



YOUTH RESEARCH WORKING PAPER SERIES

Formative Research on Youth Peer Education Program Productivity and Sustainability

by Gary Svenson and Holly Burke

Youth Research Working Paper No. 3





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LIST OF ACRONYMS

AIDS	Acquired immunodeficiency syndrome
CBO	Community-based organization
DHMT	District Health Management Team
DR	Dominican Republic
FBO	Faith-based organization
FGD	Focus group discussions
FHI	Family Health International
HIV	Human immunodeficiency virus
M&E	Monitoring and evaluation
MOE	Ministry of Education
MOH	Ministry of Health
NGO	Non-governmental organization
PE	Peer educator
PHSC	Protection of Human Subjects Committee
PI	Principal investigator
RH	Reproductive health
STI	Sexually transmitted infection
TM	Technical monitor
VCT	Voluntary counseling and testing
YPE	Youth peer education

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This paper presents results from Phase 1 of a two-part youth peer education effectiveness study conducted by Family Health International (FHI)/YouthNet. Dr. Gary Svenson of FHI/YouthNet was the primary investigator, and Holly Burke of FHI/YouthNet was the project assistant. The study was conducted in Zambia and in the Dominican Republic.

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- SEPO Center, Livingstone District Health Management Team, Livingstone, Zambia
- YWCA-Lusaka Peer Education Program, Lusaka, Zambia
- Asociación Dominicana de Planificación Familiar, Inc. (ADOPLAFAM), Santo Domingo, Dominican Republic
- La Asociación Dominicana Pro Bienestar de la Familia (ProFamilia), Santo Domingo, Dominican Republic

Researchers in Zambia and the Dominican Republic carried out the interviews, focus group discussions (FGDs), and other data collection activities. The in-country principal investigators for the study were:

- Mwila Mulumbi and Stephen Tembo, RuralNet Associates, Lusaka, Zambia
- Julia Hasbún, independent consultant, Santo Domingo, Dominican Republic

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YouthNet is a global program committed to improving the reproductive health (RH) and HIV/AIDS prevention behaviors of youth 10 to 24 years old. YouthNet works to improve and strengthen youth programs, services, and policies; conducts research; and disseminates and promotes information, tools, and evidence-based approaches that address RH and HIV/AIDS prevention for youth at national, regional, and international levels. The program is funded by USAID through a five-year cooperative agreement (No. GPH-A-00-01-00013-00) awarded in October 2001 to FHI, which works in partnership with CARE USA and RTI International.

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EXECUTIVE SUMMARY

Youth peer education (YPE) is a widely used approach to reproductive health promotion and HIV prevention, and the number of YPE programs globally continues to grow. However, donors, policy-makers, and programmers have few tools for assessing both the programmatic impact and the cost-effectiveness of YPE programs (i.e., “what works and what does not,” as well as “why or why not”). Before this study, no assessment tools existed that could measure core YPE components in a way that would allow generalizations to be made from one program to another. This lack of assessment tools has contributed to the challenges decision-makers face in evaluating existing programs or in making evidence-based decisions regarding the replication or scaling-up of successful programs.

This paper reports on Phase 1 of a two-part research project conducted by FHI/YouthNet. The Phase 1 study had two objectives:

- to describe the program dynamics, activities, costs, and outputs in two countries in order to identify the core elements of successful YPE programs, and
- based on these core elements, to develop frameworks and tools (e.g., checklists) to assess YPE effectiveness and sustainability.

To meet these objectives, the research study employed a descriptive, process evaluation approach to examine four well-established, community-based programs in Zambia and the Dominican Republic. The data collection period continued for 18 consecutive months.

Quantitative monitoring and data collection included program costs, program activities, program outputs, and peer educator exit questionnaires. The qualitative data involved examining program dynamics by assessing the quality of their technical frameworks, the quality of cooperation within and outside the program, and the degree of community participation. Qualitative data were collected through interviews and focus group discussions (FGDs) with donors, policy-makers, stakeholders, intermediaries, parents, program staff/management, and youth peer educators (70 interviews and 21 FGDs). Based on this information about program dynamics, costs, activities, and outputs, eight checklists were developed as assessment tools for YPE programs.

Phase 2 of the study will use the checklists developed during Phase 1 to examine program inputs and outputs for six peer education programs in Zambia. It will also examine the impact of YPE programs on risk behaviors. An analysis of the associations between program components, exposures, and outcomes will provide an understanding of the antecedents of YPE effectiveness.

Phase 1 Conclusions

The Phase 1 study revealed six primary core components of YPE that contribute to a program’s success and sustainability. The following conclusions were universal in the four programs examined in Zambia and the Dominican Republic.

1. *Youth involvement is critical for peer educator retention, motivation, and productivity.*
Youth involvement refers to the degree of empowerment that youth develop through the help of adults in the program. This empowerment should be supported with adequate training and

supervision so as to increase peer educators' decision-making skills and proficiency in carrying out their responsibilities. The study also found that gender equity and equality, as well as cooperation within the peer educator groups, were critical for motivating and retaining peer educators.

2. *Community participation and support is critical to program sustainability and productivity.* Community support increases the motivation of youth peer educators and parents, as well as the responsiveness of the program to its target group. It also improves access to community institutions and their youth audiences and can even sustain a program through economic hardship. In addition, the study found YPE to be both a result and a method of community mobilization.
3. *YPE programs need sound technical frameworks, especially in regard to adequate training and supervision, that meet the special demands of youth and adolescent volunteers.* These technical frameworks should not be treated as “add-ons” to regular programming. Rather, YPE technical frameworks should integrate youth involvement, youth-adult partnerships, and gender equity and equality into their planning and strategies.
4. *Successful youth-adult partnerships are critical in developing positive youth dynamics.* Successful youth-adult partnerships must go beyond even successful youth involvement. These partnerships require direct youth involvement, open communication, trustworthiness, mutual respect, reciprocity, and adult support. Adults in YPE programs have to be the leaders in facilitating these partnerships.
5. *Trained youth peer educators contribute to civil society by virtue of their citizenship and their long-term leadership, but this potential resource is often under-realized once they age-out of YPE programs.* YPE programs train hundreds of young people every year as health promoters, youth advocates, but there is no follow-up once they leave a program. Both the resources put into their education/training and their acquired knowledge and leadership skills could be further leveraged. However, few policies or programs exist to harness their valuable skills and leadership once peer educators “age-out” of YPE programs. Policy-makers should consider strategies that would allow YPE to become systemically integrated into youth policies at all levels.
6. *There are considerable variations between YPE programs in terms of the number of activities carried out, type of participants, nature of the contacts, locales, topics covered, and costs.* The two peer education programs located in cities reported working more hours and contacting more participants at lower costs than the two programs located in semi-urban locales. This appears to be a function of at least two factors — the economies of scale and the fact that urban locations generally provide access to larger audiences at lower costs.

INTRODUCTION

Peer education is a popular approach to HIV prevention and reproductive health (RH) promotion among youth which includes a variety of sub-approaches used with diverse target groups.¹ Youth peer education (YPE) is appealing for financial, intellectual, and emotional reasons. Since it relies on unpaid volunteers, it is assumed to be inexpensive to operate. Peers are considered to be more acceptable sources of information to adolescents than professionals, and the approach takes advantage of pre-existing channels of information sharing. The idea of youth donating to their community or peer group for altruistic motives is appealing.² Much of the appeal comes from the expanding use of community participation and mobilization approaches and the lack of connection many young people have towards traditional adult-led programs.

Despite the growth of youth peer education programs, evidence as to its effectiveness is limited, especially regarding programmatic impact and cost-effectiveness.^{3,4,5} The high turnover of peer educators, often due to young people growing into adults and “ageing-out” of the program, may be a factor. Other complex elements of youth peer education programs include the direct involvement of youth in program design and implementation, the dynamics of youth-adult partnerships, and the authoritative role of adult stakeholders/gatekeepers.⁶ Overall, there is a lack of information on the productivity of YPE programs, including retention of youth educators and dynamics that influence retention and other aspects of the program.^{7,8,9} This information gap calls for an examination of what youth peer educators are actually doing, as well as an examination of retention rates and the costs of training, supervision, and support.

Research is needed to contribute to the scientific knowledge base, to improve programming by developing operational frameworks, and to create indicators able to predict effectiveness and sustainability of peer education programs. To determine program productivity, information is also needed on what outputs are produced by peer educators and the costs of achieving those outputs.

This paper reports on the key findings from Phase 1 of a two-phase study. The Phase 1 study determined the core elements of successful YPE in terms of program productivity and sustainability. To identify these elements, the study gathered information on community involvement, costs, activities, and outputs. This process led to the development of eight checklists to be used to assess YPE programs. These efforts reflect the two objectives of the study:

- to describe program dynamics, costs, activities, and outputs in two countries in order to identify the core elements of well-established YPE programs
- to develop frameworks and indices to assess YPE productivity and sustainability using the results of the research on core elements

The information on program dynamics, frameworks, and indices (checklists) are presented first, followed by the background information on costs, activities, and outputs.

Phase 2 of the study, being conducted in Zambia only, has used the information and checklists developed in Phase 1 to examine program inputs, which are then used to determine the impact of peer education programs on risk behaviors and STI diagnoses (measured through survey and clinic data).

In the study and in this report, YPE **program dynamics** refers to the mechanisms by which resources are assembled to produce program activities and outputs. These are conceptualized as involving three domains:

- The ***technical framework*** – a program’s design (model), implementation, and management, as well as its responsiveness to the target audience
- The level of ***cooperation*** within the program and among gatekeepers, stakeholders, intermediaries, and decision-makers
- The quantity and quality of ***community participation*** in the program

Program costs are the resources (e.g., material, equipment, localities, and personnel time) that go into the preparation and delivery of services. Identifying and assigning value to them permits calculation of the costs of producing program outputs.

Program activities and outputs are the activities or services that peer educators engage in. This includes their contacts with targeted youth, information dissemination activities, presentations, face-to-face discussions, involvement with media, and other actions.

METHODOLOGY

The study utilized descriptive methodologies to collect data on program dynamics, costs, activities, and outputs at four sites among well-established YPE programs in Zambia and the Dominican Republic. A situational analysis was carried out for each program and baseline data on program processes was collected using focus group discussions (FGDs) and semi-structured interviews.

Programs Participating in the Study

The programs that were chosen for the study employ diverse YPE models and target mainstream, as well as vulnerable, young people (e.g., high HIV incidence). They reflect diversity in geography, size, style, and structure. Another consideration in selecting programs was the availability of a local research organization with proven experience in data collection methodologies and analysis. The four programs chosen are described briefly below. Program selections were made in collaboration with local governments, NGOs, UN agencies, and USAID missions. The following list represents the minimal criteria used in selecting the programs:

1. Addresses RH/HIV/AIDS
2. Targets average, but vulnerable, youth (e.g., high HIV incidence in catchment areas) in out-of-school settings
3. Utilizes youth peer educators between 14 and 24 years old
4. Has clear aims and objectives
5. Has a clear strategy and a detailed program design
6. Employs sound management practices and provides high-quality training
7. Generates local funding or support through community involvement
8. Incorporates multiple peer education components (e.g., outreach, pedagogical)
9. Has been successfully operating for at least three years
10. Has the capacity to sustain accurate data collection

ProFamilia, Santo Domingo, Dominican Republic

The ProFamilia (*La Asociación Dominicana Pro Bienestar de la Familia*) program, “Expansion of Reproductive Health Programs for Adolescents Using Peer Education Strategies” operates in marginalized neighborhoods, or *barrios*, in the capital city of Santo Domingo (pop. 2.1 million). Management of the program is integrated into the general structure of ProFamilia. The program targets adolescents 13 to 25 years of age in 10 marginalized urban areas and three *bateyes* (sugar cane villages, mainly inhabited by Haitians). It focuses on the prevention of unintended pregnancies, sexually transmitted infections (STIs) and HIV/AIDS, and the promotion of youth-friendly

services and sexual and reproductive rights. The project has selected and trained 240 peer educators. The study examined programs sponsored by USAID/DR in two *barrios*, Gualey and Espailat, which have above-average HIV and STI prevalence, as well as unplanned pregnancies.

The peer educators work in the geographical areas where they and their families reside. Community and neighborhood leaders, including teachers, suggest candidates to be peer educators. The peer educators reach direct and indirect beneficiaries. Direct beneficiaries include young people, recruited by the peer educators, who are taught systematically about all the activities carried out by the program. Peer educators meet weekly or every 15 days with their direct beneficiaries to teach one or two topics from the manual *Hablemos*. The manual contains 16 topics. Indirect beneficiaries include youth who are reached informally on the street, at school, or at a social event. Indirect beneficiaries receive information in a non-systematic way and therefore may only have one encounter with the peer educator. New peer educators attend a training that lasts about three days at a site with sleeping facilities. Peer educators receive 24 hours of practice, attend “update” workshops every three months, and go to study groups where technical topics are covered in depth. Peer educators are not paid. They participate mostly because they value the social interaction, the information they learn, the skills they develop, and the help they give. Their transportation cost is paid when they attend trainings and they receive caps and two T-shirts.

