Empowered
Engaged
Encouraged

National Standards for SRH, HIV and AIDS Peer Education Programmes

March, 2010
Foreword

Peer Education is a popular and important strategy for Sexual Reproductive Health (SRH) and HIV and AIDS programmes throughout the world. In Zambia, this approach has been adopted and employed by the majority of organisations and communities working in the Sexual and Reproductive Health and HIV/AIDS field. The strategy has transformed both Government and Non-Governmental Organisations’ development and health agenda for Young People in Zambia.

Peer Education has been preferred as it has been proven to enhance communication among Educators and their audiences. Young People have been shown to be more receptive to information from their peers, engendering mutual respect, identification with issues and ownership of programmes. Studies have shown that Peer Education has a positive impact on the Peer Educators themselves. However, other research has raised questions about the impact of this approach as a health education delivery system. The questions are partly as a result of the lack of a collective structure in programming due to the diverse range of stakeholders employing this strategy, each with its own training format, content and skills base. These diversities have given rise to concerns about the quality of Educators and training, and overall programme quality, in some instances. The lack of structure also poses great challenges for monitoring and evaluation of Peer Education programmes, as well as the positioning of quality assurance mechanisms.

Due to the increasing popularity of Peer Education in SRH, HIV and AIDS programmes in Zambia, the government and its stakeholders perceived a need for a framework of good practice to guide all organisations and programmes in the delivery of SRH, HIV and AIDS information and services in communities. The guide is not meant to serve as a manual, but rather as a guide to good practice, as agreed by stakeholders consulted and involved around the country.

The framework will ensure harmonisation of Peer Education recruitment, training, implementation, documentation, monitoring and evaluation, and reporting system. Thus it will facilitate quality assurance across a wide spectrum of stakeholders.

We strongly believe that with this framework in place, Peer Education will continue to thrive. These standards will be a foundation for the provision of high quality services and information. We anticipate that all stakeholders will embrace this framework to improve their programmes and enhance health in all communities in Zambia. United, we will be more effective in the fight against HIV and AIDS and in the pursuit of sexual reproductive rights for all Zambians.
Ministerial Statement

Dear Colleagues, and Partners,

On behalf of the Ministry of Health, I would like to formally introduce to you the SRH, HIV and AIDS Peer-Educator framework.

For almost two decades, the Ministry of Health and its partners have been implementing Peer-Education based programme at Local, District and National levels to foster and mobilize communities to participate and take action in response to various health challenges that they may face.

This approach has been particularly pivotal in the fight against HIV and AIDS and well as in the improvement of both individual and community Sexual and Reproductive Health status. This framework is anticipated to enhance, harmonize and strengthen existing Peer-Education programmes while providing strategic guidance in positioning new HIV and AIDS and Sexual Reproductive Health Rights based Peer-Education programmes in Zambia. It is the Ministry’s Vision that this framework will contribute towards the delivery of high quality, culturally appropriate and contextually relevant HIV and AIDS and SRH information and services particularly for young people, by ensuring that all trained Peer-Educators have the relevant skills; all trainings meet the national standards and that all programmes have mechanisms for providing adequate support and supervision to their Peer-Educators.

It is our hope as a Ministry that all stakeholders and partners will embrace the framework to ensure that Peer-Education programmes in Zambia contribute towards the attainment of the Ministry of Health’s Vision of equity of access to assured quality, cost-effective and affordable health services as close to the family as possible.

This framework if effectively employed will further the Ministry’s agenda to provide cost effective, quality health services as close to the family as possible in order to ensure equity of access in health service delivery and contribute to the human and socio-economic development of the nation.

I thank you in anticipation of your cooperation in mainstreaming this document.

Dr. Kapembwa Simbao, MP
MINISTER OF HEALTH
Acknowledgements

I would like to acknowledge and sincerely thank United Nations Population Fund (UNFPA) under the leadership of Country Representative, Mr Duah Owusu-Sarfo for the financial, material and technical support rendered during the development of the National Standards for SRH, HIV and AIDS Peer Education Programmes. The whole process was solely sponsored by UNFPA without whose support the document could not have been reality. This demonstrates the affection that UNFPA has for the young people of Zambia.

Special gratitude is extended to the National HIV/AIDS/STI/TB Council (NAC) under the leadership of the Director General, Dr Ben Chirwa for the tremendous professional support and guidance provided during the development process.

I particularly wish to express my deep appreciation to the Planned Parenthood Association of Zambia (PPAZ) for the leading role they played under the leadership of the Chief Technical Administrator, Mr. Holo Hachonda. PPAZ spearheaded the process, provided the technical know how, information materials, the consultant, the direction and put the document together. Their unfailing commitment led to the development of the document.

My warm thanks go to all stakeholders and individuals who jointly worked tirelessly with my Ministry staff and played a pivotal role in putting the National Standards for SRH, HIV and AIDS Peer Education Programmes together and for their expertise and outstanding contributions.

Teddy D Mulongo
Permanent Secretary
MINISTRY OF SPORT YOUTH AND CHILD DEVELOPMENT
# Acronyms

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<th>Description</th>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<td>ARH</td>
<td>Adolescent Reproductive Health</td>
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<tr>
<td>ART</td>
<td>Anti-Retroviral Therapy</td>
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<tr>
<td>ARV</td>
<td>Anti-Retroviral</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>IEC</td>
<td>Information, Education and Communication</td>
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<tr>
<td>M &amp; E</td>
<td>Monitoring and Evaluation</td>
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<td>MCP</td>
<td>Multiple Concurrent Partnerships</td>
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<td>MoU</td>
<td>Memorandum of Understanding</td>
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<td>PLHIV</td>
<td>People Living With HIV</td>
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<td>PMTCT</td>
<td>Prevention of Mother To Child Transmission</td>
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<td>Sexual Reproductive Health</td>
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<td>STI</td>
<td>Sexually Transmitted Infections</td>
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<td>ToT</td>
<td>Trainer of Trainers</td>
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<td>VCT</td>
<td>Voluntary Counselling and Testing</td>
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<td>YPLHIV</td>
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CODE OF ETHICS

1. Respect Young People and other clients regardless of their ethnic origin, political affiliation, religious beliefs, and traditional beliefs, values and practices.

2. Observe client confidentiality.

3. Be sensitive to the context and environment in which you are operating.

4. Show respect for colleagues and peers, and lead by example.

5. Seek advice and assistance from others if a task is beyond your competency.

6. Uphold gender equality and equity at all levels of decision making.

7. Be accountable for decisions and actions, and insist on accountability in others.

CODE OF CONDUCT FOR PROGRAMME MANAGERS

1. No sexual relations with Peer Educators.

2. No abuse of alcohol and substances.

3. Dress appropriately.

4. Use appropriate language.

5. Non-violent.


7. Should not practice nepotism.

8. Should be respectful and non-judgmental.


10. Should practice what they preach.
Introduction

This framework is a guide for Zambian organisations engaged in, or planning to engage in, Peer Education programmes. It can be used by programme designers, Managers and Coordinators, as well as by senior Managers overseeing larger Peer Education initiatives. Supervisors, trainers and other Young People can also use this framework in their work, and as a basic reference tool.

Depending on the stage of your programme, the framework can be used to initiate a new Peer Education project/programme, or to help you rethink and improve your existing activities.

A rights-based approach

This framework has been devised with Young People’s rights at its core. This approach recognises that Young People are sexual beings who have the right to safe and pleasurable sex, and to have freedom of choice in the way they express their sexuality. Provision and promotion of youth-friendly services to all Young People, irrespective of their age, gender, sexual orientation, ability, marital status or financial situation underpins this right. Key to this approach is that it holds powerful people and institutions accountable for their responsibilities to those of less power and supports the less powerful to claim their rights.

Young People’s sexual and reproductive rights should be central to all sexual and reproductive health (SRH), human immunodeficiency virus (HIV) and acquired immunodeficiency (AIDS) programmes, and are thus not an optional extra. Promoting these rights can bring real benefits, including:

- Making Young People real stakeholders: Young People’s creativity and resourcefulness has often been underestimated. It is essential to start from the position that Young People not only have the knowledge to help develop, implement and evaluate programmes, but the right to participate in all decision-making processes which affect them. Young People should be encouraged to be active stakeholders within programmes; indeed organisations need this youth participation if Young People are to be empowered and claim what is their due, rather than passively accepting what adults (government, teachers and other stakeholders) decide for them.
- Addressing discrimination: Young People continue to be discriminated against on the basis of many factors, including gender, ability, sexual orientation, and ethnic or religious background. A rights-based approach makes sure that this discrimination is properly addressed in the programmes.
- Improving access to services: the availability, accessibility and affordability of services has already proved to be key to preventing unwanted pregnancies and the spread of HIV and sexually transmitted infections (STIs). Young People – who are often more vulnerable than the adult population – should have access to these services as a basic right. Participation does not just mean using the methods and tools which encourage people to join in, but actually altering the power balance between Young People and adults. This approach also means enabling Young People to identify their own problems, and ensuring that Young People – in all their diversity – are involved in programme activities.

In the past there’s been a lack of coordination. We owe it to Peer Educators to set up these standards because they’ve been neglected in the past. They might be volunteers, but they deserve to have a voice in planning and carrying out projects. Where do you start from if you have no parameters? This framework will set those parameters.

Youth Workers’ representative, Lusaka.
Peer Education

Peer Education is a term widely used to describe a range of strategies where people from a similar age group, background, culture and/or social status, educate and inform each other about a variety of issues. Although Peer Education is used with different populations, this document focuses on programmes for Young People. Through a participatory process, Peer Education creates an environment where Young People feel safe and able to share information, skills and values.

The rationale behind Peer Education is that peers can be a trusted and credible source of information. They share similar experiences and social norms, and are therefore better placed to provide relevant, meaningful, explicit and honest information. Young People are trained to offer information and services on SRH issues based on the premise that most Young People feel more comfortable receiving information from people of the same age group rather than from adults. Peer Education increases Young People’s access to sexual and reproductive health education – subjects which are often not fully addressed by parents and schools – and reaches vulnerable/marginalised Young People who may not be in education. By means of appropriate training and support, the Young People become active players in the educational process rather than passive recipients or messengers.

Peer Education programmes do not take place in a vacuum. They are shaped by, and respond to, prevailing social norms and community contexts. Managers should take into consideration the social context of the programme at all stages of planning and implementation, identifying potential community opposition and supportive networks.

Peer Education programmes can take place in any setting where Young People feel comfortable. This can include street corners, social clubs, school grounds, churches, bus stations, work places, homes, and farms. Peer Education meetings can also be formal or informal.

If we go out there and help protect youths – prevent them from destroying their lives – we can give Zambia a brighter future.

Peer Educator, Livingstone.

Why a framework for Peer Education?

Due to the increasing use of Peer Education programmes in the field of SRH, government and various non-governmental organisations and other stakeholders have come together to agree what is good practice, and for this consensus to guide current and future work. There are other good reasons for creating a framework:

To highlight the important role of Peer Educators within the wider context of Young People’s participation.

Peer Education programmes provide one important way of involving Young People in programmes and services. The framework provides steps to ensure that such participation is built around the equal partnership of Young People and adults.
To develop common standards of good practice across all organisations.

By developing a framework on Peer Education, it is hoped that organisations will achieve excellence in planning and executing Peer Education programmes. As a result Young People will be helped to make their own informed choices regarding their sexuality and health. The framework emphasises quality in terms of providing accurate information and choices, technical competence, sufficient training, effective motivation, youth-friendly clinical services, continuity and appropriate follow-up and referral.

Good links with other programmes and the community at large are an important element of successful Peer Education programmes. Although Peer Education is beneficial in many ways, it cannot respond to Young People’s widely varying needs on its own. Rather, it can be an essential part of a wider initiative to more comprehensively address Young People’s sexual and reproductive health and rights.

Using this framework

This framework can be used in conjunction with other existing guidelines and training materials on Peer Education. It is meant to assist you in ensuring your Peer Education programmes are as effective as possible and that the process is as empowering as the outcome. It is hoped that the case studies from around Zambia will provide some inspiration for your work.

The Framework can be used to initiate a new Peer Education programme/project, or to rethink, re-assess and improve an existing one. It is important to note that there is no ‘one size fits all’ approach to Peer Education and that it should be seen as a continuous process which provides for flexibility and innovation.

The Framework contains the following 11 sections:

1. Planning SRH, HIV and AIDS Peer Education programmes. This includes recommendations that can be used as a guide to planning ahead. This is where creativity, innovation and cost-effectiveness are crucial.

2. Selecting programme Managers/Coordinators. To be a Peer Education programme Manager you must like Young People and accept them for who they are. Managing Peer Education programmes requires specific skills and characteristics. This section gives you some ideas on what to look for.

