the Children, 1 St. John's Lane, London EC1M 4AR, UK

2.3. Research tools

The Narrative Research Method – Studying Behaviour Patterns of Young People by Young People
World Health Organization, 1993, order no. 1930054, 8 Swiss francs/ US$7.20

This research tool has been extensively used to understand behaviours, including sexual behaviour, among young people in the context of their cultural realities. A core group of young people is brought together to develop a representative story depicting behaviour in their community. The story is then transformed into a 'questionnaire', which is administered to other young people in the districts to be investigated. The findings of this participatory methodology can be used to develop local or national plans of action to promote adolescent health and health information products, in which the core group may become involved as facilitators. Available in English, French, and Spanish. Available online at: *http://www.who.int* or by e-mail at: publications@who.org

3. Training manuals

3.1. Peer education training manuals

The Crunch: Negotiating the Agenda with Young People. A Peer Education Training Manual
The Health Education Board for Scotland, 1997, £20

This manual describes the context in which peer education has developed, offers a theoretical framework to support the development of peer education work, and offers practical guidelines for good practices. The manual illustrates theory and practice using examples of drug, alcohol, and tobacco education. However, the guidelines can be applied to any form of peer education. Available by mail at: Fast Forward, 4 Bernard Street, Edinburgh EH6 6PP, UK or by e-mail at: admin@fastforward.org.uk

Know the Score
UK Youth, 1999, £17.95

Drug education is the focus of this peer education resource. Designed to be used as a preparation programme for peer educators, this publication includes:

- hints and tips on the strengths and challenges of peer drug-education work
- training manuals that can be photocopied and used to train peer drug educators
- activities that peer educators can use or adapt to increase other young people's awareness about drug issues

- different ways to evaluate peer drug-education initiatives
- case studies of two different peer drug-education projects

Available online at: *http://www.ukyouth.org* or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Peer Education: A Manual for Training Young People as Peer Educators
Book 1: Peer education: an introduction
Book 2: Training peer educators (15 training sessions in five modules)
Book 3: HIV/AIDS and sexuality (training sessions)

Murtagh B. National Youth Federation in association with the Health Promotion Unit, Ireland, 1996, Euro 13.00

These three manuals provide information, guidance, and models for peer education projects in youth services. All manuals draw on actual field experience. Book 1 is designed to clarify the concept of peer education and includes guidelines on evaluating peer education. Book 2 provides five modules for use in the general preparation and training of potential peer educators. Book 3 provides two modules: one for training HIV/AIDS peer educators and one to help them reflect on aspects of sexuality. Available online at: *http://www.nyf.ie/*, by mail at: National Youth Federation, 20 Lower Dominick Street, Dublin 1, Ireland, or by e-mail at: info@nyf.ie

Together We Can: Peer Educator's Handbook and Activity Kit
Jamaica Red Cross HIV/AIDS Peer Education Project, 1995

This manual is for teenage peer educators working in HIV/AIDS and STI prevention. Includes activities for managing risk situations, assessing personal values, and developing skills in condom use. Available online at: *http://www.gysd.net/doc/resources/TWC_InstructorManual.pdf* and *http://www.gysd.net/doc/resources/TWC_ActivityKit.pdf*, or by e-mail at: jrcs@mail.infochan.com

Yes Me!
UK Youth, 1996, £12.00

This easy-to-follow self-development programme enables young peer educators to acquire the understanding and skills needed to run a peer learning group. *Yes Me!* is divided into six broad sections: getting started, getting others talking, tackling health issues, working with groups, planning tactics, and doing it for real. *Yes Me!* contains 23 sessions for young people to work through individually or in a group. A popular and long-standing title, *Yes Me!* explores topics such as non-verbal communication and group dynamics and encourages young people to plan projects systematically and to evaluate their own qualities and strengths. Available online at: *http://www.ukyouth.org/resources*, by e-mail: publications@ukyouth.org, or by mail at: UK Youth, Kirby House, 20-24 Kirby Street, London EC1N 8TS, UK