USAID funded the program for five years, with a 2004 budget of US\$115,000. The project receives non-financial support from parents, community leaders, and teachers. Parents give permission and encouragement to their children to participate in the program. Teachers often invite peer educators to talk to their classes about self-esteem or other subjects that do not have an obvious sexual content. These discussions open the door to other topics, such as adolescent pregnancy or HIV/STI prevention.

ADOPLAFAM, San Cristóbal, Dominican Republic

The ADOPLAFAM (*Asociación Dominicana de Planificación Familiar, Inc.*) peer education program operates in both urban and marginalized areas of Santo Domingo, San Cristóbal, Hatu Major, Villa Mella, Villa Altigracia, and other districts in the Dominican Republic. The program targets young people, aged 10 to 22 years, seeking to help reduce the incidence of early sexual debut and pregnancies and to decrease STI/HIV/AIDS risk behavior. The study examined two programs in the semi-urban *barrios* of Lava Pie and Madre Vieja in San Cristóbal.

The peer educators systematically educate a group of direct beneficiaries and non-systematically educate indirect beneficiaries who are often encountered via local schools. ADOPLAFAM has also identified a secondary target population of adults that includes parents, teachers, and community leaders. The main program strategy is interpersonal communication via peer educators, but the program also uses local media channels, posters, videos, pamphlets, and participation in events such as World AIDS Day and mass sports events. Peer educators lead a diverse number of activities with youth, parents, teachers, and community leaders, using talks, lectures, home visits, face-to-face meetings, recreational activities, socio-dramas, theatrical presentations, and running/jogging activities.

The peer educators reside in the geographic area of the program and are usually 13 to 22 years of age. Initial recruitment takes place at neighborhood council meetings where peer educators from nearby neighborhoods present role-plays or dramas and explain the role of the peer educators. The neighborhood council members then propose candidates. Parents of the candidates are contacted and thoroughly informed about the program. New peer educators receive an initial three-day training session, followed by several workshops that reinforce the material learned. Food and transportation are provided for these training activities. Peer educators and the neighborhood receive various manuals, flipcharts, and videos. The peer educators are not paid but do receive a tote bag to carry their materials and a T-shirt with the group logo. Volunteer peer educators are monitored by leaders, usually former peer educators who have aged-out of the program. They receive a small incentive to collect activity reports, to plan meetings and activities, and to monitor and support the educators' activities. Also, parents offer their homes and teachers offer their classrooms to the peer educators to conduct their meetings and activities. A USAID four-year support award began in 2001.

YWCA, Lusaka, Zambia

The Young Women's Christian Association (YWCA) in Lusaka runs a peer education program targeting young males and females aged 14 to 25 years, in- and out-of-school. It operates mainly in the Ngombe and Bauleni compounds and seeks to reduce the rates of early pregnancies, STIs, HIV/AIDS, and substance abuse; to provide youth-friendly services; and to provide life skills to young people in Lusaka. The program provides referrals for youth to voluntary counseling and testing (VCT). The capital city Lusaka (pop. 1.2 million) has an HIV prevalence of approximately 20 percent.

The peer educators use focus group discussions, dramas, one-on-one counseling, sensitization and awareness programs, videos, debates, quizzes, local radio and television programs, and printed materials. They also work at two clinic sites providing referrals for youth at youth-friendly corners. There are about 30 peer educators, aged 17 to 25 years, who have been in the program for three to seven years. The program recruits peer educators during one-day mobilization workshops held in the communities. Schools and churches nominate young people to become peer educators.

Peer educators do not receive monetary incentives for the work they do, and due to a lack of funds, training has been minimal since 2001. As a result, peer educators currently do not receive T-shirts or allowances for transportation or lunch. Some activities cannot be carried out because the program cannot afford to buy fuel for the car to transport peer educators to outreach activities. The peer educators are supervised by a paid youth coordinator. UNICEF supported the peer education program until funding ended in 2001. Currently, the program has a grant from the Society for Family Health and receives some funding from the International Labour Organisation.

SEPO Centre, Livingstone, Zambia

The SEPO Centre peer education program operates in Livingstone (pop. 175,000). YPE is a key component of the Livingstone District Health Management Team's (DHMT) program for RH and HIV/AIDS efforts for youth and is linked to youth-friendly services provided by its clinics. The SEPO Centre is the DHMT's HIV/AIDS center and is responsible for HIV/AIDS/STI prevention, provides home-based care, and offers VCT services. Livingstone has a high HIV prevalence of around 31 percent.

The YPE program seeks to reduce the HIV prevalence rate from 24 percent to 18 percent among youth aged 15 to 24 years living in Livingstone. About 20 peer educators work in the five zones of Livingstone. Referred to as “super peer educators,” they recruit and work with other peer educators in the zones (in theory, at least 20 others in each zone). The peer educators use one-on-one dialogue, group counseling, and drama, as well as distribution of brochures, pamphlets, and condoms. The YPE program collaborates closely with other organizations, working in 13 youth-friendly corners based at health centers in Livingstone. Only some of the super peers have undergone training, due to budget cuts; the others learn from those already trained.

The peer educators currently do not receive any financial incentive for their work. In the past, Southern African AIDS Training Trust (SAATT) provided a small monthly allowance to the peer educators (US\$6/month) as well as T-shirts and jeans; however, this funding stopped in 2003. Dropout rates among the peer educators have soared due to the lack of financial incentives, especially among the trained peer educators who join other organizations that offer incentives. The Livingstone DHMT supports SEPO Centre’s general administrative costs, which has enabled the program to continue even when funding levels drop low. A staff coordinator monitors and supervises the super peer educators, and the super peers supervise the “peers” at the community level. The coordinator meets weekly with the super peers.

Study Participants

The study gathered information from the groups typically involved in a YPE program:

- Youth peer educators (ages 15 to 24 years)
- Project coordinator(s), peer educator trainers, supervisors, finance officers, and administrative staff
- Intermediaries (e.g., youth workers, clinical staff, religious leaders)
- Project stakeholders, gatekeepers (e.g., parents), and collaborating NGOs/CBOs/health care services/faith-based organizations (FBOs)
- Local, regional, and national policy-makers
- Donors

The interview design was an ecological conceptual model, with the youth peer educators in the middle of a concentric set of circles. The outer circles, in the order of moving away from the peer educators, are program staff, parents, stakeholders, and policy-makers and donors.

Data Collection

Data collection in the selected sites ran continuously over a period of 18 months. Table 1 provides an overview of the Phase 1 study components, sub-goals, methodologies used, populations examined, and study outcomes.

Table 1. Phase 1 Study Components, Sub-Goals, Methodologies, Populations, and Outcomes

Study Component		Sub-Goal	Methodology	Population	Outcomes
1. PROGRAM COSTS	1.1	Identify and quantify all items used for training and in the delivery of services	<ul style="list-style-type: none"> ○ Records and document analysis ○ Structured interviews 	<ul style="list-style-type: none"> ○ Program staff 	List of materials and personnel (along with quantities) used for training, preparation of dissemination material, and service delivery
	1.2	Ascertain the most appropriate set of prices to be used to value costs	<ul style="list-style-type: none"> ○ Records and document analysis ○ Structured interviews 	<ul style="list-style-type: none"> ○ Program staff 	List of wages paid to personnel and market prices of materials
	1.3	Identify and document all revenue/financing sources of programs	<ul style="list-style-type: none"> ○ Records and document analysis ○ Structured interviews 	<ul style="list-style-type: none"> ○ Program staff 	List of revenue sources along with amounts received
2. PROGRAM DYNAMICS 2.1 Technical framework	2.1.1	Assess the quality of the programming framework	<ul style="list-style-type: none"> ○ Records and document analysis ○ Semi-structured interviews ○ Observations 	<ul style="list-style-type: none"> ○ Program staff 	Report on program model, strategy, and site; development of a Technical Frameworks Checklist
	2.1.2	Assess the quality of peer educator recruitment and training	<ul style="list-style-type: none"> ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators 	Development of a Technical Frameworks Checklist
	2.1.3	Assess the quality of peer educator supervision and support	<ul style="list-style-type: none"> ○ FGD discussions ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Supervisors ○ Peer educators 	Development of a Technical Frameworks Checklist
	2.1.4	Examine peer educator retention and turnover	<ul style="list-style-type: none"> ○ Records ○ Semi-structured interviews ○ Exit questionnaires 	<ul style="list-style-type: none"> ○ Program staff ○ Supervisors ○ Peer educators 	Results presented in final report

Table continues on page 14

Table continued from page 13

Study Component		Sub-Goal	Methodology	Population	Outcomes
2.2 Cooperation	2.2.1	Assess the level of youth involvement at various program stages	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Supervisors ○ Peer educators 	Development of a Youth Involvement Checklist
	2.2.2	Assess the quality of youth-adult partnerships	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Supervisors ○ Peer educators 	Development of a Youth-Adult Partnerships Checklist
	2.2.3	Assess gender equity and sensitivity	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Supervisors ○ Peer educators 	Development of a Gender Equity and Equality Checklist
	2.2.4	Assess stakeholder-program cooperation	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Stakeholders 	Development of a Stakeholder Cooperation Checklist
	2.2.5	Assess intermediary cooperation	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Stakeholders 	Development of a Stakeholder Cooperation Checklist
	2.2.6	Assess parent involvement	<ul style="list-style-type: none"> ○ FGDs ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Stakeholders 	Development of a Parental Involvement Checklist
2.3 Community participation	2.3.1	Determine degree of coalition building	<ul style="list-style-type: none"> ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Intermediaries ○ Policy-makers ○ Stakeholders/gatekeepers 	Development of a Community Involvement Checklist
	2.3.2	Determine community-level activities and meetings	<ul style="list-style-type: none"> ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Intermediaries ○ Policy-makers ○ Stakeholders/gatekeepers 	Development of a Community Involvement Checklist
	2.3.3	Identify mobilization and outreach activities	<ul style="list-style-type: none"> ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators ○ Intermediaries ○ Policy-makers ○ Stakeholders/gatekeepers 	Development of a Community Involvement Checklist
	2.3.4	Assess stakeholder/gatekeeper involvement, endorsement, and support	<ul style="list-style-type: none"> ○ Semi-structured interviews 	<ul style="list-style-type: none"> ○ Program staff ○ Intermediaries ○ Policy-makers ○ Peer educators ○ Stakeholders/gatekeepers 	Development of a Community Involvement Checklist
3. PROGRAM ACTIVITIES & OUTPUTS	3.1	Identify number/types of peer educator activities	<ul style="list-style-type: none"> ○ Peer educator logs ○ Records analysis 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators 	List of number/types of peer educator activities
	3.2	Identify number/types of communications produced and disseminated	<ul style="list-style-type: none"> ○ Peer educator logs and debriefings ○ Records analysis 	<ul style="list-style-type: none"> ○ Program staff ○ Peer educators 	List of number/types of communications produced and disseminated

Qualitative Data Collection

Qualitative data were collected, primarily to develop checklists that can be used to evaluate the three components of program dynamics: 1) technical framework, 2) cooperation, and 3) community participation (see Table 1, pages 13-14). An interview or FGD covered topics relevant to more than one of the sub-goals listed in Table 1. For instance, an interview with a program staff member covered all four of the sub-goals under the category of community participation. The number of interviews and FGDs carried out depended on the size, setting, geographic distribution, and operational framework of each peer education program.

Interviews were conducted with peer educators, program staff, parents, stakeholders, policy-makers, and donors. For the purposes of this study, a “stakeholder” is a person or organization who holds an important or influential community position, and has an interest, investment, or involvement in the program. The stakeholders interviewed included representatives from collaborating NGOs, CBOs, FBOs, and local government. It also included managers from clinics and schools where the programs worked.

Trained interviewers in both countries conducted the interviews and FGDs in the local language, and tape-recorded, transcribed, translated, and sent the results to the technical monitor (TM). All field staff were trained in research ethics and confidentiality using FHI’s *Research Ethics Training Curriculum*. The interviewers conducted a total of 21 FGDs with peer educators. The average number of participants in each group was eight in the Dominican Republic and five in Zambia. Seventy adults were interviewed. Table 2 details the number and type of participants interviewed for each program.