3. Involving Young People as Peer Educators. The process of involving Young People in the programme and identifying who will be a Peer Educator is vital. This includes asking how your programme seeks to show Young People that they are valued as real partners, not just as recipients or non-paid workers. This section shows you how to foster a sense of empowerment and ownership.

4. Training Peer Educators. The skills to be a Peer Educator are something Young People acquire with practice. However, Peer Educators need to be well prepared before they start. In this section you will find some topics to include in your training such as: communication skills, specific training on the range of subjects to be taught and how to work in a team.

5. Implementing Peer Education programmes. This includes ideas, examples and recommendations on how to run and manage a Peer Education programme on a day-to-day basis.
6. Developing Peer Education content. The process of Peer Education is important, but equally important is the message and how it is delivered. This section is based on comprehensive sexuality education and will inspire you to look at the content of your Peer Education programme.

7. Working with Young People living with HIV. Peer Education programmes for Young People need to ensure that they have mechanisms for working with Young People living with HIV. Organisations working with Young People can play an important role in ensuring that their service points such as clinics are providing the right services in the right manner for to all categories of Young People.

8. Providing materials, commodities and equipment for SRH, HIV and AIDS programmes. Peer Educators need to have the right materials to work effectively. This section gives some recommendations on how to ensure that the materials – and language – used are appropriate for those Young People you want to reach.

9. Supporting Peer Educators: how to keep them motivated. Getting Young People involved as Peer Educators is one thing; keeping them inspired and motivated is another. Young People will stay in your programme if they feel acknowledged and valued. This section will give you some ideas about how to do this.

10. Linking with other services. Peer Education cannot work in isolation and should be a central part of other youth programmes/interventions. Other activities for Young People, including services, should be directly related to the work of Peer Educators. This section shows how this can be done.

11. Monitoring, evaluating and documenting your programmes. Effective monitoring and evaluation (M&E) is an essential part of all Peer Education programmes. The M & E process will help you to document programme effectiveness, demonstrate what you have achieved, and improve your interventions. This section will show you ways to make monitoring, evaluation and documentation an ongoing and positive process.

Appendix. In the Appendix, you will find a range of other useful resources, including examples of questionnaires, log frames and monitoring and evaluation resources.

“Once they’ve started in Peer Education, Young People get really attached. They carry on well into secondary school and university. That shows real commitment.”

Peer Education leader, Luapula Province
Section 1: Planning SRH, HIV and AIDS Peer Education programmes

Planning is pivotal to the success of all SRH, HIV and AIDS Peer Education programmes. It is important to create the right environment for working with Young People before you start the planning process: find out about staff and board members attitudes towards Young People as equal partners; and assess your organisation’s willingness to make the necessary changes to support an effective Peer Education programme.

Try to address these concerns at the planning stage, that is, identify needs and objectives, select a target population, undertake a needs assessment of the group, establish activities, assign responsibilities for activities, estimate the resources you need and consider monitoring and evaluation 1 of the programme. Think creatively and build on your best ideas so your programme is as constructive and durable as possible. Young People’s participation throughout this stage is crucial as they can offer valid contributions and help to set clear and realistic expectations for the Peer Educators.

“What we’re proposing is something straightforward. It will give guidance to stakeholders, and help them maintain focus in delivering essential messages.”

Women’s rights consultant, Lusaka

1.1 Understanding your organisation and getting it involved

- Conduct an assessment of board members and staff attitudes/readiness for SRH, HIV and AIDS Peer Education programmes.
- Ensure that there is a developed internal understanding and overall commitment to the participation and rights of Young People.
- Carry out an assessment of staff attitudes within the organisation on the involvement of Young People in programmes and activities, and their role as equal partners.
- Ensure that you fully understand the specific rights, needs and desires of the Young People that you want to work with and for.

1.2 Getting support for your programme

- Involve officials from government (line ministries) and key stakeholders such as religious and community leaders, teachers, parents, etc. as much as possible during planning.
- Inform the community through promotional activities, group discussions, and SRH, HIV and AIDS information events. Invite parents and leaders to youth centres and facilities.
- Identify and meet with influential leaders of the intended audience, and include various leaders in all formative research. 2
- Use evidence-based data to advocate for the relevance and effectiveness of SRH, HIV and AIDS Peer Education programmes.
- Involve Young People in identifying stakeholders and leaders in the community.
- Develop, together with Young People, innovative ways of involving other Young People in your SRH, HIV and AIDS Peer Education programme and activities.
- Be firm/brave and stick to your principles (for example, giving a full range of choices instead of promoting abstinence-only messages). Remember, it may not be possible to please all stakeholders.

1 Evaluation is the process of determining whether a programme has achieved its objectives and assessing the value and effectiveness of the programme.

2 Formative research might take the form of questionnaires; focus group discussion or situation analysis.
CASE STUDY 1 – Involving parents in Peer Education

The team from the Contact Trust Youth Association project in Southern Province runs, in- and out-of-school Peer Education projects in Livingstone’s Maramba District. Some of their recruits faced opposition from their own parents, and the parents of other Young People they were working with.

The team responded by introducing an adult mentor scheme. Parents who had expressed doubts about the content of the Peer Education scheme were invited to attend training sessions alongside Peer Educators. They were given an insight into what the Peer Educators were learning and given a chance to share their views.

Following training, the same parents were able to go into the community in the role of ‘elders’ and distribute information on SRH, HIV and AIDS themselves.

1.3 Finding out your audience

- Identify the target group as accurately as possible (such as geographical location, educational status, age, marital status, economical status, disability, parental status, sexual status and choice).
- Decide how the population should be segmented according to different age groups, gender or needs.
- Carry out a needs assessment of the target group, possibly using both qualitative and quantitative methodologies.
- Ensure that your assessment looks not only at the preventative aspects of SRH, HIV and AIDS with regard to Young People including education on risk-taking behaviour, HIV prevention and contraception, but also issues of positive sexuality, such as sexual pleasure and confidence.
- Weigh the cost, benefit and scope of a prospective programme against the time and resources it will need and other activities that may be postponed, reduced or omitted as a result. Use existing data on the target audience, such as Zambia Demographic Health Survey, Ministry of Health service statistics and research on knowledge, attitudes and behaviours.
- Take into account gender inequalities and community-related issues (social, economic, etc.).
- Pay particular attention to the needs of the most vulnerable, marginalised and socially excluded groups within the target population. Consider any difficulties that may arise in reaching these groups and addressing their rights, desires and needs. Start to plan ways in which members of these groups can be involved in your Peer Education programme.

Qualitative Methodologies for needs assessment:
- Focus groups discussions
- Interviews with youth, parents and professionals
- Observation studies

Quantitative Methodologies for needs assessment:
- Reports
- Statistics
- National health surveys and censuses
- Studies by universities or research institutes

Ensure that your assessment includes questions on Young People’s sexual and reproductive rights. These could include:
- Do Young People have access to a full range of services?
- Does their sexuality education include a full range of information on sexuality, sexual pleasure, prevention of unwanted pregnancies, STIs, HIV and AIDS?
- Are Young People aware of their SRH rights?
- Which rights are violated and why?

3 Resulting from direct or indirect discrimination which leads to reduced rights or access to services.
1.4 Collecting baseline and follow-up data

- Collect baseline data before you begin the Peer Education programme.
- Keep a record of everyone who will benefit from the programme, including those trained as Peer Educators and the programme’s target audience, use pre- and post-activity surveys, distribute pre-stamped envelopes with surveys, and offer incentives for completing follow-up surveys.
- Ensure that data collected relates to the target population’s knowledge, attitudes, behaviour and practices (KABP).
- Make an effort to collect data on the most vulnerable and marginalised groups of the target population.

1.5 Setting clear goals and objectives for the programme

- Verify that the programme goal reflects the needs of the target population based on the needs assessment.
- Set the programme’s objectives, ensuring they are SMART (see box).
- Use lessons learned from previous programmes by understanding the challenges faced.
- Set a clear definition of what is meant by Peer Education in the programme, what is expected and why.
- Ensure that the objectives are geared towards reaching the target population as a whole. Although training Peer Educators is an important part of Peer Education programmes, keep in mind that the final beneficiaries of the programme are the Young People that will be reached through them.

1.6 Developing a programme work plan

- Ensure that your work plan addresses objectives, strategies, activities, partners, budget, and provides a timetable. The work plan should be a road map for your programme, including elements such as: training plans; a communication and advocacy strategy; details of materials/tools acquisition or development; details of community/parent involvement; an outline of the role and responsibilities of partner organisations; and a monitoring and evaluation (M&E) plan.
- Although it is important to have a clear work plan from the beginning, it will need to be flexible to adapt to changes and to the needs of the target population.
- Use a logical framework, if possible. This is a useful tool for organising information for programme implementation and evaluation. It is a table where you can chart the goal, objectives, strategies planned to meet each objective, and indicators of success for each activity.
- Define implementation strategies to meet each programme objective, accompanied by indicators of success for each activity.
- Determine which programme needs are immediate and which can be addressed over time.
- Map out the possible challenges your programme might face and develop a plan on how to work constructively to overcome these.

**Make sure your objectives are S.M.A.R.T.:**

- **Specific.** Be precise about what you are going to achieve (e.g. improving knowledge and skills on a certain topic).
- **Measureable.** Quantify your objectives (how much knowledge? How many Peer Educators?).
- **Achievable.** Are you attempting too much? Are you being realistic? (You can’t change behaviour in one lesson.)
- **Realistic.** Do you have the resources to make the objective happen? (Educators, money, materials, and time.)
- **Time bound.** State your timeframe for achieving the objective (e.g. by the end of the programme? Within a year?).

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4 Baseline data: facts and figures collected before an intervention begins.

5 Follow-up survey: A survey initiated after intervention activities have begun to measure changes during a designated time period.
1.7 Setting up an effective team

- Identify a qualified full-time programme Manager/Coordinator. This person should work within the programming team, ideally already working with adolescents.
- Ensure that someone in the organisation’s programming team is appointed to support and advise the Peer Education programme.
- Train the programme Manager/Coordinator.
- Ensure support staff are aware of their respective roles and responsibilities.
- Ensure team members are knowledgeable about, and comfortable with, SRH issues; are trustworthy; and available.
- Recruit Peer Educators as early as possible (ideally from Young People already involved in the organisation) to ensure Young People’s participation in the planning stage.
- Promote a meaningful partnership between Young People and adults so that Young People’s input is solicited and incorporated into the programme plan from the start.
- Involve community stakeholders\(^6\) in the development process.
- Set up a programme advisory committee that is representative of all groups in the community.
- Plan for logistics.

1.8 Keeping a checklist of all logistical considerations

- Determine where to work: organise a physical space for the project that is safe and conducive to your programme activities.
- Choose media to be used in your project (adapt to your audience).
- Be sure to check the donor’s budget requirements.
- Create a process for realistic budgeting and careful monitoring. There are programme costs inherent in each element of an effective Peer Education programme, including training, support, supervision, supplies, and allowances.

1.9 Planning for resources for programme sustainability

1.9.1 Financial sustainability

- Identify available resources and existing gaps in funding. Consider how to fill these gaps.
- Consider potential sources of funding, either from internal budget lines or from an external donor. If possible, diversify sources of funding to reduce your reliance on a single or a few donors.
- Keep in mind that some stakeholders may also be willing to make in-kind donations (for example, T-shirts, printing services and space for training sessions).
- Generate financial resources to support Peer Education-related costs (including uniforms, T-shirts, identification cards, educational kits, and transport/meal allowances). Despite often being considered as an inexpensive intervention, delivering good quality Peer Education can be costly.
- Document effectiveness of the programme for use in justifying future funding.

Budget considerations

- Staff salaries
- Travel expenses
- Equipment and other assets
- Training
- IEC materials and activities
- Incentives for Peer Educators
- Materials and supplies
- Operating costs
- Costs of monitoring and evaluation activities

1.9.2 Programmatic sustainability

- Plan for strategies to deal with turnover of Peer Educators and staff.
- Implement ongoing training for Peer Educators, and encourage skills development. Increase the involvement of Young People in training and consider how to keep Peer Educators interested and motivated.
- Identify the services already available to the target population, including other Peer Education programmes, and

\(^6\) People outside the immediate programme staff who have an interest or role in programme functions/activities.
consider how to form linkages with these services. Links with other services and programmes in the community are essential so that Peer Educators can refer programme participants to existing services outside the organisation if need be.