Y-PEER: Peer Education Training of Trainers Manual
UNFPA and FHI/YouthNet, 2005

This second edition of the original Y-PEER training manual (2003) expands the content to cover a global audience with additional handouts and training materials. It includes an overview of conceptual issues, a six-day suggested training curriculum, a sample peer education session on HIV/AIDS, 20 participant handouts, and annex material (resources, exercises, and more). Available online at *www.unfpa.org* or *www.fhi.org/youthnet* or for inquiries, by e-mail at: y-peer@unfpa.org or youthnetpubs@fhi.org

3.2. Related training manuals

Action with Youth, HIV/AIDS and STDs: A Training Manual for Young People
International Federation of Red Cross and Red Crescent Societies, second edition, 2000

This manual is intended for youth leaders who wish to develop an HIV/AIDS health promotion programme among young people. It includes basic information on HIV/AIDS and the impact of the epidemic, guidelines for programme planning, and ideas for educational activities and community projects. Available in English, French, Spanish, and Arabic. Order online at: *http://www.ifrc.org/publicat/catalog/order.asp*, by mail at: International Federation of Red Cross and Red Crescent Societies, PO Box 372, CH-1211 Geneva 19, Switzerland, or by e-mail at: jeanine.guidera@ifrc.org

AIDS: Working with Young People
Aggleton P, Horsley C, Warwick I, et al. AVERT, 1993

This training manual is intended to be used with young people age 14 and over in youth clubs, training schemes, and schools. It includes exercises and games introduced by background text that gives an overview of the medical and social aspects of AIDS as well as advice on HIV/AIDS education. Available online at: *http://www.avert.org*

Exploring Healthy Sexuality
Jewitt, C. Family Planning Association UK, 1994

This manual is aimed at youth workers with little training in sexuality education. Order by mail at: Family Planning Association UK, 2-12 Pentonville Road, London N1 9FP, UK

Games for Adolescent Reproductive Health. An International Handbook
Program for Appropriate Technology in Health, 2002

This manual fuels the imagination of educators with tips on getting started; 45 games that are fun, easy-to-use and educational; guidance on creating

your own games; and ready-to-use card sets. Available online at: *http://www.path.org/publications/pub.php?id=676*

Gender or Sex, Who Cares?
de Bruyn M, France N. IPAS and HD Network, 2001

This resource pack, which includes a manual, curriculum cards, and overhead transparencies/handouts, provides an introduction to the topic of gender and sexual and reproductive health (SRH). Available online at: *http://www.synergyaids.com/documents/3858_060602_GenderBook.pdf*

It's Only Right. A Practical Guide to Learning about the Convention of the Rights of the Child
United Nations Children's Fund, 1993

This guide is intended for youth group leaders and teachers working with young people ages 13 and older. It offers a range of activities that will help children get to know their rights and to help them plan action on rights issues. Available in English and French. Available online at: *http://www.unicef.org/teachers/protection/only_right.htm*

Life Planning Education: A Youth Development Program
Advocates for Youth, 1995, US$60

This is a training pack with interactive exercises on sexuality/life-skills education for young people ages 13 to 18. It is designed for use in schools or other youth settings. Available online at: *http://www.advocatesforyouth.org/publications/lpe/* or by mail at: Advocates for Youth, 2000 M Street NW, Suite 750, Washington, DC 20036, USA

A Participatory Handbook for Youth Drug Prevention Programs: A Guide for Development and Improvement
U.N. Office on Drugs and Crime and The Global Youth Network, 2002

This tool for youth groups is aimed at identifying issues of concern relating to substance abuse. Available in English, Chinese, French, Spanish, Russian, and Arabic. Available online at: *http://www.unodc.org/youthnet/youthnet_youth_drugs.html*

Primary Prevention of Substance Abuse: A Facilitator Guide
World Health Organization and the U.N. Office on Drugs and Crime, 2000

Available online at: *http://www.who.int/substance_abuse/activities/global_initiative/en/primary_prevention_guide_17.pdf*

Project H – Working with Young Men to Promote Health and Gender Equity
Instituto Promundo, 2002.