Table 2. Number and Type of Participants Interviewed, by Program

	ADOPLAFAM	ProFamilia	SEPO	YWCA	Total
FGDs on cooperation (Female peer educators)	2	2	1	2	7
FGDs on cooperation (Male peer educators)	2	2	1	1	6
FGDs on technical framework (Male and female peer educators)	2	2	2	2	8
Staff/management (no. interviewed)	5	6	8	1	20
Parents (no. interviewed)	5	5	2	2	14
Intermediary (no. interviewed)	2	2	1	3	8
Stakeholder (no. interviewed)	2	2	9	6	19
Policy-makers (no. interviewed)	1	1	1	1	4
Donor (no. interviewed)	2 _a	1 _a	1	2	6 _a

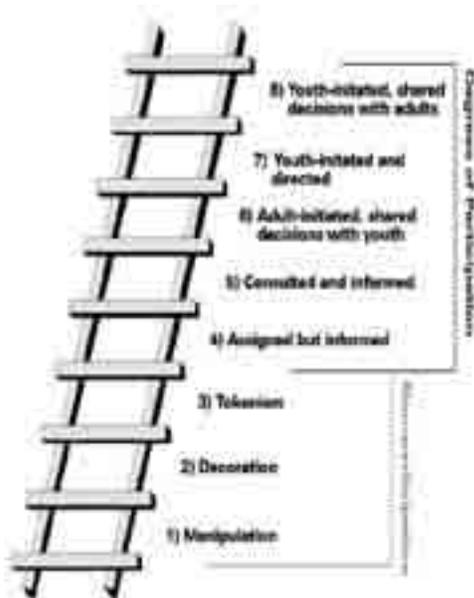
a - Same donor was interviewed for both Dominican programs.

The interview guides used for each group were the same in both countries. Program staff and management were interviewed concerning: 1) the technical framework, 2) program cooperation, and 3) community cooperation.

Interviewers conducted two focus group discussions with the peer educators concerning the program's technical framework and cooperation. During the technical framework discussion, the peer educators were in mixed-sex groups. The peer educators were then split into single-sex groups for the discussions on cooperation. Topics covered in the focus groups with peer educators included:

- How they were recruited
- Reasons for becoming a peer educator
- Personal prevention goals
- Personal perceptions of why HIV is a problem in their community
- Activities within the project and in the field
- Support and supervision
- Youth-adult dynamics
- Cohesion within the program
- Gender roles and dynamics
- Program decision-making
- Suggestions to improve the program and their work
- How their work affects them personally
- Reactions from friends and family

The study explored the dynamics of cooperation between the peer educators and adults and between the peer educators and other young people. Hart's Ladder, shown on page 17, served as a discussion guide during the cooperation FGDs with the youth peer educators.¹⁰



Degrees of Participation

8) Youth-initiated, shared decisions with adults

This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults.

7) Youth-initiated and directed

This is when young people initiate and direct a project or program. Adults are involved but only in a supportive role.

6) Adult-initiated, shared decisions with youth

Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people.

5) Consulted and informed

Occurs when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and as to the outcomes of decisions made by the adults.

4) Assigned but informed

This is where young people are assigned a specific role and informed about how and why they are being involved.

3) Tokenism

When young people appear to be given a voice but in fact have little or no choice about what they do or how they participate.

2) Decoration

Occurs when young people are used to help or “bolster” a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people.

1) Manipulation

Occurs where adults use young people to support causes and pretend that young people inspire the causes.

Quantitative Data Collection

Quantitative monitoring and data collection included program costs, program activities and outputs, and peer educators' exit questionnaires. Data on program costs were collected both retrospectively and prospectively, with some effort expended on verifying these data by observation of program activities. Spreadsheet-based data collection instruments were designed for this purpose, and program managers or their assistants were trained in recording the relevant information.

The study collected data on the number and types of peer educator activities, the number and types of peer educator communications produced and disseminated (e.g., printed materials), and the number of peer educator referrals to VCT and RH services. This was accomplished using activity data reported by the program staff and activity logs kept by the peer educators.

Peer educators kept detailed logs of the type of activities they carried out and the characteristics of those they contacted. The purpose of the logs was to capture the important informal or opportunistic contacts that the peer educators had with their peers. The logs are detailed, so data were not collected continuously because of the inconvenience to the peer educators and the possibility of inaccurate reporting.

In Zambia, all peer educators leaving a program were asked to fill out an anonymous questionnaire regarding the reasons they left the program. The questionnaires were sent to TMs and entered into a database for analysis. The Dominican programs routinely collect and record data on their exiting peer educators; these records were analyzed for this study.

Data Management and Analysis

The transcriptions from the qualitative data were imported into the software program QSR N6 by a research analyst to facilitate text data coding and analysis. Coding was based strictly upon the interview guides and text. The analyst was unfamiliar with YPE and purposefully not given a theoretical or other framework that might bias the development of the coding process.

A team comprised of the TM, a research analyst, and the principal investigators (PIs) conducted the final analysis. The PIs in each country reviewed the first drafts of the checklists for their face-validity. As the next step, the original peer educators and adult interviewees in each country validated the checklists.

Regarding quantitative data, the local research organization was responsible for coding, checking questionnaires and activity reports, entering data into SPSS databases, and cleaning the data. The costs of training, supervision, and remuneration were divided by the output produced by the program. The costs of training are dependent on the length of time that the program benefits from any training program, and this, in turn, depends on how long peer educators work. This information came from the logs that the peer educators maintained while they worked for the program. Thus, program costs to support a worker could be calculated taking into consideration the training and supervision, as well as the compensation, that the worker received while she or he was working for the program. This figure was then divided by the average output produced by the peer educator while still working.

Protection of Human Subjects

Before the study began, FHI's Protection of Human Subjects Committee (PHSC) reviewed the study proposal and consent process. Appropriate local ethics review committees for each study site also reviewed and approved the protocol.

All data obtained from interviews, FGDs, and written questionnaires were kept confidential. Interviews were conducted in a private location where they could not be overheard. FGD transcripts and questionnaire data associated with this study bear only an identification number, not the names of the participants. All information pertaining to the study was stored in locked filing cabinets and password-protected computers. Audiotapes were destroyed after the accuracy of transcription was verified.

Oral consent was requested from participants in all the data collection activities. Witness signatures were obtained in verification of verbal consent.

RESULTS AND DISCUSSION

The results from the study are divided into two major sections, each of which relates to study components, as follows (see Table 1, pages 13-14):

- program dynamics (study component 2)
- cost analysis (study components 1 and 3)

The program dynamics section includes a discussion of the qualitative research results and has two subsections:

- technical framework (Table 1, study component 2.1)
- cooperation and community involvement (Table 1, study components 2.2 and 2.3)

The program dynamics section links the qualitative data with the development of the assessment checklists and includes some discussion of the results. The first checklist was produced from the data related to the technical framework. The other seven checklists relate to the cooperation and the community involvement components, which are combined into one subsection.

The cost analysis section includes the results of the quantitative data relating to program costs, activities, and outputs.

1. Program Dynamics

A. Technical Framework

The study assessed the technical frameworks of the four programs using an initial checklist based upon the research literature. The initial checklist was subsequently refined and improved during the course of the study, eventually resulting in the checklist appearing at the end of this publication. (See *Checklist 1. Technical Frameworks*, page 56.)

The checklist rates the quality of program design, implementation, management, and responsiveness to target audience, based on results from the Zambian and Dominican data.

Unfortunately, the programs did not carry out any peer educator trainings during the period of the study that could be observed and used to develop a training checklist.

Program design

The program design items evaluate the basic elements of the program. This includes the degree of clarity in defining the target audience and program goals and objectives. The four projects had clear aims and objectives, focused on specific risk behaviors, sought to be theoretical and/or evidence-based, and provided ample opportunity for the peer educators to practice their skills.

Program implementation

The implementation items describe actions taken to implement the program, such as a realistic schedule and adequately trained staff and peer educators. The Zambian programs were weak in peer educator training due to insufficient funding, and dropout rates were high. Young people who were recruited as replacement peer educators received only on-the-job training, and it is questionable whether or not they received sufficient training to carry out interventions. The scheduling of activities was erratic, often due to lack of transportation. The coordinators were knowledgeable and skilled but were at times overstretched with other duties. Both Zambian programs are embedded in their target communities. The Dominican programs scored high or very high on the implementation items but had higher levels of funding.

Program management

The management items dealt with the administrative and financial support of the peer educators and the program in general. The main organizational challenge for the Zambian programs was insufficient funding, which affected training, supervision, materials, peer educator incentives, and transportation. The host organizations were well-embedded in their communities, but one program lacked administrative support at the highest levels. Both programs were average or below average in flexibility and in openness to youth input.

The Dominican programs had adequate funding, administrative support, flexibility, and openness to youth input. The host organizations were embedded in their communities and relevant to them.

Responsiveness to the target audience

The responsiveness items evaluated the program's relevance and appropriateness for the target population and for the larger community. Two of these items also evaluated the acceptability of the level of youth-adult partnerships and youth involvement in the program, as perceived by the recruited peer educators. Three programs were rated high in meeting the needs and priorities defined by the target communities; one program in Zambia was rated average. All four programs received high ratings for having competent and culturally representative peer educators, being gender sensitive and specific, and using interventions that were developmentally appropriate to the audience. The peer educators in both countries were recruited from the target audience. The Dominican peer educators found the programs highly acceptable in terms of youth involvement and youth-adult partnerships. The Zambian programs received low ratings on both of these factors.

1 = low
3 = average
5 = high

Table 3. Results from the Assessment of YPE Program Technical Frameworks in Zambia and the Dominican Republic

A. PROGRAM DESIGN ITEMS	SEPO Center Zambia	YWCA Zambia	ProFamilia Dom. Rep.	ADOPLAFAM Dom. Rep.
1. The program has a clearly defined audience.	4	4	4	4
2. The program has clearly defined goals and objectives.	5	5	5	5
3. The program is based on sound behavioral and social science theory or evidence-based experience.	4	3	4.5	4.5
4. The program is focused on reducing specific risk behaviors.	5	5	5	5
5. The program provides ample opportunities for peer educators to practice relevant skills.	4	4	5	5
B. IMPLEMENTATION ITEMS				
1. There is a realistic schedule for the implementation.	3	3	4.5	4
2. Staff are adequately trained to be sensitive to the needs of young people during the training and supervision of peer educators.	3	3	4.5	5
3. Peer educators are adequately trained to deliver the core elements of the intervention.	2.5	2.5	4	4.5
4. Core elements of the intervention are clearly defined for staff and peer educators and are maintained throughout delivery.	4	3	5	5
5. The program is embedded within a broader context that is relevant to the targeted youth and community.	4.5	4.5	4	4
C. MANAGEMENT ITEMS				
1. There is administrative support for the intervention at the highest levels.	4.5	1	4.5	4
2. There are sufficient resources for the current implementation, including peer educator training and supervision.	2	2	4.5	4
3. There are sufficient resources for sustainability (does not mean self-sufficient).	3	3	4	4
4. Adult decision-makers are flexible and open to youth input.	3	2	4.5	4.5
5. The program organization is embedded within a broader context that is relevant to the target population and to the community.	5	4	4.5	4
D. RESPONSIVENESS ITEMS				
1. The program meets specific priorities and needs defined by the community.	4	3	4.5	4
2. The peer educators are competent and are culturally representative of the targeted population.	4	4	4.5	5
3. The intervention is developmentally appropriate for the target population.	4	4	4	4.5
4. The program is gender-specific and sensitive to the target population.	4	3.5	4	4
5. The intervention, as implemented, is acceptable to the peer educators in regard to the quality of youth-adult partnerships.	2	2	4.5	4.5
6. The intervention, as implemented, is acceptable to the peer educators in regard to the degree of youth involvement.	2	2	5	5

B. Cooperation and Community Participation

This section combines results on the cooperation component (which focuses on the program itself) and the community participation component. Because the four YPE programs in the study were community-based, it was difficult to distinguish where the program ended and the community began. Moreover, the peer educators had considerable direct contact with adults and organizations in their communities, where they were recognized in the role of community peer educators.

The results are presented in the order of the ecological framework discussed on page 12 (Study Participants), starting with the group in the outwardmost circle and moving inward towards the peer educators. Therefore, the results are presented in the following order: donors, policy-makers, stakeholders, parents, and program staff — all adults involved in the program. Then, results are presented from the interviews and FGDs with the peer educators themselves.

The results presented in this section on cooperation and community participation led to the development of Checklists 2-8. (Checklist 1 appeared earlier in the section on technical frameworks.)

Checklist 2. Stakeholder Cooperation

Checklist 3. Parental Involvement

Checklist 4. Youth-Adult Partnerships

Checklist 5. Youth Involvement

Checklist 6. Peer Educator Cooperation

Checklist 7. Gender Equity and Equality

Checklist 8. Community Involvement

B.1 Donors

The study included interviews with donors supporting YPE programs in both countries. Interviews focused on criteria used by donors to determine which YPE programs and types of organizations they support. Donor responses focused largely on YPE technical frameworks and youth-adult issues, clear objectives, clearly defined timelines, and monitoring. Donors also stressed that a program must be relevant and responsive to the youth audience. In the Dominican Republic, donors looked for field experience, the ability to complete a program, and a good performance record; they have been successful in identifying organizations with such capacity. In Zambia, donors expressed difficulty finding trustworthy organizations and therefore tended to select the better known organizations, typically those also funded by international donors. Donors in Zambia viewed small NGOs and innovative programs with suspicion. Donors in both countries looked for sound management, honesty, and accountability in the programs they funded.