1.9.3 Institutional commitment and position

- Ensure that your organisation is fully committed to the Peer Education programme and the personal development of Peer Educators.
- Build in flexibility within programmes, so that they can change and be scaled up at a later stage.
- Ensure the staff of the entire organisation is informed and committed to the project.
- Create a mechanism for open and continuous communication between the staff members and Peer Educators.
- Integrate Peer Education within adolescent programmes and strategies. It should not be a ‘stand-alone’ service. Peer Education programmes are generally more effective when they are integrated into the other areas of the organisation’s work. Your Peer Education programmes should be in line with the objectives of Zambia’s National Youth Policy, and be linked to other services and activities.

1.10 Roles and responsibilities of Peer Educators

- Set clear expectations and create Terms of Reference (ToR) for the Peer Educators, the programme Coordinator and the organisation hosting the training programme.

1.11 Guiding principles for the programme

- Develop a messaging strategy to ensure consistency and clarity in all messages to the audience. This helps prevent misunderstandings and mixed messages.

- Involve Peer Educators in choosing topics and key messages.
- Clarify and disseminate definitions and policies relating to Peer Education and comprehensive sexuality education to all members of the project and to stakeholders.

- Promote free choice and informed consent, and make sure you do not focus on abstinence or condoms as the sole method for prevention.
- Define continuously and clearly the context in which the programme operates.
- Be clear about the organisations or groups that you want to work with.

1.12 Cross-cutting issues and key contextual concerns

- Consider and integrate cross-cutting issues and key contextual concerns. In particular, ensure the following:
  - Young People’s participation in all aspects of the programme;
  - sensitivity to, and respect for culture;
  - gender-sensitive planning and implementation;
  - the programme is sensitive to, and accepting of, differences in the expression of diversity (for example, faith, culture, ethnicity, socio-economic status, ability/disability, HIV status and sexual orientation);
  - sensitivity to age differences and needs; and
  - an understanding of the needs of marginalised and vulnerable groups.

1.13 Monitoring and Evaluation (M&E) indicators and activities

- Develop an M&E plan and tools. (Refer to the Appendix for examples.)

1.14 Feedback mechanisms

- Establish clear feedback mechanisms for the Peer Educators, programme recipients and stakeholders.

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7 Terms of Reference are agreements which set out the duties and responsibilities to be fulfilled by the parties involved.

8 Carrying out programme activities.

9 A feedback mechanism is a process whereby a Peer Educator’s opinions or concerns about a programme are heard, recorded and acted upon.
1.15 Referrals and linkages to other programmes and organisations

- Ensure that the learning and outcomes from Peer Education programmes will feed into other existing youth services providers and activities, and vice versa.

- Establish links and referrals to services – based on formal agreements or Memoranda of Understanding (MoUs) drawn up with partner organisations – and provision of contraceptive supplies and training equipment to complement the Peer Education programme.

- Integrate Peer Education within SRH, HIV and AIDS services, and where possible, within community health and development initiatives.

- Use other means of communication and information dissemination in conjunction with Peer Education, such as media campaigns, advocacy by celebrity spokespersons, and youth-friendly services.

- Provide a comprehensive programme that is linked or integrated with services to provide access to condoms and other contraceptives, medical care, voluntary counselling and testing (VCT), and management of sexually transmitted infections (STIs).

- Address access and stigma issues: Staff of other programmes need to welcome and accept Young People, particularly those who may be sexually active or infected with HIV.

- Exchange experiences and information, plan joint activities and inter-institutional projects such as health fairs and staff meetings.

- Develop partnerships with other organisations.

1.16 Tools for planning

- Planning questionnaire, logical framework, work plan. (See Appendix.)

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In the Zambian context, talking about sex could be construed as insulting. It might seem that you're giving Young People immoral information. But when people find out for themselves the content of the information, they realize it's very useful.

Peer Education leader, Luapula Province
Section 2: Selecting programme Managers/Coordinators

It is important to dedicate adequate time and resources to selecting a qualified Manager/Coordinator for the SRH, HIV and AIDS peer programme. The programme Managers/Coordinators should have the required knowledge, skills, experience and attitudes to deal with Young People and SRH, HIV and AIDS programmes effectively and efficiently. We would encourage Young People, especially those who have shown commitment to youth programmes and activities as participants and organisers, to apply for such positions if they meet the selection requirements.

SRH, HIV and AIDS Peer Education Managers/Coordinators must be prepared to address the specific needs and desires of Peer Educators, particularly in relation to training and support. They also need to understand Young People’s personal situations with regard to school/family and other life commitments to ensure that Young People play an active part in the programme. Managers and Coordinators should also be able to work in true youth-adult partnership and use participatory processes of working together.

2.1 Appointing the right programme Coordinator

Ensure that there is a staff member within your organisation responsible for managing/coordinating the SRH, HIV and AIDS Peer Education programme.

- Appoint a full-time Coordinator exclusively to the programme, if possible. Programmes are usually more successful if they have a dedicated person working to support them.
2.2 Desired characteristics of Managers/Coordinators for Peer Education

<table>
<thead>
<tr>
<th>Knowledge/experience on the following issues/areas:</th>
<th>Skills needed in the following areas:</th>
<th>Attitudes to address/nurture:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed senior secondary school and relevant diploma</td>
<td>• Effective communication skills</td>
<td>• Sharing of knowledge/information</td>
</tr>
<tr>
<td>• Degree will be an added advantage</td>
<td>• Familiarity with the community and language</td>
<td>• Being receptive to criticism</td>
</tr>
<tr>
<td>• Basic training in counselling skills</td>
<td>• Strong leaderships skills</td>
<td>• Proactiveness, positive attitude</td>
</tr>
<tr>
<td>• Experience working in voluntary programmes</td>
<td>• Training and facilitation skills</td>
<td>• Flexibility – willing to adapt when dealing with Young People</td>
</tr>
<tr>
<td>• Experience or training in life skills</td>
<td>• Team coaching skills, as well as being a team player</td>
<td>• Passionate about the job, and enjoy working with Young People</td>
</tr>
<tr>
<td>• Knowledge on HIV, AIDS and SRH</td>
<td>• Basic training in project management</td>
<td>• Creating learning and personal development opportunities</td>
</tr>
<tr>
<td>• Resource mobilization</td>
<td>• Computer literacy</td>
<td>• Non-judgmental attitude</td>
</tr>
<tr>
<td>• Young People’s needs, particularly those of the target population</td>
<td>• Partnerships development</td>
<td>• Respect for Young People</td>
</tr>
<tr>
<td>• Rights-based approach to the sexual and reproductive rights of Young People</td>
<td>• Creativity</td>
<td>• Commitment to the programme goals and objectives</td>
</tr>
<tr>
<td>• Potential of Young People</td>
<td>• Programme development</td>
<td>• Open-minded about other people’s choices of religion, sexuality, values and other individual attributes (this includes provision of condoms to Young People, and their right to access abortion services).</td>
</tr>
<tr>
<td>• Sexual and reproductive health issues</td>
<td>• Coaching/mentoring skills</td>
<td>• Flexibility</td>
</tr>
<tr>
<td>• Including Young People’s services in Annual Program Budget (APB)</td>
<td>• Ability to create a conducive environment for Young People, encourage sharing and trust, particularly through M &amp; E</td>
<td>• A sense of humour</td>
</tr>
<tr>
<td>• Monitoring and evaluation</td>
<td>• Ability to work with Young People from different cultural, socioeconomic, and ethnic backgrounds and from different sexual orientations</td>
<td>• Inspiring Young People including Young People living with HIV and other vulnerable groups in programmes</td>
</tr>
<tr>
<td>• Publicity</td>
<td></td>
<td>• Comfortable with sexuality education and SRH issues</td>
</tr>
<tr>
<td>• Diversity of Young People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Gender issues.</td>
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</tr>
</tbody>
</table>

2.3 Investing in your programme Managers/Coordinators

- Ensure that appropriate ongoing support and supervision is provided for Peer Education programme Managers/Coordinators.
- Provide training, and other learning and development opportunities, for programme Managers/Coordinators to enable them to become more effective in their work.
- Provide adequate remuneration.
- Ensure that the programme Manager/Coordinator, as well as the Peer Education programme in general, has the support of the government and local community, boards and management. Their work should be seen as providing an important contribution to the overall objectives of the organisation.
Section 3: Involving Young People as Peer Educators

The process of finding and involving Young People as Peer Educators is an essential and integral part of creating an inclusive Peer Education programme. It is important for programmes to make efforts to seek out Young People from the target population, particularly among those most vulnerable. It is also a good idea to consult with Young People who will be the future recipients, with former and more experienced Peer Educators, as well as community stakeholders, before you start the process of getting Young People involved.

We strongly suggest that all Young People interested in Peer Education, and with the motivation and time, should be encouraged to participate, although they may need additional training and support to effectively work, and develop, as Peer Educators.

Ultimately the process of getting Young People involved in SRH, HIV and AIDS programmes should be consistent with full enjoyment of their rights. Young People are entitled to know what they can expect from the programme, and what the programme Manager/Coordinator is accountable for. They should feel that they can benefit from the programme as much as they can contribute.

We want to see behaviour change in the Peer Educators themselves. That’s part of the process. And we’re looking forward to seeing them share their experience with youth workers, and having opportunities to work together.

Youth workers’ representative, Lusaka.

3.1 Finding potential Peer Educators

- Identify sources and channels for finding Young People who want to join the programme by making presentations to Young People in the community.
- Be sensitive to the culture and context of the community when you try to involve Young People as Peer Educators.
- Hold a meeting for interested Young People to provide them with general information about the project and inspire them to join.
- Create a list of qualities and desired characteristics in Peer Educators.
- Ask potential Peer Educators to identify which qualities they have, and areas where they may need further learning and development (refer to Section 9).

Suggested qualities to look for and to discuss with a potential Peer Educator:

- Within age range of audience
- Commitment to goals and objectives of the programme
- Ability to commit required time to the programme
- Interest in working with peers and an understanding of their needs
- Potential for leadership and willingness to work in a team
- Willingness to learn about effective communication, interpersonal and listening skills
- Similar socio-cultural background as the audience and/or potential to relate to the audience
- Non-judgmental attitude and willing to accept others’ ideas
- Dynamic, motivated, innovative creative, energetic, and questioning
- Understanding the importance of being trustworthy and respecting confidentiality
- Interest in youth development issues
- Ability and willingness to learn

Note this list is not exhaustive, so you can add on more characteristics to suit your programme preferences. It is advisable, however, not to make the list too demanding or unrealistic.
3.2 Recruitment of Young People as Peer Educators

- After the orientation process check that recruits understand the core national principles of SRH, HIV and AIDS Peer Education, feel comfortable with them, want to learn more about them and are willing to work to promote them.

- Ensure the selection process is transparent and fair, and that potential Peer Educators are aware of the process.

- Invite other Young People to the project to maintain Peer Educator staff levels.

- Select a diverse and balanced team of Peer Educators that represents the important criteria across the group.

- Ensure there is gender sensitivity and equity in the number of Peer Educators and their demographic diversity.

- Ensure that the process of recruitment is as consultative as possible: involve programme Managers and stakeholders such as teachers, community leaders, religious leaders and other youth organisations in identifying and recommending potential applicants.

- Assign small assessment tasks to candidates, undertake personal interviews or invite them to participate in a trial period before the final selection.

3.3 Setting clear expectations for everyone from the outset

- Set clear and realistic expectations of both the programme and prospective Peer Educators at the beginning by drawing up and agreeing Terms of Reference.

- Be clear about how Peer Educators can benefit from the programme and what they can expect from the programme Managers/Coordinators. Peer Education is a two-way process: expectations should be met by both parties, not just by the Peer Educators.

3.4 Alternative opportunities for Young People

- Ensure that other opportunities for involvement are available for Young People who find that Peer Education is not suitable for them.

- Provide alternatives for those Young People who decide to leave the Peer Education programme, but wish to remain involved in the work of the programme’s organising body.

3.5 Some tools for involving Young People as Peer Educators

- Recruitment flyer with project summary
- Value assessment forms
- Self-reflection lists
- Feedback forms

CASE STUDY 2 – Making drama out of a crisis

Turning Peer Education into performance was the bright idea which gave members of Lusaka’s Youth Action Movement a real sense of ownership of their project, and led to wider involvement of Young People.

Peer Education volunteers were inspired to set up a culture and drama group which would provide entertainment to the public, and an opportunity to communicate SRH, HIV and AIDS messages. They took the idea to their project counsellors, who arranged for them to attend a 21-day workshop to improve their music and drama skills.

The result was an all-singing, all-dancing brand of community outreach which has been so successful that the Lusaka group is now looking to extend the idea to other Youth Action Movement Peer Educators around Zambia.

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10 See Section 9.5 for further information on good practice with regard to treatment of Peer Educators.
Section 4: Training Peer Educators

Young People appointed as Peer Educators will need on-going training from the organisation undertaking the SRH, HIV and AIDS Peer Education programme on the specific issues they will be teaching. The training should be adapted to the Peer Educators’ needs and experiences, and it should relate directly to the objectives and type of activities planned in the programme. Peer Educators should participate in all aspects of planning and running the training. They should also be supported throughout their training.