This manual covers five topics: sexuality and reproductive health, fatherhood and caregiving, violence to peaceful coexistence, reason and emotions, and preventing and living with HIV/AIDS. Each topic contains a theoretical section and a series of participatory activities to facilitate group work with young men between the ages of 15 and 24. Available in Portugese, English, and Spanish. Available online at: *http://www.promundo.org.br/controlPanel/materia/view/103* or by e-mail at: promundo@promundo.org.br

Right Directions: A Peer Education Resource on the UN Convention of the Rights of the Child
Save the Children in association with The Guides Association, UK, 1999, £4.99

This guide helps young people think about their rights through a range of fun and lively activities based around the UN Convention of the Rights of the Child. The 40 activities cover a wide range of important youth issues such as bullying, discrimination, poverty, homelessness, health, and self-expression. Available online at: *http://www.savethechildren.org.uk*

Working with Street Children. A Training Package on Substance Use and Sexual and Reproductive Health, Including HIV/AIDS and STDs
World Health Organization, 2000, order no. WHO/MDS/MDP/00.14

This comprehensive training package was developed for street educators (and others involved in programmes for street children) and contains two parts:

- Ten training modules provide information on the problems street children may face and essential skills and knowledge educators need to function in a dynamic environment on the street.
- *Trainer Tips*, a manual that provides ideas on how the subjects can be taught, includes information on selected topics, and gives options that could help the trainer or educator in adapting local needs and resources.

Available online at: *http://www.who.int/substance_abuse/activities/street_children/en/* or by e-mail at: publications@who.org

Young People and Substance Use: A Manual
Monteiro M. (ed.). WHO and Mentor Foundation, 1999, order no. 1930151, 30 Swiss francs/US$27

This easy-to-use guidebook helps health workers who do not have extensive training or sophisticated resources produce educational materials. Particular

attention is given to the needs of street children. The manual illustrates many ways to engage young people in the design, use, dissemination, and evaluation of educational materials. Order by e-mail at: publications@who.org

100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community
The International HIV/AIDS Alliance, 2002

This is a compilation of energisers, icebreakers, and games that can be used by anyone working with groups in a workshop, meeting, or community setting. Available in English, French, and Spanish. Available online at: *http://www.aidsalliance.org/sw7452.asp*

3.3. Training manuals on counselling (not specifically peer counselling)

Counselling Skills Training in Adolescent Sexuality and Reproductive Health. A Facilitator's Guide
World Health Organization, revised edition 2001

This guide is designed to help facilitators conduct a five-day training workshop on counselling skills in adolescent sexuality and reproductive health. The training described in the guide combines basic information about sexuality, reproductive health, and the principles of non-directive counselling with training in specific interpersonal communication skills. Available online at: *http://www.who.int/child-adolescent-health/New_Publications/ADH/WHO_ADH_93.3.pdf* or by e-mail at: cah@who.int

4. Resource guides

Annotated Bibliography about Youth AIDS Peer Education in Europe
Svenson G, et al. (eds). European Commission, 1998

Available online at: *http://webnews.textalk.com/europeer.youth/*, by mail at: Department of Child Health, Church Lane, Heavitree, Exeter EX2 5SQ, UK, or by e-mail: europeer@exeter.ac.uk

Resource Guide for Sex Educators: Basic Resources That Every Sex Educator Needs to Know About
Huberman B. Advocates for Youth, 2002, US$10

Available online at: *http://www.advocatesforyouth.org/publications/ResourceGuide.pdf*

5. Other resources

Hettema J, Steele J, Miller WR. Motivational interviewing. *Annual Review of Clinical Psychology* 2005;1:91-111.

LeFevre DN. *New Games for the Whole Family*. New York: Perigee Books, 1988.

Miller WR, Rollnick S. *Motivational Interviewing: Preparing People for Change* (second edition). New York: Guilford Press, 2002.

New Games Foundation. *The New Games Book*. Pella, IA: Main Street Books, 1976; New Games Foundation. *More New Games.* Pella, IA: Main Street Books, 2001.

Rollnick S, Miller WR. What is motivational interviewing? *Behavioural and Cognitive Psychotherapy* 1995;23:325-34.