Donors were aware of the adult-youth issues in YPE. They emphasized the importance of involving youth and creating balanced youth-adult partnerships.

They [youth] must be involved in all the decision areas. They must participate when they are making decisions related to their own lives. That is why sometimes young people feel unhappy, because they are not invited to be involved in making policies that are supposed to be created to protect them. *(Donor, Dominican Republic)*

When asked what they saw as the greatest challenge to YPE, donors in the Dominican Republic said that young people needed to learn how to prioritize activities based on existing resources. This requires budget transparency on the part of program management. Donors in Zambia saw the motivation of peer educators as a major challenge. Young people were often highly motivated when they joined a program, but after a short time tended to lose their motivation due to disempowering factors and the realization that they were getting little out of volunteering. Zambia's Ministry of Health (MOH) is working on incorporating income generation and livelihoods training into YPE programs. This government action was considered highly appropriate by a Zambian donor.

B.2 Policy-makers

In general, ministries of health or education carry out few YPE programs themselves but may sponsor innovative initiatives through NGOs. In the Dominican Republic, ministries support YPE extensively, the result of a successful 20 year collaboration between the Ministry of Education (MOE) and ProFamilia. Recurring in the interviews with policy-makers was the need to expand the involvement of parents and FBOs in YPE. Policy-makers saw parental involvement as important for recruitment and retention, and they considered cooperation with FBOs as a means to strengthen programs locally and to allow access to larger youth audiences. The Zambian Ministry of Health (MOH) included traditional leaders in the faith-based category.

The church needs to be strengthened [in YPE]. I don't think we are involving them as much as we could. The other area that needs to be strengthened is the involvement of parents. I believe we are not getting parents' views and ensuring communication between youth, adolescents, and parents. The traditional leaders, I think we need to do much more [with them] because they are the ones who train, teach, and provide a lot of thrust [as] to how these young men and women will behave in the future, which could harm or protect them. *(MOH, Zambia)*

When asked what they viewed as the greatest current challenge to YPE, the MOH in Zambia saw a need for standardization to ensure quality, whereas the MOE in the Dominican Republic identified expansion into rural areas.

What we need is to standardize the YPE package used right now. We need to define what YPE is, who they are, and who qualifies to be a peer educator. We need to define the kind of training we should give peer educators. Is it counseling? Is it more technical information? I think this is a challenge because everybody has something to say, but ensuring that it is the correct information, and not misinformation, is one of the biggest hurdles. *(MOH, Zambia)*

Regarding the greatest future challenge, the MOH in Zambia cited economic incentives.

I think voluntarism is not very feasible in Zambia. So we need to look at a way of remunerating them [peer educators] and giving them something small, like bicycles. We are trying to tie in income-generating programs, so that they are doing peer education at the same time they are making a little bit of money on the side. They don't last very long in the programs... You will invest, train them and then they are gone. It means you will need to be constantly training and that is the biggest challenge. *(MOH, Zambia)*

The MOE in the Dominican Republic saw the greatest future challenge was to develop a comprehensive sex education program in schools to reduce unintended pregnancies and HIV/AIDS. The Dominican Republic has had better experiences with YPE, and the MOE wants to incorporate it into its national planning. In its proposal, teachers and school counselors will provide supervision to selected pupils, who are trained as peer educators.

B.3 Stakeholders

A stakeholder is a person or organization who holds an important or influential community position and has an interest, investment, or involvement in the program. The stakeholders interviewed included representatives from collaborating NGOs, CBOs, FBOs, and local government, as well as managers from clinics and schools where the programs were working. These interviews, in combination with interviews with others, resulted in *Checklist 2. Stakeholder Cooperation*. (See page 57.)

The stakeholders said that YPE was a valid approach for improving youth RH and HIV/AIDS prevention, that it was a means of disseminating information, and that it had the potential to address core issues. For instance, stakeholders saw the communication gap between youth and adults as increasing, and they viewed YPE as a means to bridge this gap through youth-adult partnerships. They agreed that young people should be empowered and trained to become directly involved in the health issues that affect them.

There are two main youth challenges in this country. First, there's a lack of role models for youth to emulate. The other is the country's current serious youth problems, i.e., HIV/AIDS, teen pregnancy, and adolescent and youth health. From my point of view, peer education is fulfilling its aim in terms of ensuring that youth take their part [in finding solutions].
(Stakeholder, Dominican Republic)

Stakeholders believed that young people had the capacity to be energetic and active citizens but that they required the involvement of individual adults and the adult community. They also advocated for youth involvement at the policy-making level. With minor exceptions, stakeholders were pleased with the quality of cooperation they had with the programs. They considered themselves informed, shared in the programs' goals, had developed partnerships over time, and felt the programs complemented their own organizations' activities. The final step in developing a cooperative partnership was to establish mutual sharing, or reciprocity. The only negative comments were from Zambia and concerned the handling of peer educators.

Program X should let their peer educators be involved in decision-making or let them have an autonomous unit they run themselves. I have seen that sometimes these peer educators are overworked and are paid nothing. To build the quality of messages, have fewer turnovers, there is a need for incentives. You see that they are sidelined, so the program should be organized by the peer educators because they are the ones actually dealing with their peers. *(Stakeholder, Zambia)*

When asked about YPE challenges, the stakeholders identified the need to increase both parental and youth involvement. Involving parents can increase community support, as well as peer educator recruitment and retention.

The issues we talk about, especially sexuality, are looked at as taboo and this has really created a barrier; some parents are not opening up. This is leading to high attrition levels amongst peer educators. Most parents stop their children from going to the program or getting involved because they feel we are teaching them bad manners, *matapa* [insults].
(Stakeholder, Zambia)

I think that young people *have* to participate. First, they have ideas, they have the energy, the motivation, the ability, and they have everything necessary to participate. Regrettably, youth participation in the complete process from planning to evaluation of project processes is very limited.
(Stakeholder, Dominican Republic)

Stakeholders saw the improvement of partnerships between youth and adults as the best way to increase youth involvement. In the Dominican Republic, stakeholders saw two organizational barriers to increased youth involvement in YPE. The first was that peer educators participated in the programs for only a short period and only in their spare time, making it difficult for them to have an enduring influence. The second barrier was that there was not a systemic policy anchoring and linking grassroots youth involvement (and YPE) to the national level.

Incentives for peer educators are a major issue in Zambia. Young people contribute to the family from an early age due to economic necessity, and volunteering for the public good takes time away from these responsibilities, as well as from school. Without incentives, programs discovered that funding was being wasted to train young people who quickly dropped out, and the temptation was to replace them with improperly trained youth.

We are asking people to do without and work for literally nothing. There is no incentive, and it makes peer education very, very difficult. Their families expect a lot from them, their friends are expecting a lot, and now you want them to work for nothing. We need to find ways to give them something at the end of the day, to buy soap, to buy something to take home to their families. *(Stakeholder, Zambia)*

B.4 Parents of Peer Educators

Parents can have an influence on peer educators or those who receive information or services from the educators. Parents and guardians have control over the recruitment of their child into a program and can withdraw them if they perceive negative influences or effects. Parents may fear that the program will take time away from their child's studies or duties at home, or they may worry about how their child's involvement in a controversial program reflects upon them in the community.

In both countries, parental support appeared critically important for successful peer educator recruitment, retention, and motivation. The results from interviews with parents led to the development of *Checklist 3. Parental Involvement*. (See page 58.)

During interviews with parents of peer educators, most reported positive benefits for their child. The positive changes in the behaviors and attitudes of their children led to greater parental support for the program. Parents of peer educators over age 20 saw benefits from their child's involvement because it kept them away from drug use, violence, and sexual activity. Parents saw benefits not only for their children but also for their community. They took pride in their children's work for the public good.

I would urge other parents to let their children get involved with this kind of activity because it would be to the benefit of people *not* involved in this program. These peer educators are actually trying to save the lives of other people who don't understand much about AIDS.
(*Mother of peer educator, Zambia*)

The Dominican programs were more active in reaching out to parents. They met with parents during recruitment to inform them about the program, had ongoing dialog and outreach to parents, as well as meetings and seminars for them. Parents did not always participate, but they had the perception that they were involved and could influence the program when they wanted to. In addition, parents were informed that community opinion leaders and decision-makers endorsed the program. On the other hand, parents were critical when they felt programs were not treating their children fairly. In Zambia, some parents criticized staff attitudes towards peer educators, as well as the lack of remuneration for meals or the absence of tokens of appreciation acknowledging their contributions.

B.5 Program Staff (Adults)

YPE staff are the mediators between the world of young people and that of adults. They recruit and train young people from the community and then return them as volunteers to carry out prevention activities under their supervision. YPE staff work with four general community sectors: general community leaders, schools, health services, and FBOs. Results from program staff on how they managed all of their responsibilities towards peer educators, along with the results from the peer educators themselves (which follow), were the basis for the development of *Checklist 4. Youth-Adult Partnerships*. (See page 59.)

The Dominican programs had high peer educator retention and motivation. An important reason for this is that the peer educators were successfully anchored in both the program and the community (*barrio*). Community leaders carried out recruitment, which involved the parents. The peer educators could identify with both the program and their role in the community.

I think involving the community is what makes youth feel — because they were selected by the neighborhood group — that they are a part of the community. They feel committed, they feel good. In their role, the community recognizes that they, as youth who know a topic, know it well, can talk about sexual and reproductive health, and have the ability to bring youth together and talk with them. They value this, and it makes them feel important. (*Program coordinator, Dominican Republic*)

Schools are key institutions for YPE programs because they offer large and captive youth audiences. However, schools are often conservative in their values and reluctant to modify youth-adult hierarchies to match those found in YPE. A challenge for YPE programs is to gain the schools' cooperation and trust. The four programs examined used their community reputations for success and trustworthiness to gain access to schools and to gain their cooperation. The involvement and support of schools had an empowering effect that also motivated the peer educators. The interviews with the adult program staff described a step-by-step process that involved open communication, compromise, and reciprocity.

Now there's no objection to our approaching the students in schools. We can use their facilities. Just saying that we're going to talk about domestic violence and self-esteem opens doors, because they understand that it's valid. Also, they know we have experience working with youth. (*Program coordinator, Dominican Republic*)

The programs in the study used their peer educators to make referrals and to promote the use of health services among young people. Establishing cooperation with health service providers was also a long process, especially in clinics providing RH and STI/HIV/AIDS services to young people. In Zambia, clinic staff were actually scaring young people away from diagnosis and treatment. To make the clinics more youth-friendly and improve cooperation, the YPE programs established "youth-friendly corners" in clinics that were staffed by peer educators and which served as a means of training clinic staff to work with young people. Policy-makers at the local, provincial, and national levels endorsed this effort, and the youth-friendly corners now operate throughout Zambia. Cooperating with health services also had an empowering effect upon the peer educators.

Nurses had to be trained to understand youth, and youth-friendly corners were established. Being older, they [the nurses] feel like a mother to everybody, and when a youth comes to say, "I've got a STI," they would say, "At your age you've already started having sex?!" For the programs to run, we had to start with adults, to train them to understand youth. (*Peer education coordinator, Zambia*)

Zambia and the Dominican Republic have strong faith-based communities. Zambia is Christian and Muslim, whereas the Dominican Republic is Catholic. Each of the programs being examined cooperated with FBOs, and this cooperation took time to develop because of the subject matter. Condom promotion was a major source of FBO concern in both countries, and promotion/provision of contraception was a concern in the Dominican Republic. The key to successful cooperation was the programs' advocacy for an "ABC" prevention approach (Abstinence, Be Faithful, and Condom Use). However, one program in the study refused to promote condoms, and as a consequence, some donors refused to sponsor them. Program leaders learned that if their YPE program took sides on sensitive issues, they would compromise both community support and the youth peer educators' support.

The YPE programs used their reputation for trustworthiness and competency in the community to build support. They communicated often with the FBOs, and some programs invited them to be official stakeholders. In some instances, peer educators also became agents of change in their churches. HIV/AIDS and sexual habits are usually taboo subjects, but the peer educators were able to gradually introduce these topics into church programs and were even able to hold classes for other young people.

When the community supports you in this work, the human side prevails, and it's the human side that we take as a priority. This helps some churches support our work. Before, the priest closed the doors on us, but when he saw the work we've done with problem youth — the improved grades, their new leadership skills — even the nuns made a commitment to us and let us work in peace. We use their rooms, we give talks, and we have panels with the nuns. (*Program coordinator, Dominican Republic*)

B.6 Youth Peer Educators

This section contains the results of the two rounds of FGDs with the peer educators. They participated in mixed-sex groups in the first round and in single-sex groups in the second round. Interviewing them in single-sex groups allowed frank and open discussions on gender equity and equality. The information gathered from the peer educators, together with the information from adults, led to the development of *Checklist 5. Youth Involvement*, *Checklist 6. Peer Educator Cooperation*, *Checklist 7. Gender Equity and Equality*, and *Checklist 8. Community Involvement*. (See pages 60-64.)