Being a Peer Educator gives me a great sense of satisfaction because I’m helping people and sharing my knowledge about SRH.

Peer Educator, Solwezi

4.1 Gaining the support of parents and the community

- Before you start the training, inform parents and other important stakeholders, including teachers, about the purpose of the training, including the contents of the curriculum. This can be done through a letter or by organising a special meeting. It is also advisable to obtain parental/guardian’s consent for very young Peer Educators.

4.2 Choosing the right trainer

- Select trainers with both technical competence and experience in the subjects you want to address.
- Use experienced former Peer Educators as trainers. Experience shows that this enhances the training for Young People.
- Consider conducting a training of trainers (ToT) course to build your own training team before conducting the Peer Education training programme.

4.3 Finding out what Peer Educators already know

- Undertake a group assessment to determine Peer Educators’ own knowledge levels, needs and strengths. This will help determine the areas to focus on in training and the techniques that are best suited for the group.

4.4 Content and methodology

4.4.1 Content

- Ensure that the training is integrated and comprehensive, covering the full range of SRH, HIV and AIDS issues as defined in the programme content.\(^{11}\)
- Methodology (rights-based approach\(^{12}\)).
- Define your training programme according to the needs of the audience.
- Address sensitive issues such as safe abortion, emergency contraception, sexual orientation, etc. For a detailed list of topics, see Section 6.

4.4.2 Developing essential skills

- Ensure you develop technical, teaching and teamwork skills for Peer Educators to successfully implement and undertake their work effectively and efficiently.

4.4.3 Nurturing positive values and attitudes

- Promote positive values and attitudes among Peer Educators in their work, emphasising the rights perspective, and the promotion of healthy sexuality and choices for Young People and adolescents.

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\(^{11}\) Refer to Section 6.1 for a list of issues.

\(^{12}\) For a full explanation of what a rights-based approach means, see the Introduction.
• Emphasise the importance of non-judgmental attitudes, confidentiality, empathy, self-confidence, assertiveness, group dynamics, and sensitivity.

• Encourage Young People to be frontline advocates for SRH, HIV and AIDS and Young People’s rights.

• Address care and support issues.

• Focus on the importance of youth–adult partnerships.

• Explain where the role of Peer Educators begins and ends and how it links to their responsibilities as Peer Educators.

• Address ethical issues, including issues such as confidentiality, power balance, gender equity, respect for human rights, cultural sensitivity, respect for diversity, sexuality and pleasure, and the limitations of the role of Peer Educator.

• Have Peer Educators work with the service providers to develop personal plans on how they intend to support the available youth-friendly services to maximize service utilization by Young People in the community.

4.5 Training curriculum

• Select or adapt a curriculum that is participatory and creative, and that balances skills building with team building.

• Focus on how to convey information using participatory techniques to engage the audience.

• Make sure that training is interesting and relevant for Peer Educators.

• Structure the agenda and timing of sessions to meet training needs.

4.6 Materials and handouts

• The programme should serve as a model of good planning and provide useful, professional materials in a timely and orderly way.

• Ensure that Peer Educators are provided with a list of services in their area.

• Help prepare and distribute materials to encourage Young People’s participation.

4.7 Evaluating training

• Involve the trainer, Coordinator, trainees and senior management in appraising the training needs and objectives achieved.

• Use pre- and post-tests to determine whether Peer Educators have acquired the necessary knowledge and skills.

What makes a good training programme:

• A supportive training environment that is non-judgmental, accepting, open and safe.

• A diverse group of participants.

• Include motivational experiences such as meeting people living with HIV.

• Experiential learning such as games, exercises, and brainstorming.

• Provide opportunities for trainees to perform as Peer Educators in the field.

• Create a strong team and build trust both among trainers and trainees.

• An environment that includes some fun.

• Including retreats or field trips that help a group to bond.

• Convince participants that they can, and indeed are, making a difference.

• Explore and resolve conflicts within the group.

• Remember incentives such as snacks, certificates, group outings, credit for community service, praise, and media attention.

Useful techniques

• Individual work

• Working in pairs or small groups

• Brainstorming

• ‘Aquarium’ techniques (small group performing an activity in the centre of a circle)

• Conversation ‘in circle’

• Role playing

• Group discussion

• Evaluation

• Teach backs

• Peer review

13 Pre- and post-tests measure participants’ knowledge and skills before and after an intervention so a comparison can be made.
4.8 Acknowledging Young People for completing training

- Award certificates on completion of training.

4.9 Follow-up/refresher training

- Undertake refresher training throughout the course of the programme.
- Run short sessions that address specific issues and skills and that reinforce teamwork.
- Make provision for ten days training (10 x 8 hrs).

4.10 Some tools for training

- Training aids, certificates, identification cards, training curriculum, checklists for material evaluation, and indicators/evaluation tests.

The Training Methodology

While the content of the training is important, the methodology used during the training is also key to preparing Young People to be effective Peer Educators. Using a rights-based approach means that ‘teaching’ becomes ‘learning’. In other words, the training should aim to develop self-realisation through exploration, as well as independent and critical thinking. This will then support the acquisition of new knowledge, attitudes and skills, such as in facilitating group work, exploring personal values, self-expression, creative writing, public speaking, building confidence, social networking and advocacy.

This approach to training emphasises the importance of participatory educational tools and activities to guide the process of self discovery, such as using games (among other methods) to facilitate learning – both physical and intellectual – and a variety of creative media (e.g. art, music and drama) for discovering, documenting and analysing experiences.

The process of training and its outcome is not a one-off but a continuous journey of inquiry, discovery and learning. Continuity and consistency are an integral part of its success, and there must be commitment to its long-term impact, regardless of if there are fewer visible achievements in the short term.
Section 5: Implementing SRH, HIV and AIDS Peer Education programmes

This standard focuses on identifying the participants, validating programme activities, establishing a safe learning environment, reviewing the materials, planning the logistics, maintaining community acceptance and working with vulnerable groups for effective and efficient implementation of SRH, HIV and AIDS programmes. The involvement of Young People throughout the implementation process is particularly important.

5.1 Identifying and involving participants at every stage of the SRH, HIV and AIDS programme

- Acknowledge and ensure that Young People play a role at every stage of the programme.
- Respect Young People and treat them equally regardless of their role.
- Involve specific staff, partner organisations and other stakeholders at each stage of the programming.

5.2 Programme activities

- Each activity should directly relate to the integrated SRH, HIV and AIDS programme’s proposed objectives and goals.
- Together the lead agency, other participating organisations and community members should decide on the types of SRH, HIV and AIDS education activities that are appropriate for each particular audience, given the resources available.

5.3 The right environment

- Establish a safe learning environment for open and non-judgmental discussions about SRH, HIV and AIDS.
- Ensure that one-to-one work respects individual boundaries and that child protection procedures are followed.
- The physical environment should be conducive to the planned activity.

5.4 Content of SRH, HIV and AIDS Peer Education programming

- Discuss and agree the content of SRH and HIV and AIDS programmes in advance, in consultation with Young People, staff, partner organisation and other stakeholders.
- Ensure that the content covers issues as suggested in Section 6 and that positive values are promoted.

5.5 Educational and promotional materials

- Review and select educational and promotional materials, ensuring they are up-to-date and appropriate for the audience.
- Involve Peer Educators and local communities in materials development, pre-testing and reviewing.
- Make sure the materials illustrate different types of Young People including language, educational status, physical disability, gender, etc.

5.6 Logistics and transportation

- Coordinate transportation, and provide materials and support needed for respective activities.
- Ensure you have a system in place to reimburse expenses.

5.7 Management and oversight

- Ensure compliance with SRH, HIV and AIDS programme standards.
- Ensure that there is positive and friendly contact between Peer Educators and Managers/supervisors and among Peer Educators themselves.

I’m sharing my knowledge about SRH with other people all the time: at home, at school and at church – not just when I’m actively doing Peer Education.

Peer Educator, Lusaka
• Ensure that management teams are technically competent in their areas of responsibility.
• Establish transparent decision-making process and budgeting, with a process for the participation of Young People.
• Ensure that processes for effective administration of human and financial resources are in place.
• Use monitoring and evaluation for decision-making, addressing challenges as they occur.
• Promote cooperation and networking. Emphasise the importance of working with people outside the organisation and partnering at the ground/community level.
• Ensure a functioning system of referrals to services and commodities.
• Establish and maintain the quality of programme activities and develop remedies for situations where standards are not being met.

5.8 Supporting and supervising peer educators
• Ensure support and supervision of Peer Educators at all times to provide feedback on their work and offer technical support.

5.9 Promoting and maintaining community acceptance and support
• Inform the wider community of SRH, HIV and AIDS programmes.
• Involve influential leaders – including those from sensitive groups, such as political and religious groups – in meetings, steering committees and programme implementation.
• Invite leaders as guest speakers on ceremonial or formal occasions.
• Involve leaders in reviewing new materials and supply them with educational materials used in the project.

<table>
<thead>
<tr>
<th>High travel costs prevented us from continuing our Peer Education work in a relatively distant location. But instead of stopping PE altogether, we trained some of the youths who live locally to become Peer Educators. Now they are carrying on the work we started.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Educator, Livingstone</td>
</tr>
</tbody>
</table>

5.10 Working with vulnerable groups of Young People
• Ensure that the Peer Educators, programme Coordinator and other staff fully understand the needs of vulnerable, marginalised and socially excluded groups.
• Adapt and re-orient your Peer Education programme and services, where necessary, to address the needs of these populations. This can include doing the following:
  o involving members of these groups as Peer Educators, and ensuring that they are treated as equals;
  o having a better understanding and awareness of the cultural and social issues related to these groups;
  o working steadily and slowly towards building a safe and trusting relationship with, and environment for, members/representatives of these groups;

It is important that, where possible, your Peer Education programme and related services work for, and with, the most vulnerable, marginalised and socially excluded Young People.

Vulnerable, marginalised and socially excluded groups can include the following:
• People living with HIV and AIDS
• Injecting drug users
• Children at special risk
• Sex workers
• Sexual minorities
• Ethnic and cultural minorities
• People with physical and mental challenges
• People with a disabilities
• designing and publishing of culturally, linguistically and visibly appropriate resources for, and with, members of these groups;
• being able to communicate using clear, direct and appropriate language;
• undertaking training and orientation of staff to ensure that your organisation has a non-judgmental attitude towards these groups and communities;
• advocating against the stigma and discrimination that is faced by members of these groups;
• providing services directly to members of these groups within their own settings (e.g. through outreach and mobile clinics).

• Decide – based on an assessment – whether to integrate members of these vulnerable groups into existing Peer Education programmes or to create a separate programme. Integration may be more appropriate, and advantageous, in certain circumstances (and also help to prevent further stigmatisation). In other instances, however, a separate strategy and programme may be the most effective way of reaching particular vulnerable groups.

• Advertise your services directly to vulnerable, marginalised and socially excluded Young People, highlighting that your organisation is committed to addressing their needs.

CASE STUDY 3 – Fighting for survival

Finding the right approach to giving SRH, HIV and AIDS information to 10–14-year-olds is tough, according to youth counsellors at PPAZ. They noticed that karate classes were being offered at the YMCA (Young Men’s Christian Association) and saw an opportunity to use the sport as a vehicle for delivering messages to this audience about health and protection.

Because karate is primarily a defensive martial art, there are plenty of opportunities to make analogies to sexual health. Of course it helps participants keep fit too.

After a month-long trial involving a slightly older age group, which was designed to test the suitability and popularity of such a programme, plans are being drawn up to run a full-length course tailored to the needs of the 10–14-year-old audience.

We used to go to a reformatory school nearby to discuss SRH and distribute condoms. One technique we used was playing ‘edusports’ – using different games to illustrate aspects of sexual health, for example how STIs and HIV can spread. Everyone really enjoyed it, and the information sank in.

Peer Educator, Livingstone
Section 6: Developing Peer Education content

This section provides a list of the key topics and messages all Peer Educators should address/discuss with other Young People when undertaking their work as Peer Educators or counsellors. These topics should be used by programme Managers to draw up comprehensive SRH, HIV and AIDS education programmes, as well as in the preparation of accreditation criteria, programme revisions and training programmes.

