

Standards for Peer Education Programmes – Checklist

Standard

Description

A. Planning

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| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 3. Consider cross-cutting issues. | Key contextual concerns (such as gender, sociocultural factors, vulnerability, and age) are considered and appropriately incorporated into the plan. |
| <input type="checkbox"/> 4. Refine general and specific programme objectives. | Working goals and objectives and an operations plan are developed, and practical refinements are made. |
| <input type="checkbox"/> 5. Identify target audiences. | Target audiences (those who can benefit from and be reached by the programme's offerings) are identified. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |

B. Recruitment and Retention

Recruitment

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| <input type="checkbox"/> 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.). |
| <input type="checkbox"/> 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. |

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| <input type="checkbox"/> 3. Set clear expectations. | Clear expectations of both the programme and prospective peer educators are documented in writing and agreed upon at the beginning. |
| <input type="checkbox"/> 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. |

Retention

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| <input type="checkbox"/> 5. Document expectations. | Expectations for peer educators' activities and performance are clarified, agreed upon, and documented in writing. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 8. Establish supervisory and mentoring systems. | An effective supervision system is in place, with mentoring provided as possible. |
| <input type="checkbox"/> 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). |

C. Training and Supervision

Training

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| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |

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- 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. 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.

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.

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.

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| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 8. Promote cooperation and networking. | Management promotes cooperation with partner agencies and institutions and fosters networking to increase reach and breadth of programme activities. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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

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| <input type="checkbox"/> 1. Establish relevant, clear objectives. | Clearly defined programme objectives are measurable, time bound, and achievable. |
| <input type="checkbox"/> 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.). |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |
| <input type="checkbox"/> 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. |

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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.