The information obtained from youth peer educators, presented below, is organized into four categories: program staff, cooperation among peer educators themselves, gender equity and equality, and peer educator relationships with the community.

Program staff

Because the peer educators are still maturing, staff members function as teachers, coaches, and mentors. These roles afford staff members significant influence over peer educators. Staff also control resources and influence the relationships of peer educators with stakeholders, policy-makers, donors, and evaluators. The peer educators' discussions regarding program staff centered on the themes of power and decision-making, quality of communication, trustworthiness, mutual

respect, mutual sharing or reciprocity, support, and youth-adult partnership. The factors considered to be the most lacking in the Zambian programs were often the most praised in the Dominican Republic. Greater distance exists between young people and adults in Zambia than exists in the Dominican Republic. In Zambia, young people are traditionally expected to show high levels of unquestionable respect for adults. Sexual behavior, sexuality, and reproduction are considered highly sensitive subjects to discuss with adults.

Degrees of power and decision-making correspond to levels of involvement in program design, strategic planning, training and supervision, materials development, implementation of activities, and monitoring and evaluation. The processes of decision-making and power-sharing should increase peer educators' skills, self-esteem, motivation, and ability to meet their responsibilities. Zambian peer educators felt they had little influence on decision-making, and this was a major source of discontent for them.

We basically implement what the staff has already designed in terms of activities and in the actual program itself. (*Peer educator, Zambia*)

The peer educators in Zambia did have the opportunity to develop various field activities and received support from stakeholders and other young people. However, the majority perceived they had little influence on the program itself. The result was that many peer educators felt a lack of program ownership, which in turn affected their retention, motivation, and the quality of their work.

In the Dominican Republic, programs facilitated the direct involvement of young people and were transparent with their budgets. The peer educators perceived that they had an influence on decision-making, and this resulted in a strong sense of ownership and empowerment. Peer educators viewed youth-adult cooperation as balanced.

The project opens doors for us... how can I say it?? ...to make decisions. They [the adults] like to hear our opinions. They base what they do on what we think — not on what we like, no — but on what's best for youth. They take our voices into account, our point of view. They act on that.
(*Peer educator, Dominican Republic*)

The quality of communication between peer educators and staff was highly important in both countries. Peer educators considered this a matter of being “heard” and of being afforded a platform from which to offer suggestions and opinions. Youth-adult communication was less effective in Zambia than in the Dominican Republic. The Dominican peer educators found open communication to be one of the best features of the programs, and it contributed to their eagerness to participate and learn.

They [adult staff] explain everything and allow you to express yourself, as you want. It's like setting you free, you can talk about topics you can't on the streets. You can be yourself. (*Peer educator, Dominican Republic*)

In Zambia, peer educators did not consider most adult staff and management to be trustworthy, whereas those in the Dominican Republic had high levels of trust.

At the end of the day, you find yourselves as decorations because adults want to be exposed. They know you are going to meet big people, interact with them, so they shun you and you are only decorations. All we want is to be exposed as the young people who initiated the programs, not them, and not let us end up looking like people who are doing nothing for the organization. *(Peer educator, Zambia)*

We always want to see each other, there's an atmosphere of trust, of great trust. *(Peer educator, Dominican Republic)*

Interactions suffer without mutual respect between peer educators and staff, especially in a program based on volunteerism. A majority of Zambian peer educators experienced low respect from staff, resulting in negative effects on cooperation. In the Dominican Republic, mutual respect was also important to peer educators, who felt such recognition with most adult staff.

The peer educators in all programs considered staff support essential. They did not see themselves as professionals, nor did they expect to carry out activities on their own. Peer educators need to be properly trained and supervised by adult staff. In addition, staff need to take responsibility for difficult cases — peer educators cannot replace professionals.

There are youth with emotional problems, and here at the Center they get psychological counseling. In addition, there are youth who are already involved in drugs and things like that — things we ourselves don't know what to do about. We always need an adult's guidance. *(Peer educator, Dominican Republic)*

“Reciprocity” refers to the mutual sharing of positive or negative responses by individuals towards the actions of others. Reciprocity was a foundation for nearly all cooperation examined in the study. If peer educators consider the program unrewarding, they can drop out, reduce their participation, or become less effective, due to reduced motivation. In the Dominican Republic, the peer educators felt that there was reciprocity in their relationship with the program adults. These programs have a long list of young people wanting to join, as well as requests from parents.

Although budget cuts certainly affected the Zambian programs, the core problem may be more of a perceived lack of reciprocity. Tokens of appreciation have high symbolic value in that regard. They denote respect, appreciation, and the sense that one is a valued and contributing member of the organization. The Zambian peer educators brought this up repeatedly in the interviews. The tokens of appreciation the peer educators described were identity badges, bars of soap with which they could wash and look presentable as peer educators, the sharing of leftover food, and so on.

Youth-adult partnerships begin on unequal ground because the adult clearly has the dominant role. In both Zambia and the Dominican Republic, the adults held the knowledge, skills, and resources, and the young people knew the thinking, feelings, and lifestyles of the youth they represented. The adults were mature, whereas the peer educators were still maturing, socially and psychologically. One way to view the partnership is to see it as a “learning partnership,” in which each group learns continuously from the other about the other's world. This partnership requires

more than youth involvement — it should include open communication, trustworthiness, mutual respect, reciprocity, and adult support.

We're the ones who live in the *barrios*; we know other youths' concerns, their problems and possible solutions. All those young people deal with us peer educators and we plan projects with them. We then have to update our superiors in the program to see how together we can find solutions to the concerns of the youth in the *barrios*. (*Peer educator, Dominican Republic*)

Cooperation among peer educators

The discussions with peer educators indicated that the camaraderie and friendships that developed among them was a strong motivator to join, to be active, and to remain in a program. Peer educators expressed much dissatisfaction over conflicts created by themselves or by staff, through favoritism. In Zambia, economic difficulties led to a loss of motivation and commitment in one of the programs but not in the other, where there was more cooperation among the peer educators themselves. This group worked in teams and in neighborhoods where they had field support from stakeholders and local young people.

The Dominican programs put considerable effort into helping the peer educators to bond and also to increase their self-esteem and social skills. Peer educators received training in three- to five-day retreats, were supervised in how to cooperate and handle conflicts, and were encouraged to arrange community activities together. Program staff helped arrange regular get-togethers, dinners, or recreational activities. In addition, the program recruited peer educators from the same neighborhoods where they carried out activities.

We get along well because there's an environment of familiarity, trust, and respect. We respect each other. Almost everybody has known each other since childhood, that's how such a positive environment is created. (*Peer educator, Dominican Republic*)

Gender equity and equality

The programs studied took gender equity and equality seriously and addressed these issues in their training and supervision. Many peer educators felt that they first needed to understand themselves and how their gender identity influenced their beliefs and behaviors before they could discuss the topic with peers. Bonding as a group and working in mixed-sex teams allowed the peer educators to practice and adopt new roles under the guidance of staff. Because Zambia and the Dominican Republic are male-dominant cultures, the discussions and debates on gender between the sexes contributed to the development of an awareness about this issue.

The male peer educators have tried to help us women because they themselves understand that machismo has been handed down from generation to generation. Practically speaking, the women are also to blame for that. We women have been getting the boys used to violence and machismo: "You're

so strong,” “You mustn’t cry,” “You’re a man.” They’ve tried to help us break the bonds of machismo. (*Female peer educator, Dominican Republic*)

The peer educators reported that this process changed them, and they became advocates of gender equity and equality. As a result, they were better able to tackle gender issues in their own relationships and to put their knowledge to use in field activities. The peer educators needed a good understanding of the opposite sex, as well as of their own. Sometimes they worked in same-sex youth groups, where they needed to provide information and guide discussions on relationships and the opposite sex. When they worked in mixed-sex groups, it was important for them to serve as positive role models for gender equity and equality.

Relationship with the community

The results from adult program staff members involved relationships with general community leaders, schools, health services, and FBOs. Peer educators interact with these same four groups. The communities provided moral support to the peer educators, as well as in-kind support. Moral support came in the form of praise, respect, and trust. In-kind support came in several forms. In Zambia, materials, condoms, and training were provided by NGOs, schools, clinics, and governmental agencies. In-kind contributions not only help cover costs, but also have an empowering and validating effect on the peer educators. In Zambia, strong community support and solidarity helped the program to continue, despite funding cuts.

Community support notwithstanding, YPE programs, and especially the peer educators, faced considerable challenges when working with adults in the community who were the caretakers of tradition. YPE health messages can often appear to contradict established values and beliefs. In Zambia, one solution was for adult staff to accompany the peer educators during field activities.

For us to work together with the adults isn’t easy. Last time we went into the community to participate in an awareness program, the adults were offended. The [program] adults that went with us explained and advised these adults to talk with them [the program adults] if they were not comfortable talking with us. (*Peer educator, Zambia*)

In the Dominican Republic, challenges center on adult fears that young people who learn about sexuality and family health will become sexually active. The programs try to overcome this by directly involving community adults and providing opportunities for them to see the positive effects of the program on young people. Parents of the youth audience, as well as the peer educators themselves, became more accepting and supportive when the peer educators serve as positive role models.

With parents, I think they have been very supportive. Whenever we want to talk to their children, to have a discussion, they always encourage and tell them, “Those are the people you should associate with because at least they have the right information.” (*Peer educator, Zambia*)

I was filled with joy because my parents were actually encouraging me to do this kind of work. (*Peer educator, Zambia*)

My mom is very proud of me for being in the program because she knows that the topics it deals with are very important. Also, that we help young people and that we help in our community.

(Peer educator, Dominican Republic)

Adults who work directly with youth peer educators at schools and clinics are usually referred to as “intermediaries.” The peer educators had positive comments on their cooperation with intermediaries and found them respectful and supportive.

There is good communication and a good working relationship with teachers. Maybe even the head teachers, because they really help us a lot. They organize the groups we talk to and are very supportive.

(Peer educator, Zambia)

When we refer a young [female] person to go to a clinic or to the police because they were raped, she probably won’t be treated in the same way as when we accompany her as peer educators. She might be shunned... or they will think it was her fault... or be blamed. I think they respect that we are there to assist our fellow peers. *(Peer educator, Zambia)*

The peer educators sometimes experienced difficulty balancing their knowledge of RH and HIV/AIDS with the attitudes of some FBOs. Several of the peer educators worked individually within their own congregations to slowly bring issues into the church. The peer educators reported increasing acceptance of their work, which has brought balance to their own spirituality.

We start with the pastors, teaching them and telling them that AIDS is real. Nowadays, in faith-based organizations, there are peer educators.

(Peer educator, Zambia)

B.7 Reasons Why Peer Educators Drop Out of YPE Programs

Results from exit interviews conducted with peer educators leaving YPE programs during the study showed that eight peer educators left the SEPO program, six left the YWCA program, seven left the ADOPLAFAM program, and 12 left the Profamilia program. Those leaving programs in Zambia were an average of 26 years old and had been peer educators for about three to four years. In the Dominican Republic, the average age was around 16 for peer educators from ADOPLAFAM and 18 for those from ProFamilia. Exiting peer educators in the Dominican Republic had served for about two years.

According to the exit interviews, peer educators left for many reasons. In the Zambian programs, peer educators left due to both external life situations and to internal issues with the programs. Issues internal to the program included too little support, lack of opportunities, costs, and other problems with transportation. Funding cuts and the level of youth-adult partnerships appeared to be contributing factors. In contrast, the peer educators in the Dominican programs reported only external factors as their reasons for leaving, such as going to school, having a baby, moving, or starting a job. These results are consistent with findings from the focus group data.

2. Cost Analysis

A. Program Costs

Dominican programs

The unit of analysis employed by the study was the “program zone,” defined as a neighborhood (or *barrio*) with a specific catchment area. The study reviewed existing financial reporting systems in both Dominican programs and created custom data collection forms, designed to be similar to the forms used by the programs. The programs were requested to submit these data collection forms to FHI on the same schedule as routine financial reports sent to USAID. The program accountants were able to assemble nearly all of the data needed from existing sources.

Personnel costs comprised the main cost category and were divided into three subgroups: (1) payments to the local program supervisor in each *barrio*, (2) costs of administrative and support staff in the main office of each program, and (3) costs of volunteer labor associated with the peer educators’ efforts. Volunteer labor was valued at the rate of 19.75 DR Pesos per hour of work. This wage is based on the minimum wage in the Dominican Republic, and the programs use it to calculate the value of their volunteers’ work. Although volunteer labor does not involve an actual cash outlay, it is nonetheless important to consider since peer educator labor is a resource that may eventually need to be paid from project funds.