“\textbf{When you go into people's homes you have a great opportunity to help remove misconceptions about HIV, not just among youths, but their parents too.}”

Peer Educator, Lusaka

6.1 SRH, HIV and AIDS educational issues

6.1.1 Gender

- The difference between gender and sex;
- Gender roles, stereotypes, myths, inequalities, and society’s changing norms and values;
- How gender norms manifest themselves and how they may lead to negative SRH consequences;
- Issues of self-stigmatisation
- Gender and gender equity issues, which should be considered in terms of programme reach, curriculum content, and social context;
- Cultural practices, such as early marriage and Female Genital Mutilation (FGM);
- Where to get support in challenging gender norms;

6.1.2 Sexual and Reproductive Health (SRH)

- Body changes, puberty and menstruation
- Hygiene, sexuality and the life cycle
- Social expectations, stigma and segregation
- Integration of SRH and HIV issues; HIV and AIDS information, prevention, Voluntary Counselling and Testing (VCT), treatment and care; living with HIV; Prevention of Mother-To-Child Transmission (PMTCT); injection drug use and HIV; Antiretroviral Therapy (ART)
- STI prevention
- STI symptoms, testing and treatment;
- Reproductive process; pregnancy options and information.
- Safe and unsafe abortion
- Male and female condoms (information and education)
- Contraception (including emergency contraception)
- Abstinence
- Self-esteem and empowerment

I’m mostly concerned about teenage pregnancies. Three-quarters of young females where I live are pregnant or have children. I took it as a personal challenge to help reduce that number.

Peer Educator, Lusaka

6.1.3 Sexuality, pleasure and diversity

- Knowledge of international human rights and national policies, laws and structures
- Available services and resources
- Participation and advocacy for sexual and reproductive rights, choice and consent
- Changing cultural norms and practices
- Rights-based approach to sexual and reproductive health, including choice and consent
- Social, cultural, political and ethical barriers to exercising sexual and reproductive rights
• Advocacy and political participation for sexual and reproductive rights
• Personal values and the decision-making process
• Negotiation skills (with partner and with wider community)
• Interpersonal communication and developing new communication strategies
• Healthy sexuality
• Biology and the emotions behind human sexual responses
• Gender and pleasure
• Love, lust and relationships
• Diversity of sexuality
• Masturbation
• Safer sex practices and pleasure
• Recognising the range of diversity in our lives (e.g. faith, culture, ethnicity, socio-economic status, ability/disability, HIV status and sexual orientation) and accepting our own diversities
• Discuss what makes people different as a way of starting a debate on diversity
• Promoting a positive view of diversity
• Recognising discrimination, its damaging effects and how to deal with it

6.1.4 HIV and AIDS
• Definition of HIV and AIDS
• Basic facts on HIV and AIDS
• Modes of transmission
• Myths and misconceptions about HIV and AIDS
• Prevention and mitigation strategies in Zambia
• Care and support of people living with HIV (PLHIV)
• Positive living
• Behavioural change
• HIV and Nutrition
• PMTCT
• ART
• Trends of HIV and AIDS in Zambia concerning Young People

6.1.5 Drivers of HIV and AIDS
• Alcohol and substance abuse

• Multiple concurrent partnerships (MCP)
• Men having sex with men (MSM)
• Women having sex with women (WSW)
• Culture and religion

6.1.6 Violence
• Explore forms of violence, gender-based violence (address gender first)
• Rights and laws
• Support options and appropriate referral mechanisms
• Community norms and myths

6.1.7 Life skills
• Critical thinking, emotional management and interpersonal/communication skills
• Introduction to life skills
• Concept of the self: self-esteem, self-perception, etc.
• Values
• Decision making
• Negotiation skills
• Assertiveness
• Goal setting

6.1.8 Relationships
• Define a relationship
• Types of relationships, e.g. family, sexual, friends, romantic, etc.
• Right to be or not to be in a relationship
• The role emotions play in a relationship
• Importance of communication in a relationship
• Emotional and physical intimacy

The youth programmes that we normally have are usually very interesting and educative. The people that I socialise with have very interesting, strong personalities. The outreach programmes are educative in that they help me build my confidence. Through my Peer Education organisation, I have discovered my hidden talents.

Peer Educator, Lusaka
• Rights and responsibilities
• Mutual respect
• Power dynamics, peer pressure and social norms
• Parenting

6.1.9 Advocacy
• Participation, advocacy, choice and consent
• Where to get support in challenging gender norms
• Developing new communication strategies
• Advocacy and local community participation
• Community leaders’ participation
• Non-judgmental attitude
• Community mobilisation

6.2 Inclusion of knowledge issues
• Peer Educators should be careful not to inundate Young People with information, and try not to present information that is overly medicalised or scientific.
• The information presented by Peer Educators should be relevant to the context and reality of programme recipients.

6.3 Addressing critical thinking issues
• Peer Education must help Young People confront the inequities that lead many of them to engage in risky sexual behaviour, including unequal gender norms. While safer sex may reduce the likelihood of disease transmission, unprotected sex may have its own goals: motherhood, demonstration of virility,\(^\text{14}\) possible economic support, etc.
• Programmes should encourage Young People to weigh the consequences of their actions and question whether the risks are worth taking.

6.4 Understanding the needs of vulnerable/marginalised populations
• Recognise that encouraging membership in marginalised populations requires a special outreach strategy and a flexible approach.
• Ensure that Peer Educators understand the needs of marginalised populations, recognise the patterns of discrimination and stigmatisation, and advocate against such problems.

CASE STUDY 4 – Joinery and joined-up thinking

Funding is often tight for Peer Education programmes and Roan Youth of Luanshya, which supports Young People living with HIV, was no exception. They had a starter fund of 30 million kwacha but when this ran out there was no other source of finance available.

Luckily two of the group’s leaders had foreseen this problem, and set up a carpentry workshop with the help of local artisans. Revenue from sales of furniture and crafts was channelled into the administration of the Peer Education programme, which allowed the organisation to continue disseminating information to Young People.

An additional benefit was the employment opportunities created, and the chance to bring SRH, HIV and AIDS issues to the attention of the workforce.

\(^{14}\) When a man feels the need to display manliness through sexual prowess/a particular sexual behaviour.
Section 7: Working with Young People living with HIV

Peer Education programmes for Young People need to ensure that they have mechanisms for working with Young People living with HIV. Organisations working with Young People can play an important role in ensuring that their service points such as clinics are providing the right services in the right manner for all categories of Young People.

7.1 Protection from stigma and discrimination

- Policies must be in place to protect Young People living with HIV from stigma and discrimination in both facility-centered and outreach programmes.
- Ensure that Young People living with HIV receive specific attention in existing policies dealing with stigma and discrimination for patients attending health services to ensure that privacy and confidentiality is safeguarded.
- Programme Managers and Peer Educators should ensure that there is enough space for privacy and confidentiality for Young People living with HIV.
- Given the difficulties that some may face because of their age, Programme Managers and Peer Educators should work out manageable ways to allow for informed consent based on their evolving capacities/abilities and the legislative framework of the country, and provide opportunities for Young People living with HIV to give assent in those situations where it is not possible for them to consent to services.

7.2 Protection during disclosure

- Policies and guidance should be in place to support Young People to make decisions about disclosure. Clinic staff, Peer Educators and community health workers should be able to actively support the decisions that Young People take in relation to when, to who and how to disclose their HIV status.

7.3 Affordability and accessibility

- Policies and systems should be in place to ensure that financial considerations are not a limiting factor for Young People who wish to access services.

7.4 Access to information

- Policies must be in place to ensure that Young People living with HIV have access to information appropriate to their age, development and education that is essential for care, treatment, support and prevention.

7.5 Participation of Young People living with HIV and AIDS in the design and implementation of services

- Policies, training, supervision and incentives/remuneration should be in place to facilitate the involvement of Young People living with HIV in providing information and services on all aspects of youth development. See Tool 14 in the Appendix for a checklist of services for Young People living with HIV.
Section 8: Providing materials, commodities and equipment for SRH, HIV and AIDS programmes

This section of the standards highlights the types of materials, commodities and equipment for youth-friendly SRH, HIV and AIDS programme implementation. It focuses on strategies for broadening production and distribution to include issues concerning literacy levels, physical disabilities, distance and location of the target groups. It is important to ask Peer Educators and participants to review your teaching materials, commodities and equipment.

We undertook a sponsored walk to raise funds to build a new Peer Education centre. It was enjoyable and productive, and now the Peer Educators have a space to hold meetings.

Peer Education leader, Luapula Province

8.1 Materials, commodities and equipment

- Ensure that appropriate SRH, HIV and AIDS Information, Education and Communication (IEC) materials are provided.
- Ensure necessary commodities and equipment are provided.
- Ensure a youth-friendly environment that respects or takes into consideration the needs of Young People.
- Ensure the development of IEC for SRH, HIV and AIDS involves the community.
Section 9: Supporting Peer Educators – how to keep them motivated

It is essential that Peer Educators feel valued and respected for their time, efforts and contribution to the work of the organisation. Therefore ongoing support and supervision are essential for any Peer Education programme. This creates the opportunity for Peer Educators to express their thoughts and concerns about the programme (thus feeling a greater sense of ownership), and also for Programme Managers to assess Peer Educators’ performance.

Orientation and induction should be provided for all Peer Educators on the programme. The support of the project Coordinator can be particularly helpful in offering suggestions, encouragement and emotional support when there are obstacles or problems between Peer Educators and intermediaries or guardians.

9.1 Providing appropriate training for Peer Educators

- Ensure that Peer Educators have received adequate preparation to begin their work.
- Clarify and agree on expectations for Peer Educators’ activities and performance.
- Include capacity building as an essential component of Peer Education training.
- Provide opportunities for Peer Educators to update their knowledge and skills as needed.

9.2 Training and skills of supervisors/Programme Coordinators

- Make sure supervisors and Programme Coordinators are trained, perceptive to the issues faced by Peer Educators and aware of their own values and attitudes.
- Supervisors should be able to manage the group dynamic and encourage team building.
- Enable supervisors to share responsibility with Peer Educators and involve these peers in the supervision process.
- Ensure that supervisors are trained in supportive supervision and are aware of their roles and responsibilities.

9.3 Promoting and creating an environment of self-reflection and responsibility among Young People

- Promote team building and healthy group dynamics.
- Encourage Young People to reflect and take responsibility for themselves and others through routine discussions during SRH, HIV and AIDS training and supervision. Issues covered could include gender equity, gender-based violence, and the relation between gender roles and SRH.

9.4 Supportive supervision throughout the programme

- Ensure that supervision of Peer Educators is supportive and mentoring; not punitive or hierarchical.
- Provide emotional support, encouragement and suggestions when Peer Educators encounter problems or obstacles.
- Continually reinforce motivation and ethical behaviour.
- Plan continuous assessments, self-assessments and regular meetings, both with individual Peer Educators and with the whole group, to provide an opportunity to discuss issues that have come up.

We’ve used a series of radio programmes on ZNBC to get messages out there to Young People. The Peer Educators are instrumental in deciding the topics for discussion, and we try to get as many of them on air as we can.

Community Centre Manager, Lusaka
• Conduct peer reviews and field visits. Review work plans and regular reports. Monitor and analyse data. Keep in mind that support can also be informal.
• Ensure that the supervision process has a bottom-up and top-down approach, especially in terms of feedback through all levels.
• Ensure that Peer Educators have fun together.
• Make linkages with service providers as part of the supervisory process.
• Ensure that supervision includes the implementation of child protection policies and rights.

9.5 Motivating Peer Educators for continued commitment
• Emphasise supervision and individual support, without being too invasive: show that you trust Young People to do their job.
• Document the expectations of Peer Educators to ensure they are met by the programme.
• Emphasise that commitment is more important than just physical presence.
• Ask for, and be open to, feedback on your role as supervisor.
• Harmonise personal and organisational values and beliefs.
• Promote full participation of Peer Educators in all stages of the programme. Involving Peer Educators in deciding how to use available resources to make the process more open and participatory can also function as a motivational factor.
• Develop creative compensation approaches, consulting with Peer Educators on what they want. Ensure that the compensation system is fair and transparent.
• Ensure that organisations and services operating together, or within the same area, harmonise their incentive systems to avoid resentment from Peer Educators.
• Provide incentives for motivation and acknowledgement of Peer Educators, such as:
  o T-shirts and backpacks, which help Young People identify with the project;
  o food, refreshments, and transportation, which are crucial to ensure continual participation;
  o badges for identification, certificates, and personal and professional development opportunities, which can help Peer Educators feel valued;
  o offer opportunities for increasing involvement and responsibility in the organisation (e.g. becoming a board member or a youth representative in national meetings);
  o foster career development, accreditation, graduation and promotion opportunities, particularly if the programme aims to promote Young People’s development, and not just to serve as an information delivery system;
  o consider whether to offer monetary compensation for Peer Educators that take on a more important role within the programme/organisation, depending on financial, sustainability and organisational factors.
• document the history of a Peer Education programme, and make this available to Peer Educators and other programme stakeholders. This can help to make participants feel part of a broader process.