Selverstone R. T*raining Guide for Mental Health Professionals.* New York: Sex Information and Education Council for the United States (SIECUS), nd.

6. Journals

Xcellent. The journal of peer education in Scotland
Published by Fast Forward Positive Lifestyles Ltd., subscription: £10 per year

This journal, produced three times a year, promotes the development of peer education in the field of health, shares good practice, provides a forum for debate, and publicizes useful resources and forthcoming events such as training courses and networking opportunities. Order by mail at: Fast Forward Positive Lifestyles Ltd., 4 Bernard Street, Edinburgh EH6 6PP, UK or by e-mail at: admin@fastforward.org.uk

7. Useful websites

http://www.advocatesforyouth.org/
Advocates for Youth deals with issues of young people's sexual and reproductive health internationally and provides information, training, and strategic assistance to youth-serving organizations, policymakers, youth activists, and the media.

http://www.avert.org
AVERT is an international HIV/AIDS charity with useful statistics, information for youth, news, recent updates, and resources on homosexuality.

http://www.europeer.lu.se/index.1002---1.html
Europeer is Lund University's and the European Union's resource centre for youth peer education in Western Europe. It focuses on the health, development, and empowerment of young people.

http://www.fhi.org
Family Health International works on improving reproductive and family health around the world through biomedical and social science research, innovative health service delivery interventions, training, and information programmes.

http://www.goaskalice.columbia.edu
Columbia University sponsors this youth-friendly, funny, and educational question-and-answer Internet health education programme.

http://www.hsph.harvard.edu/peereducation
This site contains resources for peer education, including training tools, standards, and lesson plans, developed through a project between Harvard University School of Public Health and various South African government agencies. Featured is a six-volume series, *Rutanang: Standards of Practice for Peer Education on HIV/AIDS in South Africa*, by Charles Deutsch and Sharlene Swartz.

http://www.ippf.org
International Planned Parenthood Federation (IPPF) is the largest voluntary organization dealing with issues of sexual and reproductive health. It hopes to promote and establish the right of women and men to decide freely the number and spacing of their children and the right to the highest possible level of sexual and reproductive health.

http://www.iwannaknow.org
This is the American Social Health Association's sexual health information site for young people.

http://www.savethechildren.org.uk
Save the Children is the leading British charity working to create a better world for children. It works in 70 countries and helps children in the world's most impoverished communities.

http://www.siecus.org
The Sexuality Information and Education Council of the United States (SIECUS) promotes comprehensive sexuality education and advocates for the right of individuals to make responsible sexual choices.

http://www.teenwire.com
Planned Parenthood's sexual education site features many articles written by and for young people.

http://www.unaids.org
Joint United Nations Programme on HIV/AIDS (UNAIDS) brings together the efforts and resources of eight United Nations system organizations to help the world prevent new HIV infections, care for those already infected, and mitigate the impact of the HIV/AIDS epidemic.

http://www.unfpa.org
The United Nations Population Fund (UNFPA) supports developing countries, at their request, to improve access to and the quality of reproductive health care, particularly family planning, safe motherhood, and the prevention of STIs, including HIV/AIDS.

http://www.unicef.org
The United Nations Children's Fund (UNICEF) works with partners around the world to promote the recognition and fulfillment of children's human rights. Within this site, go to: http://www.unicef.org/programme/lifeskills.html for extensive information on life skills-based education.

http://www.unodc.org/youthnet
The Global Youth Network is an initiative of the International Drug Control Programme of the United Nations Office on Drugs and Crime (UNODC). The Global Youth Network aims to increase youth involvement in developing drug abuse prevention policies and programmes.

http://www.youthclubs.org.uk
This British network supports and develops high-quality work and educational opportunities for all young people.

http://www.youthhiv.org/
YouthHIV, a project of Advocates for Youth, provides a website created by and for HIV-positive youth and HIV peer educators. The purpose is to provide a safe and effective website offering sexual and mental health information, community support, opportunities for advocacy, resources and referrals, and online peer education.

UNFPA

UNAIDS

fhi
Family Health International

YouthNet
Partners in Reproductive Health and HIV Prevention

USAID
FROM THE AMERICAN PEOPLE