A second main category was “other expenditures,” which included all other recurrent costs, such as educational materials, office supplies, transportation allowances, utilities, etc. Training costs were a third main category and included the trainer fee, venue rental, lodging and per diem for participants, and materials. The study calculated these costs differently in the two organizations. ProFamilia reported one training line item, which was divided evenly across the 24 neighborhoods in the USAID-funded program. ADOPLAFAM collected information on the cost of specific training sessions and the number of peer educators attending these trainings — data yielding a cost per trainee, which was multiplied by the number of trainings recorded during the year. The last main cost category was the annualized costs of capital, which included equipment, furniture, and other infrastructure having a useful life of more than one year.

ADOPLAFAM annual costs per neighborhood were nearly twice as high as in the ProFamilia sites (see Table 4). The main reason for this difference appears to be economies of scale that exist in ProFamilia’s YPE program, which is much larger and has higher total costs overall than ADOPLAFAM, but which distributes these costs over 24 sites. The ADOPLAFAM program has only five sites. Economies of scale were the most obvious in costs of administrative personnel, training, and other expenditures in the ADOPLAFAM program. In addition, it should be noted that the cost per site is uniform at ProFamilia but varies in ADOPLAFAM. This is due to greater uniformity in number of peer educators per site and in its approach to costing.

Table 4. Annual Costs of YPE, by Program, *Barrio*, and Cost Element
(in Dominican Pesos)

Cost Element	ADOPLAFAM		ProFamilia	
	Lava Pie	Madre Vieja	Gualey	Espailat
Personnel				
Educator/multiplier	36,000	36,000	26,965	26,965
Administrative	101,373	101,373	50,982	50,982
Volunteer labor	43,608	54,984	75,600	75,600
Other expenditures	111,498	109,601	15,544	15,544
Training	84,377	106,388	34,346	34,346
Annualized costs of capital	21,951	21,951	14,392	14,392
Total financial costs (RD\$)*	355,199	375,313	142,229	142,229
Total non-financial costs**(RD\$)	43,608	54,984	75,600	75,600
Total cost (RD\$)	398,807	430,297	217,829	217,829
Total cost (US\$)	\$9,727	\$10,495	\$5,313	\$5,313

* RD\$ = Dominican Pesos

** Non-financial costs include estimated costs of volunteer labor.

Zambian programs

In Zambia, the unit of analysis employed by the study was the program. Data for analysis came from interviews with program staff using the instrument developed for the Dominican costing study. The researchers summarized the results from the interviews and sent them electronically to the coordinators of each program for review. Personnel costs comprised the main cost category and were divided into three subgroups: (1) costs of administrative and support staff of each program, (2) costs associated with providing tokens of appreciation to peer educators, and (3) imputed costs for those not receiving compensation for their work.

Ten of the 30 peer educators in the YWCA program received a token of appreciation for their work (50,000 Zambian Kwacha per month, or approximately US\$10.75/month). If funding permits, the YWCA program would like to provide the same compensation to the remaining 20 peer educators. The SEPO program currently does not have funds to provide payment to their peer educators; however, it would like to provide them a small token of appreciation, if the funding becomes available. In addition, the SEPO program has one adult coordinator who volunteers for the peer education program. Although unpaid and volunteer labor does not involve an actual cash

outlay, it is nonetheless important to consider, since this labor is a resource that may eventually need to be paid from project funds in order to keep peer educators participating in the program.

Using YWCA's peer educator compensation as a reference point, a token of 74,984 Kwacha per month (approximately US\$16/month) was calculated for the SEPO peer educators. This compensation is higher than that of the YWCA peer educators because the peer educators in the SEPO program are expected to work more hours per week than those in the YWCA program. The volunteer coordinator's rate was based on the rate for another coordinator who is paid by the program.

A second main category was "other expenditures" and included all other recurrent costs, such as educational materials, office supplies, transportation allowances, utilities, and contraceptives. The SEPO program purchases and sells male and female condoms at-cost. Donated media time is the next cost category. Peer educators in the YWCA program receive donated air time to present their messages on several local radio stations and donated space in newspapers. These businesses were asked to provide the retail value of these placements. The SEPO program did not receive such contributions. Training costs were a fourth main category and included the trainer fee, venue rental, refreshments, transportation, and materials. Both programs collected information on the cost of specific training sessions and the number of peer educators who attended these trainings. From these data, we calculated a cost per trainee and multiplied this cost by the number of trainings recorded during the year. The last main cost category was the annualized costs of capital, which included equipment, furniture, and other infrastructure having a useful life of more than one year.

The estimated annual cost of the SEPO Centre program is \$10,000 more than the estimated cost of the YWCA program (see Table 5). Looking at the financial costs, the YWCA spends more on administrative costs, whereas the SEPO program has substantially higher "other expenditure" costs. (Again, these costs include estimated costs for in-kind and donated materials and volunteer labor and therefore are higher than the actual financial expenditures of these programs.) Part of the difference in "other expenditures" is due to the male and female condoms that are distributed by the SEPO peer educators each month, an activity that YWCA peer educators do not conduct. Additionally, more fuel is consumed each month for the SEPO peer educator activities compared to the YWCA activities (data not shown). This last finding may be a function of the SEPO Centre's location in semi-urban Livingstone, compared to the YWCA's catchment area, which is located in the capital city, Lusaka. The SEPO program has higher estimated costs for unpaid and volunteer labor than does the YWCA program because SEPO has more of this type of personnel who are expected to work more hours per year.

Table 5. Annual Costs of YPE, by Program and Cost Element
(in Zambian Kwacha, 2005)

Cost Element	YWCA	SEPO
Personnel		
Administrative	32,997,115	9,300,000
Paid peer educators	6,000,000	0
Unpaid/volunteer labor	4,499,040	22,495,968
Other expenditures	28,035,000	115,788,000
Donated media	23,032,000	0
Training	22,600,000	14,000,000
Annualized costs of capital	620,015	2,904,372
Total financial costs (Kwacha)	90,252,131	141,992,372
Total non-financial costs* (Kwacha)	27,531,040	22,495,968
Total cost (Kwacha)	117,783,171	164,488,340
Total cost (US\$)	25,330	35,374

* Non-financial costs include estimates for unpaid/volunteer labor and donated media. However, some non-financial costs are also found in the other expenditures, training, and capital categories.

B. Activities and Outputs

This section describes the activities and outputs that the peer education programs produced, based on data from activity logs completed by the peer educators in each program. The peer educators recorded their activities over varying amounts of time: activities by the Zambian peer educators ranged from 1.5 to 11.5 weeks and those of the Dominican peer educators ranged from 4.1 to 4.3 weeks. These data were extrapolated to a per-year measurement. Of the 88 peer educators who completed activity logs, 26 were in Zambia (18 from SEPO, 8 from YWCA) and 62 in the Dominican programs (32 from ADOPLAFAM, and 30 from ProFamilia). Four peer educators from YWCA did not include the dates during which they conducted activities, and therefore they were excluded from the results presented in Table 6. These peer educators, however, did record other pertinent information and these results are included in Tables 7, 8, and 9.

Table 6 presents the peer educators' average inputs, activities, and outputs for each program studied, per day and per year. Overall, the Zambian peer educators reported working more hours, performing more activities, covering more topics, and contacting more participants than did the peer educators in the Dominican programs. However, when looking at the programs themselves an interesting trend emerged: peer educators from the two programs located in capital cities and more urban environments, ProFamilia and YWCA, reported working more hours and contacting

more participants than the two programs located in more rural locales, namely ADOPLAFAM and SEPO.

The study asked the peer educators to record the number of participants in each activity and the number of males, females, and new or first-time participants. Peer educators, especially in the Zambian programs, often conduct activities with large groups of participants in schools or in their communities. Where groups were very large, the peer educators made educated guesses about the number of people participating. Unfortunately, too few peer educators in Zambia recorded the gender of their participants for the analysis to be valid. However, the peer educators in the Dominican programs appear to be reaching more female than male participants, and fewer of their contacts are with new or first-time participants. This latter finding seems logical, given that both programs in the Dominican Republic are structured so that the peer educators conduct multiple formal activities with the same participants (called “beneficiaries”) over time.

Types of contacts, location, activities, topics

Table 7 presents information on the average number of peer educators present at an activity, the type of participants, and the location of activities. More peer educators were present during activities in the Zambian programs compared to the Dominican programs. For the most part, peer educators in the ADOPLAFAM program appeared to conduct their activities alone.

Peer educators provide advice or knowledge about RH or HIV/AIDS to three categories of individuals, which peer educators recorded as **primary**, **secondary**, or **tertiary**. Primary participants are family members or friends of the peer educators. Secondary participants are people whom the peer educators know. Tertiary participants are people the peer educators do not know. If more than one category was present in an activity, the peer educators recorded both codes. In all four programs examined, the peer education activities contained a higher proportion of secondary participants than primary or tertiary participants. Activities in the SEPO program contained the highest proportion of primary participants (friends and family), compared to the other programs studied. Activities conducted by ADOPLAFAM peer educators contained the highest proportion of tertiary participants (people they did not know).

The community, or *barrio*, was one of the most common locations for peer education activities across all the programs studied. In the Dominican Republic, the community (67%) and school (20%) were used much more frequently than were other locations. The Zambian programs were more mixed. The most prevalent locales for SEPO activities were the home (26%) and community (25%), and for YWCA activities the school (30%) and the community (28%). Also, a substantial number of activities occurred in clinics for the two Zambian programs (13%) and ProFamilia (10%).

Table 8 shows that discussion groups, lectures, workshops, and home visits were the most frequently reported activities by the peer educators — all activities where the peer educators provide information in a formal session. Home visits were highest by far in the ADOPLAFAM program. Peer educators in the two urban programs, YWCA and ProFamilia, reported attending meetings more frequently than did peer educators from the other two programs. SEPO peer educators reported conducting more counseling activities, whereas YWCA peer educators reported performing more outreach activities compared to the other programs studied.

Peer educators in the two Dominican programs reported more spontaneous or informal activities (called “encounters”) than did the Zambian peer educators. Follow-up on the low figures for informal contacts revealed that Zambians take a more formal attitude towards their role as peer educator and very likely under-reported these “off-duty” encounters. In addition, since this type of activity comes naturally to many peer educators, encounters were probably the hardest activity for peer educators to remember to record on the log. Whereas researchers made a considerable effort during training for the activity log instrument to encourage peer educators to recognize and record such encounters, the data regarding encounters may be under-representative of actual time spent on this activity.

All four programs covered HIV/AIDS and pregnancy prevention frequently in their peer education activities (see Table 9). In the SEPO program, peer educators covered the topic of HIV/AIDS during half of the activities performed. In contrast, almost half of the activities conducted by the peer educators in ADOPLAFAM were about pregnancy prevention. YWCA and ProFamilia reported more diversity in the topics covered. Pregnancy prevention, contraceptive methods other than condoms, and sexuality were topics frequently covered by ProFamilia peer educators. Interestingly, child abuse was reported as the most frequently covered topic by YWCA peer educators.

Although it might be tempting to summarize the cost and output data by dividing program costs by the number of contacts made by the peer educators in each program, such a summary would be inappropriate, because it would assign equal weight to all types of contacts. The summary would assume the quality of instruction when contacted in a large group is equal to the quality of a one-on-one counseling session. The results, therefore, would favor programs that conduct activities with large groups over programs that provide more one-on-one instruction, such as the Dominican programs.

Table 6. Peer Educator Inputs, Activities, and Outputs per Day and per Year, by Program

YPE Program	SEPO Centre n=21		YWCA n=30		Both Zambian programs n=51		ADOPLAFAM n=52		ProFamilia n=80		Both Dominican programs n=132	
	Per PE per day	Per PE per year**	Per PE per day	Per PE per year**	Per PE per day	Per PE per year**	Per PE per day	Per PE per year**	Per PE per day	Per PE per year**	Per PE per day	Per PE per year**
Inputs												
Average no. of hours spent working	1.07	155.39	1.38	81.62	1.13	141.98	0.62	34.66	1.47	154.35	1.03	92.57
Activities												
Average no. of activities	1.40	191.44	1.00	59.63	1.33	167.48	1.17	66.54	1.01	104.05	1.09	84.69
Average no. of topics	1.37	184.69	1.09	65.40	1.32	163.00	1.11	63.11	1.14	118.31	1.12	89.82
Outputs												
Average no. of participants contacted	12	1,910	54	3,167	20	2,149	9	478	11	1,155	10	806
Average no. of male participants contacted	n/a	n/a	n/a	n/a	n/a	n/a	3	175	5	488	4	326
Average no. of female participants contacted	n/a	n/a	n/a	n/a	n/a	n/a	5	295	6	667	6	475
Average no. of new attendees	n/a	n/a	0.68	40	n/a	n/a	2	111	1	160	2	135

Note: n=the number of peer educators in the programs, not the number of participants who completed activity logs.
 Number of peer educators who completed logs, by program: SEPO n=18, YWCA n=4, ADOPLAFAM n=32, ProFamilia n=30.

N/A is used when there are too many missing values.

* The data were extrapolated to a year by calculating the proportion of days each peer educator worked. First, the number of days each peer educator reported working was divided by the number of days they recorded data in the activity log. This proportion was multiplied by 365 to determine the total number of days each peer educator works per year. The result was then multiplied by the “per day” values, and lastly, the average was taken across each program.