What moves me to do Peer Education is that I can use what I have learnt to help others, influence their decisions in a positive way and save lives.

Peer Educator, Lusaka

9.6 A flexible environment for on-going learning and development
• Emphasise the need for Peer Educators to build their skills and increase their options for moving into other roles within the organization or the wider community.
• Highlight other youth roles and activities/issues in which Peer Educators can become involved.
• Create a culture of flexibility and adaptation to changing situations.
• Recognise that Young People who move on will continue to support SRH, HIV and AIDS education in other ways in their private and professional life.

9.7 Exit interviews

• Discuss with Peer Educators who leave the programme what they liked and disliked about their role as Peer Educators, what recommendations they would make for programme improvement, and whether they still want to have a future role as adviser or mentor.

CASE STUDY 5 – Passing the baton

Bringing new blood into Peer Education on a regular basis is vital, according to the team from Youth Vision Zambia. That way Peer Educators are absolutely in tune with the target audience. But YVZ has found a way to harness the talents of older Peer Educators.

They have created a number of internships which last up to one year for educators who show a high level of commitment. The interns act as mentors for the next intake of Peer Educators, providing advice if they encounter problems and acting as a ‘back-stop’ if the need arises.

The programme Managers keep in touch with the interns – who work at the project site – through weekly meetings. Their input is extremely valuable for assessing the impact of a programme, and in one case an intern campaigned so hard for a programme to be continued when its funding finished that YVZ used its own funds to extend it.

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15 A conversation designed to produce feedback from Peer Educators after they have participated in a programme/when they leave the organisation.
Section 10: Linking to other services

Not all Peer Education programmes have the skills or facilities required to provide a full range of activities and services for Young People. Building links is vital for programme enrichment and sustainability.

This section offers direction on how to build collaboration and networking, and strengthen referral systems among service providers, trainers and Peer Educators. It will also provide details of linkages between SRH, HIV and AIDS services.

10.1 Building links with services

- Ensure that a well-organised and clear referral system is in place.
- Ensure there is collaboration and networking with other service providers.
- Establish links with community and civic leaders, families and other stakeholders.
- Build links between Peer Educators, service providers and the community.
- Make available a directory of service providers.

CASE STUDY 6 – Pooling resources on campus

The University of Zambia has several student associations whose members conduct Peer Education on similar topics. They include the University of Zambia Population Studies Association (UNZAPOPSA), the ZAMANAWE HIV and AIDS Peer Education project, the Stop HIV and AIDS Reach Every Student (SHARES) project and the Red Cross.

To support the various groups, and avoid duplication of effort, the University of Zambia HIV and AIDS Response Programme coordinates training and resources which all the groups can access. This enables spare places on a training workshop organised for one group to be allocated to another group. The information can then be cascaded down to other members and incorporated into pamphlets for distribution to the target audience.

The HIV Response Programme has also made it possible for the student groups to refer younger people encountered during outreach to the UNZA clinic when there are no appropriate facilities for counselling and testing in their own neighbourhood.

Civil society needs standards to regulate its work. In the future I'd like to see this programme pushed out to include the health and education sectors. It would be great to have their input.

Women’s rights consultant, Lusaka
Section 11: Monitoring, evaluating and documenting your programmes

It is essential to monitor, evaluate and document your programmes. Only by doing this can you be sure whether or not it is having an impact on the Young People you want to reach. It is important to use a participatory approach to monitoring and evaluation. Experience shows that involving Young People is the best way to measure the effectiveness and improve the quality of programmes. A rights-based approach to monitoring and evaluation is an inclusive process – one which involves everyone including Peer Educators, Peers, Programme Managers and Community Stakeholders – and is sensitive to issues of gender and discrimination.

Remember that monitoring, evaluation and documentation are on-going processes reflecting the achievements throughout the programme, rather than just at the end. Evaluation should also not be seen as an end in itself.

By developing consensus among stakeholders about what information should be collected, and taking into account what resources are available, monitoring and evaluation can be made more manageable.

11.1 Creating a monitoring and evaluation team

- Define who is responsible for collecting information. It is important that Young People/Peer Educators are part of this group, so that there is a strong partnership between Young People and adults throughout this process.
- Ensure that each team member understands their individual role in systematic data collection, documentation, programme monitoring and evaluation.
- Provide training for members of the team to ensure they are familiar with monitoring and evaluation processes.
- Decide how often the monitoring and evaluation team will meet.

Definitions
Monitoring is the continuous follow up and systematic tracking of programme activities. Monitoring also involves measuring progress towards programme objectives. Monitoring keeps track of achievements: from how personnel are employed and the use of supplies and equipment to the way money is spent in relation to the resources available. The idea of continuous monitoring is that if anything goes wrong it can be corrected immediately.

Ask yourself:
- Are the planned activities taking place?
- Are services being provided?
- Are the objectives being met?
Evaluation is the process of determining whether the programme has achieved its objectives and assessing the programme’s worth or effectiveness. Evaluation should assess the process, outcomes and the impact.

Ask yourself:
- Has the programme made a difference?
- Have we achieved the changes we wanted to make?

Documentation provides evidence and references of the programme. This too should be a participatory process that gives an overview of the structure, the process and the outcome of the programme. By documenting your programme you are aiming to capture project achievements, successful outcomes, significant developments and challenges. The best kind of documentation shows how the programme can be replicated and what is needed to share good practices. This information can be presented as a written document, or as photos or video for future reference and for sharing with others.
11.2 Reviewing and completing your logical framework

- Create a logical framework and work plan for your SRH, HIV and AIDS Peer Education programme.
- Define programme objectives clearly and ensure they are SMART (see Section 1.5).
- Objectives used for M & E must be fashioned from the overall mission and goals developed at the onset of the programme.
- Programmes should have high expectations. However, practical milestones (achievable objectives) should be included to track progress.
- Monitoring the process of empowerment of Peer Educators and changes in attitudes among stakeholders is as important as the outcomes of the programme.
- Ensure that your indicators\(^\text{16}\) reflect issues such as equality, non-discrimination and participation, rather than focusing only on behavioural change.

11.3 Establishing a data collection system

- Evaluate the resources available for collecting data.
- Define who is responsible for collecting information within the M&E team, and be clear about each person’s role and expectations.
- Involve Peer Educators and staff in the development and review of data collection tools, data collection activities, data entry, leading discussions, and analysing, interpreting and disseminating data.
- Train the Coordinator and Peer Educators in monitoring and evaluation methodologies.
- Have clear procedures for feedback from the target audience and stakeholders.
- Make sure that you have data for every indicator in the logical framework and that these reflect your programme's objectives.

11.4 Developing the methodology for data collection

- Use both qualitative and quantitative methodologies.
- Ensure transparency and simplicity throughout the process:
  - decide together with Peer Educators the most important changes they want to see happening among themselves and their peers;
  - prioritise the important issues on which you want to monitor and report on a regular basis (e.g. changes in the participation of Peer Educators; empowerment; ownership; changes in attitudes and skills for including Peer Educators; which Young People are reached and which are not, due to gender, ability etc.).

11.5 Using the right tools for collecting data

- Involve Young People in the development of tools.
- Use existing tools which can be adapted by your programme.

11.6 Reviewing baseline data and undertake follow-up data

- Review the baseline data collected.
- Ensure that the data collected relates to the target population’s knowledge, attitudes and behaviour.
- Ensure that you also have data on the most vulnerable and marginalised groups of the target population. If not, undertake a further baseline survey to collect this data.
- Conduct follow-up study/assessment of the programme.
- Keep a record of beneficiaries recruited, use pre and post activity surveys, pre-stamped envelopes with surveys, and offer incentives for completing follow-up surveys.

11.7 Monitoring Peer Education activities

- Collect data on Peer Educators’ SRH, HIV and AIDS activities. Data should be

\(^{16}\) Indicators are measures that can be recorded, collected and analysed so that projected results of an activity can be compared with actual results.
collected on both Peer Educators and their clients. This data should monitor changes in the target population’s knowledge, attitudes and behaviour.

- Collect data regularly through registers/databases, data review and, more simply, by discussing any problems that come up.
- Ensure that the Peer Educators talk about both their successes and challenges.
- Document both positive and negative elements of your Peer Education programmes. Pay particular attention to examples of successful activities and good practice, as well as activities that did not work so well.

### 11.8 Analysing, sharing and utilising the data

- Organise regular meetings with the project team and Young People so that you have regular feedback. These regular meetings will help you review and interpret data; make adjustments to activities; increase community support; report to donors; publish articles; educate the public; redirect the programme’s efforts if needed; raise the awareness among the rest of your organisation’s staff and boost your advocacy activities.

### 11.9 Documenting your programme

- Identify, together with staff and Peer Educators, the key points of interest. These might include: how to deal with difficult issues; experiences in promoting the acceptance of Young People’s sexuality; and use of partnerships with other youth organisations.
- Analyse other project documents and reports, and identify those with the most useful information. This process will also help you publish any particularly successful approaches within your programme that could be replicated elsewhere within the organisation.
- Decide how the documentation will be undertaken. It could involve write-ups, photos, videos, and songs, etc.
- Ensure that documentation is an ongoing process (not just at the end of any programme).
- Try to capture project achievements, successful outcomes, significant developments, and challenges.
- Document examples of how the work was done, when it worked and when it did not. This information on the ‘process’ will enable you to identify good practice examples and lessons learned for the future.
- Share the information that you have collected and documented with others both inside and outside your organisation. This will both raise the profile of your Peer Education programme, and ensure that other people and organisations can learn from your experience.

### 11.10 Some tools for monitoring, evaluation and documentation

- Refer to the Appendix for examples.

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**CASE STUDY 7 – Soccer’s top scorers**

It’s not always easy for Peer Educators to know if the information they’re imparting is getting through. But Grassroots Soccer, the football and HIV awareness organisation that works in 16 countries, has a monitoring and evaluation system built into its programmes.

Peer Educators, known as ‘coaches’, give the same quiz to participants at the beginning and end of their programme. The quiz consists of 15 questions about attitudes and knowledge on HIV. It’s the coaches’ job to input the quiz results. Based on the data, reports are compiled which allow coaches to see whether they’ve succeeded in increasing knowledge and dispelling myths.

Coaches are encouraged to be conscientious about entering the data through training and supervision, and because the stipend they receive at the end of the programme is not paid if the figures are inaccurate.
## APPENDIX: Tools for Peer Education programmes

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Tool 1: Questionnaire – should I use Peer Education?

Peer Education can be useful and powerful. However, it is not appropriate in all situations. You will need to do some formative research to decide whether Peer Education is the best approach to meet your objectives. Also, before making your final decision, use the following questions to help you think about the appropriateness of Peer Education for your target audience.

1. What are the goals of this project?

2. Who is the target audience?

3. Will it be possible to attract and maintain interest and support for this project from opinion leaders and influential people in the target community?
   Yes __ No __

   If the answer is ‘no,’ a Peer Education strategy may not be appropriate.

4. Are there people within the target group who have the time, interest and ability to work as Peer Educators?
   Yes __ No __

   If the answer is ‘no,’ you should develop another strategy that does not involve Peer Education.

5. What will these Peer Educators need to do?
   __ Teach their peers about STIs/HIV AND AIDS.
   __ Create more supportive and understanding attitudes toward people who are infected with HIV.
   __ Teach peers how to care for people living with HIV/AIDS.
   __ Empower peers to make informed lifestyle decisions.
   __ Support the maintenance of behaviour change.
   __ Teach their peers how to avoid becoming infected.
   __ Emphasise decision-making, assertiveness and relationship skills.
   __ Make referrals to health care workers.
   __ Recognise risks and risky situations.

6. What will the Peer Educators need in order to meet these objectives?
   __ Initial training
   __ Refresher training
   __ Educational materials
   __ Condoms
   __ Penis model or dildo for condom demonstrations
   __ Supervision
   __ Meeting space

   Other:
7. Can the project provide these things?
   Yes __ No __

   If the answer is ‘no,’ examine the goal(s) of the project. You might need to change the goal, reduce the size of the target group or use a different strategy (not Peer Education).

8. How large is the target group?

9. How many Peer Educators will be needed to reach the members of this target group?

10. Can the project train and support that many Peer Educators?
    Yes __ No __

    If the answer is ‘no,’ examine the goal(s) of the project. You might need to change the goal, reduce the size of the target group or use a different strategy (not Peer Education).

11. Will the Peer Educators need incentives?
    Yes __ No __

    If ‘yes,’ what type of incentives will they need?
    __ Salaries  __ Meal allowances
    __ Paid expenses  __ Bicycles
    __ Special badges or awards

    Other:

    Can the project provide these incentives?
    Yes __ No __

    If ‘no’ what are other options?

