

Setting Standards in Peer Education

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Why Standards?

- Peer Education (PE) popular, widespread
- PE varies in design and quality
- Increasing interest in defining scope, implementation characteristics and likely effectiveness
- Need to articulate expectations
- Potential to learn from evidence and experience

BUT:

- Will they reduce creativity, flexibility?

How can they be used?

- To design a PE program
- To assist managers assure quality
- To provide a framework for monitoring and evaluation
- To improve program quality and implementation
- To demonstrate program status and success
- To provide a basis for certification

Ensure that any needed adaptation and agreement precede application

How these standards were developed

- Y-PEER interest and expressed needs
- Electronic roundtable among identified participants to prepare for a consultation on standards
- UNFPA/FHI/YouthNet Consultation, November 2004
 - 45 participants (peer educators, trainers, managers, researchers) from 22 countries
 - 3 day workshop to develop standards
- Documents drafted, reviewed, revised

Peer Education Standards

- A. Planning
- B. Recruitment and Retention
- C. Training and Supervision
- D. Management and Oversight
- E. Monitoring and Evaluation

Planning

1. Mobilize main stakeholders
2. Ensure active participation of youth
3. Consider cross-cutting issues
4. Refine general and specific programme objectives
5. Identify target audiences
6. Identify the needs of the target audience

Planning (continued)

7. Identify available resources and try to fill gaps
8. Develop a workplan
9. Develop an M & E plan
10. Establish feedback mechanisms
11. Coordinate and establish linkages with other programmes
12. Develop a resource mobilization and sustainability plan

Recruitment and Retention

- Recruitment
 1. Identify sources and channels
 2. Decide on selection criteria
 3. Set clear expectations
 4. Establish a standardized and transparent interview and selection process

- **Retention**
 5. **Document expectations**
 6. **Establish means for continuous communication, including feedback**
 7. **Establish an incentives system**
 8. **Establish supervision and mentoring**
 9. **Offer involvement opportunities**

Training and Supervision

- Training
 1. Arrange for qualified trainers
 2. Select a quality training curriculum
 3. Arrange for appropriately sized groups
 4. Structure agenda and time
 5. Provide relevant materials and handouts

- **Training (continued)**
 - 6. Use interactive, participatory, and skills development approaches**
 - 7. Implement evaluation tools and methods**
 - 8. Discuss ethical issues**
 - 9. Involve youth at all stages**

Supervision

10. Arrange for trained, aware personnel
11. Ensure preparation of peer educators
12. Continually reinforce motivation and ethical behaviour
13. Manage the group dynamic and encourage team building
14. Share responsibility with peer educators

Management and Oversight

1. Ensure compliance with programme standards
2. Ensure technical competency of the management team
3. Establish and maintain quality expectations of programme activities
4. Establish effective administration of human and financial resources
5. Establish a transparent decision-making process

Management and Oversight (continued)

6. Establish a process for youth participation in decision-making
7. Use M & E for decision-making
8. Promote cooperation and networking
9. Establish linkages and referrals to services and commodities
10. Establish sustainability plans

Monitoring and Evaluation

1. Establish relevant, clear objectives
2. Establish functional, relevant indicators
3. Include M & E in the workplan from the start
4. Implement baseline assessment
5. Develop monitoring tools, system
6. Ensure capacity to plan and implement M & E
7. Establish means for youth participation

Also, Cross-Cutting Issues

- Youth participation throughout programme
- Sensitivity to, and respect for, culture
- Gender sensitivity
- Sensitivity to differences in the expression of human sexuality
- Recognizing and addressing age differences and needs

Code of Ethics

1. Respect, promote, and protect human rights
2. Show cultural sensitivity
3. Respect diversity
4. Promote gender equality and equity
5. Assure and protect confidentiality

Code of Ethics (continued)

6. Promote self-examination of values; do not impose values
7. Avoid personal misrepresentation, while respecting disclosure boundaries
8. Provide updated, correct, and unbiased information
9. Be aware of individual limits and how behaviour affects peers
10. Refrain from abusing one's position

What the Peer Standards Guide is Not

- A cookbook for developing a peer programme
- A compilation of research findings on the effectiveness of peer education programmes
- A one-size fits all mandate for every programme
- The last word on Peer Education Standards