Table 7. Reported Peer Educator Activities, by Type of Participant Contacted and Locality, by Program

Type of participant and locality	SEPO Centre	YWCA	Both Zambian programs	ADOPLAFAM	ProFamilia	Both Dominican programs
No. of activities reported	159	98	257	156	252	408
Average no. of PEs present at each activity	4.9	2.5	3.9	1.0	3.4	2.5
Percent of activities (%) for each part. category*						
Primary participants	35.5	13.5	27.0	0	14.3	8.8
Secondary participants	55.9	57.3	56.5	67.3	75.0	72.1
Tertiary participants	38.8	36.5	37.9	43.0	19.1	28.2
Locations where activities occurred (%)						
Clinic	13.6	12.4	13.2	0	10.3	6.4
Market	12.3	6.2	10.0	0	0	0
Project office	13.6	7.2	11.2	0	6.8	4.2
Home	26.0	9.3	19.5	0	0	0
Community/ <i>Barrio</i>	24.7	27.8	25.9	78.9	59.9	67.2
Shop	2.0	0	1.2	0	0	0
Town centre	0.7	1.0	0.8	0	0	0
Street	3.3	0	2.0	0	0.4	0.3
Church	2.6	2.1	2.4	0	0	0
Park	1.3	0	0.8	0	0	0
Radio	0	3.1	1.2	0	0	0
School	0	29.9	11.6	21.2	19.4	20.1
Bus stop	0	1.0	0.4	0	0	0
University	0	0	0	0	3.2	2.0

Note: Number of peer educators who completed logs, by program: SEPO n=18, YWCA n=8, ADOPLAFAM n=32, ProFamilia n=30.

* Primary participants are family members or friends of the peer educators. Secondary participants are people the peer educators know. Tertiary participants are people the peer educators do not know. More than one category of participant may be present during an activity.

Table 8. Distribution of Peer Educator Activities, by Program (in %)

Type of activity	SEPO Centre	YWCA	Both Zambian programs	ADOPLAFAM	ProFamilia	Both Dominican programs
Informal encounters	0.6	1.0	0.8	29.5	16.7	21.6
Distribution of materials	15.7	4.1	11.3	12.8	6.8	9.1
Referrals	10.7	2.0	7.4	0	4.8	2.9
Discussion groups	45.9	38.8	43.2	0	7.5	4.7
Performance (skit, play, song)	7.6	18.4	11.7	0	0.8	0.5
Lectures and workshops	2.5	0	1.6	21.2	35.3	29.9
Outreach activities	4.4	13.3	7.8	0	1.6	1.0
Participation on radio or TV	0	0	0	0	0	0
Counseling	16.4	7.1	12.8	0	2.8	1.7
Home visits	0	0	0	48.7	2.8	20.3
Training sessions or days	0	0	0	0	4.4	2.7
Meetings	0	11.2	4.3	0	12.3	7.6
PE team-building activities	0	1.0	0.4	0	1.6	1.0
Preparation (posters, rehearsal, etc)	0	0	0	0	0.8	0.5
One-to-one discussions	0.6	1.0	0.8	0	0.4	0.3
Other	23.3	0	14.4	0	0	0

Note: Number of peer educators who completed logs, by program: SEPO n=18, YWCA n=8, ADOPLAFAM n=32, ProFamilia n=30.

Percents do not add up to 100 percent because more than one activity could occur at the same time, e.g., distributing condoms during an outreach activity.

Table 9. Topics Covered in Peer Educator Activities, by Program (in %)

Topics covered	SEPO Centre	YWCA	Both Zambian programs	ADOPLAFAM	ProFamilia	Both Dominican programs
STIs/HIV/AIDS	50.3	13.3	36.2	37.2	13.5	22.6
Pregnancy prevention	10.7	7.1	9.3	47.4	17.9	29.2
Condoms	25.8	8.2	19.1	3.2	6.8	5.4
Other contraceptive methods	9.4	6.1	8.2	0	14.7	9.1
Abstinence	0	2.0	0.8	0	1.6	1.0
Communication with partners	0	0	0	1.9	2.0	2.0
Gender issues	0	4.1	1.6	0	1.2	0.7
Sexuality	0	3.1	1.2	0	14.7	9.1
Being an adolescent	0	0	0	9.0	10.3	9.8
Self-esteem and life skills	0	12.2	4.7	7.7	5.6	6.4
Family communication	0	2.0	0.8	0	2.8	1.7
Stigma and discrimination	0	1.0	0.4	0	2.0	1.2
Drugs/alcohol	0.6	6.1	2.7	0	1.2	0.7
Gender violence	0	1.0	0.4	0	7.9	4.9
Child abuse	0	22.5	8.6	0	0.4	0.3
Other	26.4	16.3	22.6	0	9.5	5.9

Note: Number of peer educators who completed logs, by program: SEPO n=18, YWCA n=8, ADOPLAFAM n=32, ProFamilia n=30.

Percents do not add up to 100 percent because more than one topic could be covered at the same time.

CONCLUSIONS

The objectives for Phase 1 of the study were to uncover the universal or core components of YPE and to use the results to develop instruments for use in the Phase 2 effectiveness study. The study identified key components that were universal to the four programs examined in Zambia and the Dominican Republic. In addition, it found that a single version of the checklists and other instruments, once validated, was applicable to both countries. This was unexpected, given the cultural and geographical diversity between the two countries. The Phase 2 study will field-test the instruments and develop a guide for their use.

The study examined, but did not measure, factors contributing to the long-term sustainability of the programs. It goes without question that a program cannot be sustained unless it ensures long-term financing. Nonetheless, the sustainability and success of programs also depend on the ability of local organizations, communities, and individuals to develop, implement, and support programs over time. The Zambian programs suffered funding cuts just before data collection began, and this crisis allowed an examination of the non-financial influences on peer educator retention and motivation. In short, the Zambian programs were able to continue a number of activities because of the strong community support they established and the commitment of the peer educators. However, the crisis revealed underlying and problematic dynamics affecting cooperation within the program, particularly within the youth-adult partnerships.

The study found YPE programs to be people-intensive and dependent upon cooperation among many actors and institutions. The “work force” is composed primarily of youth volunteers who can join and leave a program with little obligation. Their retention, motivation, and productivity are critical to a program’s success. Until this study, these processes were not well understood, and no objective instruments existed to measure them. This lack of information created difficulties in generalizing research or evaluation findings from one program to another. As a consequence, the scale-up and replication of promising YPE programs were often accomplished by importing models, manuals, and experienced trainers. For this reason, a considerable portion of this report concerns findings on YPE processes and their measurement via the checklists provided in the Appendix.

Conclusions from this study, discussed below, are grouped into six broad areas: community participation and support, technical frameworks, youth involvement, youth dynamics and youth-adult partnerships, YPE as a leadership and citizenship tool, and productivity and sustainability.

1. Community Participation and Support

The study found that broad community support is critical to program productivity and sustainability because it increases the motivation of youth peer educators and their parents, as well as the responsiveness of the program to the community. It also improves access to community institutions and their youth audiences, and it even sustains a program through economic hardship (e.g., the Zambian programs). Community support affects not only a program at the organizational level, but it also affects the individual peer educators. In addition, the data support the premise that community-based YPE is both a product and a method of community mobilization. If a community mobilizes around its young people and has sufficient funding, it can initiate a process perpetuated by the ongoing recruitment and training of its youth as peer educators.

The community mobilization process can affect not only a targeted youth audience, but also the adults and institutions involved in a YPE program by virtue of giving its young people a voice and a platform. The interviews suggest that such mobilization needs ongoing nurturing by a YPE program and must be sustained through a multi-level response that includes decision-makers, stakeholders, FBOs, CBOs, institutions such as schools and health services, and parents.

Broad community support is critical to YPE program sustainability.

- Decision-makers must:
 - ✓ Understand program goals and philosophy
 - ✓ Support program goals and philosophy
 - ✓ Advocate for community involvement and understand its benefits
 - ✓ Feel they are involved and that they can influence program progress
 - ✓ Have a program contact person and maintain consistent communication

- YPE programs should:
 - ✓ Organize or participate in joint community-level activities
 - ✓ Actively collaborate with FBOs
 - ✓ Focus on abstinence and faithfulness, as well as condom use
 - ✓ Collaborate actively with RH, STI/HIV/AIDS, and other health services

Stakeholder support and collaboration is vital.

- Stakeholders should be knowledgeable about a program's model, work plans, and activities (transparency).

- The stakeholder and the program should:
 - ✓ Cooperate to avoid duplication of activities in same area
 - ✓ Meet regularly and carry out joint YPE initiatives
 - ✓ Share resources and information among their peer educators
 - ✓ Share a vision and agenda to promote local young people and their well-being

Direct parental support and involvement is vital to YPE.

- Parents need to:
 - ✓ Understand and support program goals and philosophy
 - ✓ Support their children's involvement and recognize the benefits their child will gain
 - ✓ Understand the benefits for the community in involving their child
 - ✓ Perceive that they are involved and can influence the program
 - ✓ Have a program contact person and maintain consistent communication

2. Technical Frameworks

YPE programs need sound technical frameworks, and the basic requirements are the same as those for any type of effective RH or HIV/AIDS prevention program. However, YPE does have unique demands because it directly involves adolescents and youth. The following list provides an overview of the basic requirements as derived from the study.

- Clearly defined goals and objectives
- A clearly defined youth audience
- Interventions based upon behavioral and social science theory or evidence-based experience
- A focus on specific risk behaviors
- Ample opportunities for peer educators to practice relevant skills

YPE programs carry out a range of innovative activities to reach young people. These activities should:

- Have realistic schedules
- Be embedded in the youth audience and in the larger community
- Be clearly defined for both staff and peer educators
- Be sensitive to young people's needs
- Have adequately trained and supervised peer educators

There are wide variations in YPE organizational structures. For instance, the Zambian programs were one component of larger organizational structures. The Dominican programs were based at NGOs using YPE as the core of several RH/HIV/AIDS community initiatives throughout the country. Regardless of the type of structure, YPE programs need the following organizational elements:

- Accountability and administrative support at the highest levels
- An organizational culture supportive of YPE
- Sufficient funding for adequate peer educator training and supervision
- Organizational placement within the community and among the target audience
- Administrators who are flexible and open to youth input

Responsiveness to the youth audience and the community is essential to YPE because peer educators are often recruited from this audience and carry out activities within it. Responsiveness needs to be built into YPE technical frameworks and not be viewed as an “add-on” or as supplementary to it. YPE technical frameworks should include the following:

- Program priorities that are defined by the youth audience and the community
- Recruitment of youth who are competent and culturally representative
- Integration of gender equality and equity into training and activities
- Involvement of peer educators at all levels and stages of decision-making
- Strategies and plans to develop balanced youth-adult partnerships

3. Youth Involvement

The major conclusion from the study is that youth involvement is critical for peer educator retention, motivation, and productivity. This is not a matter of peer educators taking control but describes the degree of empowerment given by program adults. This process should increase young people’s decision-making skills, self-esteem, motivation, and proficiency in fulfilling their responsibilities. This requires proper training and supervision of peer educators so they are able to conduct decision-making and implement activities that are expected of them. Additionally, young people need to be viewed as having valid experience, regardless of their age. This may require training adults in how to work with young people in order to achieve youth participation.

To volunteer and remain in a program, peer educators need inducements and incentives. Below is a list of key motivators (+) and “de-motivators” (-), based on data reported by the peer educators and categorized into community and family, program, and personal levels.

Community and family level

- + Opportunity to help other young people and to contribute to their community
- + Opportunity to gain respect and to be a leader within the community and among peers
- + Parental support and encouragement
- + Support and new friendships with youth and adults in the field
- Dissatisfied or poorly informed parents who withdraw peer educator from program

Program level

- + Support and encouragement from staff
- + Sense of being respected and valued by staff
- + Sense of fairness and equal treatment from staff
- + Sense of program ownership through involvement in decision-making
- + Support and friendship within the peer educator group
- + Gender equity and equality in the program
- + Small cash incentives or tokens of appreciation (T-shirts, certificates, badges, lunches)
- Poor program management, creating confusion and uncertainty
- Staff not respectful of young people
- Staff not taking young people seriously
- Sense of being a program token or decoration or of being manipulated by adults
- Staff taking credit for peer educator activities
- Favoritism practiced by staff that creates disharmony among the peer educators
- Non-representation in program decision-making, planning, and implementation
- Lack of proper training, supervision, and emotional support
- Distrust and lack of transparency in the program
- Conflict or disharmony among peer educator group
- Unfair cash or in-kind incentives

Personal level

- + Self-development and gaining new skills
- + Feeling of achievement from their work
- + Interest in program issues and subjects (RH, sexuality, HIV/AIDS)
- Burn-out due to difficult cases and situations

4. Youth Dynamics and Youth-Adult Partnerships

The least understood component of YPE , and perhaps the most sensitive, is youth dynamics. A considerable portion of the checklist items concern cooperation between youth peer educators and program staff, parents, and stakeholders. Teamwork among the peer educators and across sexes is also vital. As an important interface between the world of adults and youth, YPE programs have the responsibility for guiding and facilitating cooperation.