12. How long will the Peer Education continue?

13. Can the Peer Educators be supported with supervision, refresher training and incentives over the long term?
    Yes __ No __

    If the answer is ‘no’, examine the goal(s) of the project. You might need to change the goals, reduce the size of the target group or use a different strategy (not Peer Education).

Source: AIDSCAP/FHI, 1996
Tool 2: Planning

There are a number of key questions that need to be answered in order to focus the direction of the project and conduct a needs assessment. Some examples are listed below.

Questions to be answered in the planning phase

Is the Peer Education program an appropriate mechanism to meet the needs of the target population?
Yes ___ No ___

How and when will the needs assessment be conducted?

What are the objectives of the program?

Who is the target population?

How large is the population?

What is the ideal profile of the Peer Educators given the target population?

Are there people within the target population who have the time, interest and ability to work as Peer Educators? ___ Yes ___ No

How many Peer Educators will be necessary to reach the population?

Can the project train this number of Peer Educators? ___ Yes ___ No

What will the Peer Educators need to do? (Provide information/make referrals, etc.)

What do the Peer Educators need in order to reach these objectives? (Training materials, Contraceptives, etc.)

Can the project provide these things? ___ Yes ___ No
Questions to be answered in the planning phase

Is the Peer Education program an appropriate mechanism to meet the needs of the target population?
Yes __  No __

How and when will the needs assessment be conducted?

What are the objectives of the program?

Who is the target population?

How large is the population?

What is the ideal profile of the Peer Educators given the target population?

Are there people within the target population who have the time, interest and ability to work as Peer Educators? __ Yes  __ No

How many Peer Educators will be necessary to reach the population?

Can the project train this number of Peer Educators? __ Yes  __ No

What will the Peer Educators need to do? (Provide information/make referrals, etc.)

What do the Peer Educators need in order to reach these objectives? (Training materials, Contraceptives, etc.)

Can the project provide these things? __ Yes __ No

Does the budget include supervision expenses? __ Yes  __ No

How can we make sure youth can participate and express their opinions?

For this project, will it be possible to attract and maintain the interest and support of opinion-makers and influential people in the project community? If so, how?

Questions to be answered in the needs assessment

What problems does the community see regarding the sexual and reproductive health of youth?

Do adolescents see a need to gain knowledge, skills or services in sexual health? Yes__ No__

Do national and local data support these perceptions? __ Yes  __ No

What programs and services are currently in place to support the promotion of Young People’s health? How does the community view them? How do youth view them?

What needs do adolescents have that are not currently being satisfied?

What limitations do adolescents face in getting information about sexual health?

What sexual and reproductive health issues or related questions will be addressed through this project?

What methods will it be necessary to offer?

What other complementary methods will be used to reach adolescents?

Source: IPPF/WHR, 2004
Tool 3: Questions to help you identify the sexual and reproductive health rights of Young People, especially the need for access to peer advocacy activities

<table>
<thead>
<tr>
<th>People</th>
<th>Policies</th>
</tr>
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<tbody>
<tr>
<td>Are the following groups of Young People treated equally in terms of society’s acceptance of their sexual and reproductive health needs and rights:</td>
<td>Is there legislation (or a national policy) promoting the sexual and reproductive well being of all Young People?</td>
</tr>
<tr>
<td>- young women</td>
<td>- Does the legislation make special reference to promoting:</td>
</tr>
<tr>
<td>- unmarried girls</td>
<td>o youth-friendly SRH services</td>
</tr>
<tr>
<td>- young men</td>
<td>o comprehensive sexuality education?</td>
</tr>
<tr>
<td>- under-16-year-olds</td>
<td>- Is there legislation that prohibits discrimination against certain sexual orientations?</td>
</tr>
<tr>
<td>- Young People living with HIV/AIDS</td>
<td>- Is there legislation that prohibits discrimination against Young People living with HIV/AIDS?</td>
</tr>
<tr>
<td>- Young People with different sexual orientations</td>
<td>- Can married and unmarried Young People under 18, access VCT for HIV without the need for consent from others?</td>
</tr>
<tr>
<td>- Young People with disabilities</td>
<td>- Is there a policy that Young People have the right to services without the need for parental consent?</td>
</tr>
<tr>
<td>- Other vulnerable groups?</td>
<td>- Are all SRH tests and procedures voluntary?</td>
</tr>
</tbody>
</table>

- Is there a national child protection policy?
- Is there a policy against practices that violate Young Peoples SRH rights, e.g. female genital mutilation, child marriage, sexual exploitation/trafficking?
- Is there a system where Young People’s opinions are taken into consideration at a national level on SRH and rights matters, e.g. youth parliaments, etc.?  
- Is abortion legal for women of any age?
- Do young women under 18 need consent from their parents or spouse to have an abortion?
- Are abortions safe, accessible and affordable for young women?
| Questions to help you identify the sexual and reproductive health rights of Young People, especially the need for access to peer advocacy activities | Are the following groups of Young People treated equally in terms of society’s acceptance of their sexual and reproductive health needs and rights:  
• young women  
• unmarried girls  
• young men  
• under-16-year-olds  
• Young People living with HIV/AIDS  
• Young People with different sexual orientations  
• Young People with disabilities  
• Other vulnerable groups?  
Is there legislation (or a national policy) promoting the sexual and reproductive well-being of all Young People?  
• Does the legislation make special reference to promoting:  
  o youth-friendly SRH services  
  o comprehensive sexuality education?  
• Is there legislation that prohibits discrimination against certain sexual orientations?  
• Is there legislation that prohibits discrimination against Young People living with HIV/AIDS?  
• Can married and unmarried Young People under 18 access VCT for HIV without the need for consent from others?  
• Is there a policy that Young People have the right to services without the need for parental consent?  
• Are all SRH tests and procedures voluntary?  
• Is there a national child protection policy?  
• Is there a policy against practices that violate Young People’s SRH rights, e.g. female genital mutilation, child marriage, sexual exploitation/trafficking?  
• Is there a system where Young People’s opinions are taken into consideration at a national level on SRH and rights matters, e.g. youth parliaments, etc.?  
• Is abortion legal for women of any age?  
• Do young women under 18 need consent from their parents or spouse to have an abortion?  
• Are abortions safe, accessible and affordable for young women? |

| Programmes | Is there a national programme for providing high quality youth-friendly sexual and reproductive services?  
Are the following services nationally available to all Young People?  
• STI/HIV testing and treatment and support  
• a range of contraception including emergency contraception  
• abortion services  
• services for Young People who have experienced sexual, physical or emotional violence.  
Do sexual and reproductive health services reach the most underserved Young People?  
• young women  
• unmarried girls  
• young men  
• under-16-year-olds  
• Young People living with HIV/AIDS  
• Young People with disabilities  
• other vulnerable groups.  
Are male condoms available and affordable to all Young People?  
Are female condoms available and affordable to all Young People?  
Are sexual and reproductive health services for Young People carried out with respect to their privacy?  
Can Young People use national sexual and reproductive health services without the need for parental consent?  
Is there a national programme for comprehensive sexuality education in school? Do such programmes cover contraception, abortion, sexual abuse, sexual and reproductive rights, sexual enjoyment, gender issues, sexual diversity and relationships?  
Do national sexuality education programmes reach all young people including:  
• young women  
• unmarried girls  
• young men  
• under-16-year-olds  
• Young People living with HIV/AIDS  
• Young People with disabilities  
• illiterate Young People  
• other vulnerable groups?  
Does sexuality education promote Young People’s rights and safer sex options rather than only promoting abstinence?  
Are there efforts to raise community awareness on and support for Young People’s SRHR (e.g. meetings with teachers, religious leaders, etc.)?  
Are there programmes or services to protect Young People from violations of their SRH rights, including female genital mutilation, child marriage, sexual exploitation/trafficking?  
Are there national campaigns to challenge practices and policies that are detrimental to Young People’s SRHR (e.g. preventing female genital mutilation, child marriage and sexual exploitation/trafficking)? |

Based on framework and self assessment guide: Implementing rights based sexual and reproductive health programmes for and with Young People (draft, IPPF 2006)
Tool 4: Logical framework

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### Objective 2

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**Guide to boxes:**

**Goal:** What problem will you contribute to solving?

**Objectives:** What do you wish to achieve?

**Activities:** How do you propose to do it?

**Results and process indicators:** How will you show that the objectives were reached?

**Means of verification of indicators:** What are your data sources?

**Frequency:** How often will you collect data?

**Person responsible:** Who will collect data (person/department/organisation responsible)?

Source: IPPF/WHR, 2004
### Tool 5: Sample budget worksheet

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## Tool 6: Types of Peer Education approaches

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<tr>
<td></td>
<td>Skills building</td>
<td></td>
<td>Prevention skills</td>
</tr>
<tr>
<td></td>
<td>Prevention skills</td>
<td></td>
<td>Self-esteem</td>
</tr>
<tr>
<td></td>
<td>Advocacy</td>
<td></td>
<td>Psychosocial support</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td><strong>Intensity</strong></td>
<td>Low</td>
<td>Medium/high</td>
<td>High</td>
</tr>
<tr>
<td><strong>Confidentiality</strong></td>
<td>None</td>
<td>Important</td>
<td>Essential</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Community</td>
<td>Small groups</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Large groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training required</strong></td>
<td>Brief</td>
<td>Structured workshops and refresher courses</td>
<td>Intense and long</td>
</tr>
<tr>
<td><strong>Relative cost</strong></td>
<td>Low</td>
<td>Medium</td>
<td>High</td>
</tr>
<tr>
<td><strong>Examples of activities</strong></td>
<td>Distribution of material in public events (sports events, youth concerts), mobile vans</td>
<td>Repeated group events based on a curriculum</td>
<td>Counselling of Young People living with AIDS</td>
</tr>
<tr>
<td></td>
<td>World AIDS Day activities</td>
<td></td>
<td>Clinic-based youth counselling on reproductive health</td>
</tr>
<tr>
<td></td>
<td>Material distribution</td>
<td></td>
<td>Young People living with AIDS</td>
</tr>
<tr>
<td></td>
<td>Drama, special events</td>
<td></td>
<td>Clinic-based youth counselling</td>
</tr>
</tbody>
</table>

Adapted from Y-PEER/UNFPA/FHI Training of Trainers Manual and Save the Children, 2002
Tool 6: Types of Peer Education approaches

Objectives

- Awareness
- Information
- Attitude change
- Self-esteem
- Skills building
- Prevention skills
- Advocacy

Coverage

- High
- Medium
- Low

Intensity

- Low
- Medium
- High

Confidentiality

- None
- Important
- Essential

Focus

- Community
- Large groups
- Small groups
- Individual

Training required

- Brief
- Structured workshops and refresher courses
- Intense and long

Relative cost

- Low
- Medium
- High

Examples of activities

- Distribution of material in public events (sports events, youth concerts), mobile vans
- World AIDS Day activities
- Material distribution
- Drama, special events
- Repeated group events based on a curriculum
- Counselling of Young People living with AIDS
- Clinic-based youth counselling on reproductive health
- Young People living with AIDS Clinic-based youth counselling

Adapted from Y-PEER/UNFPA/FHI Training of Trainers Manual and Save the Children, 2002

Tool 7: Types of activities for youth Peer Educators

- Make presentations in schools or in the community.
- Perform theatre/drama presentations, followed by discussion.
- Show video/movie presentations, followed by discussion.
- Set up kiosks to offer information.
- Distribute information, education and communication materials.
- Distribute contraceptives.
- Demonstrate the use of condoms.
- Organize educational meetings and sessions.
- Create groups for discussing sexual and reproductive health topics with other youths.
- Teach peers to do a self-assessment of risk.
- Teach peers how to negotiate less risky sexual activities.
- Offer counselling to peers (individually or in groups).
- Inform and refer youths to clinical services.
- Participate in training new educators.
- Participate in the development of IEC materials.
- Participate in local, national and international youth fora.
- Attend awareness-raising activities, for example World AIDS Day.
- Secure funding for programme continuity.
- Advocate for better laws and programs.
- Hold media campaigns to promote the organization’s services.

Source: IPPF/WHR, 2004
### Tool 8: Example of activity planning form

<table>
<thead>
<tr>
<th>Objective</th>
<th>Theme</th>
<th>Activity</th>
<th>Target population</th>
<th>Place</th>
<th>Date and time</th>
<th>Resources needed</th>
<th>Educators responsible</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve knowledge, Attitudes and practices related to HIV and pregnancy prevention among youth in two schools in Community X.</td>
<td>HIV</td>
<td>Distribute condom use brochures and condoms</td>
<td>First-year students</td>
<td>School A/ School B</td>
<td>First Monday/ Thursday of each month between 12-1pm</td>
<td>STI/HIV flyers, Condoms</td>
<td>Alice</td>
<td>Baseline/endline survey (% of sexually active youth reporting condom use at last sex)</td>
</tr>
<tr>
<td>Increase SRH clinical service utilization among youth aged 15 to 19 in Community X</td>
<td>Clinical services</td>
<td>Refer 10 youths to clinical services</td>
<td>Peer Educator groups</td>
<td>Various</td>
<td>Each month</td>
<td>Referral forms</td>
<td>All Peer Educators</td>
<td># of youth who were referred; # of youth referred who received services in clinics</td>
</tr>
<tr>
<td>Strengthen skills of Peer Educators</td>
<td>Supervision</td>
<td>Group meeting</td>
<td>Peer Educators</td>
<td>Youth centre</td>
<td>First Sunday of each month</td>
<td>Feedback form</td>
<td>Coordinator, All Peer Educators</td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>Individual meeting with Coordinator</td>
<td>Peer Educators</td>
<td>Youth centre</td>
<td>See schedule for each Peer Educator</td>
<td>Peer Educator supervision form</td>
<td>Coordinator, Peer Educators</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tool 9: Form to document activities or take field notes

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Activity/session</td>
<td></td>
</tr>
<tr>
<td>Briefly describe the training session or activity (issue, population, place, date and time, objective, resource, educator responsible and evaluation)</td>
<td></td>
</tr>
<tr>
<td>Number of participants: women/men</td>
<td></td>
</tr>
<tr>
<td>Number of Peer Educators</td>
<td></td>
</tr>
<tr>
<td>What worked?</td>
<td></td>
</tr>
<tr>
<td>What did not work?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td>What should be revised to be more successful in the future?</td>
<td></td>
</tr>
<tr>
<td>Other comments/notes</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPPF, 2004
### Tool 10: Activity supervision form

<table>
<thead>
<tr>
<th>Peer Educator’s name:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zone:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue addressed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of attendees:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Issue addressed:

<table>
<thead>
<tr>
<th>Aspect to be supervised</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of issue</td>
<td></td>
</tr>
<tr>
<td>Description of objectives</td>
<td></td>
</tr>
<tr>
<td>Presentation of content</td>
<td></td>
</tr>
<tr>
<td>Methodology</td>
<td></td>
</tr>
<tr>
<td>Communication skills</td>
<td></td>
</tr>
<tr>
<td>Group’s level of participation</td>
<td></td>
</tr>
<tr>
<td>Group’s level of understanding of content</td>
<td></td>
</tr>
<tr>
<td>Motivation and enthusiasm</td>
<td></td>
</tr>
<tr>
<td>Peer Educator’s leadership</td>
<td></td>
</tr>
<tr>
<td>General organisation</td>
<td></td>
</tr>
</tbody>
</table>

Source: IPPF/WHR, 2004

### Tool 11: Types of indicators for different stages of activity

<table>
<thead>
<tr>
<th>Activity stage</th>
<th>Indicator type</th>
<th>Thematic examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>Participatory exploratory research</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Existing data review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baseline</td>
<td>Existing attitudes and self-reported behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Existing service utilization data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STI/HIV prevalence</td>
</tr>
<tr>
<td>Training, participation</td>
<td>Information distribution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service provision</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of people trained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of materials distributed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of condoms distributed</td>
</tr>
<tr>
<td>Short-term, post-activity</td>
<td>Process</td>
<td>Changes in knowledge and attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes in social/peer norms</td>
</tr>
<tr>
<td>Medium-term, post-activity</td>
<td>Outcome</td>
<td>Self-reported adoption of positive behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased service utilization</td>
</tr>
<tr>
<td>Long-term, sustained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long-term outcomes/impacts</td>
<td>Maintenance of positive self-reported behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prevented onset of risky self-reported behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reduced STI/HIV incidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changed social/peer norms</td>
</tr>
</tbody>
</table>

Source: Save the Children, 2002
### Tool 11: Types of indicators for different stages of activity

<table>
<thead>
<tr>
<th>Activity stage</th>
<th>Indicator type</th>
<th>Thematic examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-intervention</td>
<td>Baseline</td>
<td>Existing attitudes and self-reported behaviours</td>
</tr>
<tr>
<td>Participatory exploratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research</td>
<td>Existing service utilization data</td>
<td></td>
</tr>
<tr>
<td>Existing data review</td>
<td>STI/HIV prevalence</td>
<td></td>
</tr>
<tr>
<td>Training, participation</td>
<td>Process</td>
<td>Number of people trained</td>
</tr>
<tr>
<td>Information distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service provision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short-term, post-activity</td>
<td>Intermediate</td>
<td>Changes in knowledge and attitudes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Changes in social/peer norms</td>
</tr>
<tr>
<td>Medium-term, post-activity</td>
<td>Outcome</td>
<td>Self-reported adoption of positive behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Increased service utilization</td>
</tr>
<tr>
<td>Long-term, sustained</td>
<td>Long-term outcomes/impacts</td>
<td>Maintenance of positive self-reported behaviours</td>
</tr>
<tr>
<td>Note that these may not be</td>
<td></td>
<td>Prevented onset of risky self-reported behaviours</td>
</tr>
<tr>
<td>relevant to some of the work</td>
<td></td>
<td>Reduced STI/HIV incidence</td>
</tr>
<tr>
<td>of Member Associations.</td>
<td></td>
<td>Changed social/peer norms</td>
</tr>
<tr>
<td>Source: Save the Children, 2002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tool 12: Common indicators for Peer Education programmes

Below are examples of qualitative and quantitative indicators commonly used in Peer Education programmes. Data should be broken down by sex in order to determine if the interventions are more or less effective with males and females. It is also important to compile the data by age.

The indicators should specify the population for which the data will be collected. Many indicators can be collected at various levels: among Peer Educators/Young People and staff, among beneficiaries/target population, and among other stakeholders. Remember that to show the results of your programme you will need to collect some data at the target population level.

The following are simply a list of illustrative examples. It is not necessary to use all of them. Please also refer to Tool 3 to ensure that you include indicators/questions on rights.

<table>
<thead>
<tr>
<th>Possible Levels of Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td><strong>Qualitative</strong></td>
</tr>
<tr>
<td>Awareness of specific issues (e.g., gender)</td>
</tr>
<tr>
<td>Attitudes towards specific issues (e.g., premarital sex)</td>
</tr>
<tr>
<td>Content of group debates (concerns, recommendations)</td>
</tr>
<tr>
<td>Feedback from people reached</td>
</tr>
<tr>
<td>Opinions on quality and relevance of training</td>
</tr>
<tr>
<td>Opinions on quality and relevance of activities conducted by educators</td>
</tr>
<tr>
<td>Opinions on social norms</td>
</tr>
</tbody>
</table>

Source IPF/WHR, 2004
Below are examples of qualitative and quantitative indicators commonly used in Peer Education programmes. Data should be broken down by sex in order to determine if the interventions are more or less effective with males and females. It is also important to compile the data by age.

The indicators should specify the population for which the data will be collected. Many indicators can be collected at various levels: among Peer Educators/Young People and staff, among beneficiaries/target population, and among other stakeholders. Remember that to show the results of your programme you will need to collect some data at the target population level.

The following are simply a list of illustrative examples. It is not necessary to use all of them. Please also refer to Tool 3 to ensure that you include indicators/questions on rights.

### Possible Levels of Data Collection

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Peer Educators</th>
<th>Beneficiaries/ Target population</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of support from parents, teachers and others</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Proportion with correct understanding of specific issues (for example, contraception, HIV/AIDS infection)</td>
<td></td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Degree of certain types of behavior (for example, condom use, sexual activity without risk)</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Number of sexual and reproductive health services sought by youth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion of youth with adequate skills in specific areas (for example, condom negotiation)</td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Number of contacts with youth via Peer Educators</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Number of youth in a school who say they have spoken with a Peer Educator about SRH issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of contraceptives distributed by Peer Educators</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Number of people who attended an activity</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Number of referrals made by Peer Educators</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Number of referrals by Peer Educators that were followed through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of youth reached</td>
<td></td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Cost of the programme (per person reached, per Peer Educator, per referral, per contraceptive user)</td>
<td></td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

Source IPF/WHR, 2004
Tool 13: Reasons to monitor and evaluate: needs for different stakeholders

By developing consensus among stakeholders about what information should be collected and taking into account your available resources, you can make monitoring and evaluation (M&E) more manageable.

<table>
<thead>
<tr>
<th>Programme Managers and staff</th>
<th>Funding agencies and policymakers</th>
<th>Communities and youth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What M&amp;E measures:</strong></td>
<td><strong>What M&amp;E measures:</strong></td>
<td><strong>What M&amp;E measures:</strong></td>
</tr>
<tr>
<td>• quality of activities and/or services</td>
<td>• evidence of achievement of programme objectives</td>
<td>• youth behaviors related to reproductive health</td>
</tr>
<tr>
<td>• why some sites are less successful</td>
<td>• programme outcomes and impact</td>
<td>• Young People’s needs</td>
</tr>
<tr>
<td>• capacity in M&amp;E techniques</td>
<td>• programme cost-efficiency</td>
<td>• how programme funds are being spent</td>
</tr>
<tr>
<td>• programme coverage.</td>
<td>• data about youth reproductive health.</td>
<td>• the process and impact of community participation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What M&amp;E results identify:</strong></th>
<th><strong>What M&amp;E results identify:</strong></th>
<th><strong>What M&amp;E results identify:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• priorities for strategic planning</td>
<td>• priorities for strategic programme funding</td>
<td>• actual and potential benefits of youth programmes</td>
</tr>
<tr>
<td>• training and supervision needs</td>
<td>• programmes that qualify for donor assistance</td>
<td>• need for new and better youth services</td>
</tr>
<tr>
<td>• how to improve reporting to funding agency</td>
<td>• best practices that donor should require of youth programmes</td>
<td>• community resources that can be used to support ARH programmes</td>
</tr>
<tr>
<td>• feedback from clients</td>
<td>• impact of donor assistance.</td>
<td>• need for local support for ARH issues and action.</td>
</tr>
<tr>
<td>• why programme is not accomplishing what it set out to do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What decisions are guided by M&amp;E results:</strong></th>
<th><strong>What decisions are guided by M&amp;E results:</strong></th>
<th><strong>What decisions are guided by M&amp;E results:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• resource allocation</td>
<td>• how much funding should be allocated to ARH</td>
<td>• the degree to which community members and youth should participate in and support the programme</td>
</tr>
<tr>
<td>• replication and scaling up of interventions</td>
<td>• what types of youth programmes should be funded</td>
<td>• how to better coordinate community actions to address ARH</td>
</tr>
<tr>
<td>• fund-raising</td>
<td>• which programme approaches should be presented as models</td>
<td></td>
</tr>
<tr>
<td>• motivating staff</td>
<td>• new strategic objectives, activities or results packages</td>
<td>• how many and what type of local resources should be allocated to ARH.</td>
</tr>
<tr>
<td>• policy advocacy</td>
<td>• replication and scaling up of successful programmes.</td>
<td></td>
</tr>
<tr>
<td>• community mobilization.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: FOCUS, 2000
### Tool 14: Services for Young People living with HIV

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map the available services for YPLHIV in the community or district,</td>
<td>in order to strengthen referral, coordination and partnerships to provide effective support YPLHIV.</td>
</tr>
<tr>
<td>Make sure that the clinic or hospital is disaggregating all data relating</td>
<td>from testing onwards, by age, sex, marital status and whether they are living with their immediate family, and that the data collected are included in existing management information systems.</td>
</tr>
<tr>
<td>Communities should identify at least one person who is able to respond</td>
<td>to the specific needs of Young People living with HIV (having been trained). This person should be able to act as a focal point in the facility for responding to Young People living with HIV.</td>
</tr>
<tr>
<td>The community, in collaboration with the clinic, should be able to</td>
<td>provide the basic package of services for youth living with the virus.</td>
</tr>
<tr>
<td>Procedures and guidance for referral and tracking systems within the</td>
<td>health system and with other services providing care and support.</td>
</tr>
<tr>
<td>Support groups for youth living with HIV.</td>
<td></td>
</tr>
<tr>
<td>Coordinating committee that has been briefed on the specific needs of</td>
<td>Young People living with HIV and that have clear guidance on involving Young People in the committee.</td>
</tr>
</tbody>
</table>
The following individuals participated in developing this document;

Holo Hachonda, Edford Mutuma, Alice Lungu Bwalya, Lester Lozani Phiri, Abigail Malukutila, Musyalike Indala Kaingu and Muma K. Mukupa

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Josephine Mutakwa, Shaddai Ng’ambi, Namukale Nakazwe, Josephat Kabwe, Kyapalushi Kapatamoyo, Jeevama Zulu, Rudo Kachinka.