Providing support and supervision to young people in YPE programs is very time-intensive. A program coordinator not only oversees the peer educators but also has contacts with decision-makers, administrators, educational and medical professionals, parents, and young people in the field. He or she needs to be experienced with young people, understand their spirit, and be well-supported by the organization. All staff working in YPE need appropriate training. This includes knowledge of adolescent health and development, gender roles, program development, and youth culture. They need skills in conflict resolution, leadership, consensus building, and in developing balanced youth-adult partnerships.

The study found that balanced youth-adult partnerships are based on the following building blocks:

- Direct youth involvement
- Open communication
- Trustworthiness
- Mutual respect
- Adult support
- Mutual sharing or reciprocity

Youth-adult partnerships are operational and critical at all program levels and include peer educators, trainers, coordinators, management, and intermediaries. Youth-adult partnerships are formed through a balancing process that requires shaping and facilitation by adults, who naturally tend to have the upper hand in the relationship. Adults also need to take a leading role in the partnership, since the adults in the program are likely to remain long after the peer educators have moved on.

Youth involvement, gender equity and equality, and cooperation within the peer educator team were found to be critical to motivation and retention. Below are summaries of the conclusions and specific recommendations.

Youth involvement

- Peer educators need a clear understanding of how and why they conduct activities.
- Youth should be involved at all stages, including the design and development of materials and implementations.
- Input from youth needs to be taken seriously.
- Budgets should be transparent, and youth should be taught how to prioritize.
- Decision-making on the part of management should be transparent if youth are not directly involved.
- Manipulation, decoration, and tokenism lead to low motivation and drop-outs.
- Programs must have an atmosphere of trust, respect, and sympathy.

Gender equity and equality

- Gender equity and equality should be included as a basic component of training and supervision.
- Gender equity and equality need to be promoted within the program by staff.
- Gender sensitivity needs to be taught for proper application in field settings (e.g., through role-plays).
- Issues of gender violence, abuse, and their causes need to be included in training and supervision.
- Open and respectful discussions among the peer educators about gender and gender roles and their association with sexual and reproductive health should be facilitated.
- Programs should aim for increased awareness among the peer educators about gender and gender roles.

Cooperation within the peer educator team

- Teamwork skills should be taught and promoted.
- Gender equity and equality should be promoted, including equal sharing of burdens and activities, allowing participation by both sexes.
- Conflict resolution skills must be taught.
- Peer education requires an appreciation of diversity and a working environment that fosters trust, cooperation, and reciprocity.
- Peer educators should have a shared vision and commitment to the program and its goals.
- Group and recreational activities should be included to facilitate peer educator bonding.
- Favoritism by adults must be avoided, because it breeds resentment, conflict, rebellion, and confusion.

5. Youth Peer Education as a Leadership and Citizenship Tool

The first concern of donors and policy-makers was for YPE programs to be carried out productively and effectively. They believed that the greatest barriers to success were a lack of standards or guidelines for YPE and inadequate funding. This and other studies attempt to address these concerns, but governments also have a responsibility to address them in their youth policy-making.

A second concern for donors and policy-makers was that YPE is an untapped and often wasted resource. Hundreds of young people are recruited and trained every year as health promoters and youth advocates and leaders. Without follow-up or a national strategy, these trained and experienced young people become a wasted resource once they leave the program. The financial and human investment made in their training and supervision is considerable and usually covered by international donors. These young people have not only acquired knowledge and leadership skills but have also learned to apply them as active citizens engaged in civil society.

- Trained and experienced youth peer educators are a valuable community resource that is under-utilized once they leave a program. Follow-up strategies are needed.
- YPE needs to be systemic and integrated into policy-making and planning at the local, regional, and national levels.
- Youth organizations, councils, and networks are needed at local, regional, and national levels to give young people a platform and a voice, allowing them to contribute to the development of their societies.

6. Variations among Programs in Productivity and Sustainability

This Phase 1 study examined YPE productivity and sustainability. Productivity is a way to measure the effectiveness of resource utilization, as achieved through the management of a program or “system.” Productivity is measured as the ratio of service outcomes and costs to produce these services (e.g., resources consumed). As this study confirms, community-based YPE is a complex “system” functioning on several levels and with numerous contributing factors.

An examination of the cost analysis, together with the activity log data, revealed a trend: the two peer education programs located in capital cities worked more hours and contacted more participants at lower costs than the two programs located in semi-urban locales. These results appear to be a function of at least two factors. First, in the Dominican Republic, ADOPLAFAM costs per neighborhood were higher than ProFamilia costs. The main reason is economies of scale in the costs of administrative personnel and training, allowing ProFamilia programs to distribute these costs over more sites. The second factor is that urban locations provide programs access to larger audiences at lower costs (time and transportation) compared to less urban locales. It simply takes less time to travel to make a contact in urban areas.

Data from peer educator exit interviews, coupled with the findings from peer educator FGDs on the topic of cooperation, revealed that YPE programs that nurture more equal youth-adult partnerships and involve youth in decision-making are able to retain their volunteer peer educators for a longer time, and thus may improve the productivity and sustainability of the program. In addition,

as shown in the Zambian programs, sustained funding of programs by donors is essential to providing the proper training, supervision, and incentives in resource-constrained settings. Even with strong community support and dedicated youth peer educators, programs that are threatened with lack of funding are only able to limp along, and the risk of burn-out in these programs is high.

Finally, the data reveal that there are considerable variations between YPE programs in the terms of number of activities carried out, type of participants, nature of the contacts, locality, topics covered, and costs.

The actual effects on the young people who receive information from peer educators remain unknown. In Phase 2, the researchers will examine exposure to YPE programs in target audiences. The Phase 2 study will apply the instruments developed and lessons learned in Phase 1 to monitor programs' dynamics, costs, and outputs. These findings will then be examined in relation to the impact of the programs on risk behaviors. The results of Phase 2 will also shed light on the important question of whether funds spent on YPE programs, including the cost of training peer educators, are worth the output.

ENDNOTES

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APPENDIX. YOUTH PEER EDUCATION ASSESSMENT CHECKLISTS

Checklist 1. Technical Frameworks

Checklist 2. Stakeholder Cooperation

Checklist 3. Parental Involvement

Checklist 4. Youth-Adult Partnerships

Checklist 5. Youth Involvement

Checklist 6. Peer Education Cooperation

Checklist 7. Gender Equity and Equality

Checklist 8. Community Involvement

Checklist 1. Technical Frameworks

A. INTERVENTION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. The program has a clearly defined audience.		1 2 3 4 5	
2. The program has clearly defined goals and objectives.		1 2 3 4 5	
3. The program is based on sound behavioral and social science theory or evidence-based experience.		1 2 3 4 5	
4. The program is focused on reducing specific risk behaviors.		1 2 3 4 5	
5. The program provides ample opportunities for peer educators to practice relevant skills.		1 2 3 4 5	
B. IMPLEMENTATION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. There is a realistic schedule for the implementation.		1 2 3 4 5	
2. Staff are adequately trained to be sensitive to the needs of young people during the training and supervision of peer educators.		1 2 3 4 5	
3. Peer educators are adequately trained to deliver the core elements of the intervention.		1 2 3 4 5	
4. Core elements of the intervention are clearly defined for staff and peer educators and are maintained throughout delivery		1 2 3 4 5	
5. The program is embedded within a broader context that is relevant to the targeted youth and to the community.		1 2 3 4 5	
C. ORGANIZATION ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. There is administrative support for the intervention at the highest levels.		1 2 3 4 5	
2. There are sufficient resources for the current implementation, including peer educator training and supervision.		1 2 3 4 5	
3. There are sufficient resources for sustainability (does not mean self-sufficient).		1 2 3 4 5	
4. Adult decision-makers are flexible and open to youth input.		1 2 3 4 5	
5. The program organization is embedded within a broader context that is relevant to the target population and to the community.		1 2 3 4 5	
D. AUDIENCE/ PARTICIPANT ITEMS	NOTES FROM THE PROGRAM	RATING	N/A
1. The program meets specific priorities and needs defined by the community.		1 2 3 4 5	
2. The peer educators are competent and are culturally representative of the target population.		1 2 3 4 5	
3. The intervention is developmentally appropriate for the target population.		1 2 3 4 5	
4. The program is gender-specific and sensitive to the target population.		1 2 3 4 5	
5. The intervention, as implemented, is acceptable to the peer educators in regard to the quality of youth-adult partnerships.		1 2 3 4 5	
6. The intervention, as implemented, is acceptable to the peer educators in regard to the degree of youth involvement.		1 2 3 4 5	

Checklist 2. Stakeholder Cooperation

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Stakeholder feels adequately informed of the program's goals, philosophy, and activities.		1 2 3 4 5	
2. Stakeholder supports the program directly or indirectly.		1 2 3 4 5	
3. Stakeholder feels its voice is heard and that it has influence on the program.		1 2 3 4 5	
4. The program collaborates with the stakeholder in the planning and implementation of activities.		1 2 3 4 5	
5. Stakeholder and the program cooperate to avoid duplication of activities.		1 2 3 4 5	
6. Stakeholder provides financial or in-kind support to the program.		1 2 3 4 5	
7. Stakeholder and program share a common vision to promote the health of young people.		1 2 3 4 5	
8. Stakeholder is satisfied with the quality of communication with the program.		1 2 3 4 5	
9. There is a high level of trust between the stakeholder and the program.		1 2 3 4 5	
10. Stakeholder and the program exchange information and skills.		1 2 3 4 5	
11. Stakeholder has confidence in the program's level of competence.		1 2 3 4 5	
12. Stakeholder experiences benefits from collaborating with the program.		1 2 3 4 5	

Checklist 3. Parental Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Parents are satisfied with their understanding of the program's goals and philosophy.		1 2 3 4 5	
2. Parents support the program's goals and activities.		1 2 3 4 5	
3. Parents support their children's involvement and perceive benefits for them.		1 2 3 4 5	
4. Parents perceive benefits for the community in involving their child.		1 2 3 4 5	
5. Parents perceive they are involved in the program and have an influence.		1 2 3 4 5	
6. The program has ongoing contact and outreach to parents.		1 2 3 4 5	
7. The program has meetings and activities for parents.		1 2 3 4 5	

Checklist 4. Youth-Adult Partnerships

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. There is trust and mutual respect between the PEs and program coordinators .		1 2 3 4 5	
2. There is trust and mutual respect between the PEs and program management .		1 2 3 4 5	
3. PEs perceive that their input and suggestions are taken seriously by program coordinators .		1 2 3 4 5	
4. PEs perceive that their input and opinions are taken seriously by program management .		1 2 3 4 5	
5. PEs perceive that their input and suggestions are taken seriously by intermediaries .		1 2 3 4 5	
6. PEs perceive that their input and suggestions are taken seriously by stakeholders .		1 2 3 4 5	
7. PEs do not feel manipulated by adult staff nor experience themselves as tokens or decorations.		1 2 3 4 5	
8. PEs are given credit for their activities and achievements.		1 2 3 4 5	
9. Adults and PEs can successfully resolve differing points of view.		1 2 3 4 5	
10. Adult staff recognize that PEs understand their responsibilities and constraints.		1 2 3 4 5	
11. PEs recognize that adult staff understand their responsibilities and constraints.		1 2 3 4 5	
12. Program staff do not show favoritism, which would result in PE conflict and confusion.		1 2 3 4 5	
13. PEs perceive that adult staff understand their thinking and feelings.		1 2 3 4 5	
14. The program facilitates the self-development of PEs, including leadership skills and decision-making capacities.		1 2 3 4 5	
15. The program provides adequate emotional support and skills development for handling difficult cases and field situations.		1 2 3 4 5	
16. There is a sense of fairness and equal treatment in the program.		1 2 3 4 5	
17. Overall, the program has balance in its youth-adult partnerships.		1 2 3 4 5	

Checklist 5. Youth Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. PEs have a clear understanding of the activities they conduct and why.		1 2 3 4 5	
2. PEs are directly involved in the design and development of the activities they implement.		1 2 3 4 5	
3. PEs are/were involved in the design and development of the materials they use.		1 2 3 4 5	
4. PEs have/had the opportunity to revise already existing materials.		1 2 3 4 5	
5. PEs feel that they have a platform to voice their opinions and be heard by coordinator(s).		1 2 3 4 5	
6. PEs feel that they have a platform to voice their opinions and be heard by management.		1 2 3 4 5	
7. Small cash incentives or in-kind tokens of appreciation are provided to PEs.		1 2 3 4 5	
8. PEs have representation on the program board or comparable decision-making body.		1 2 3 4 5	
9. PEs have a sense of ownership of the activities they implement.		1 2 3 4 5	
10. PEs have a sense of ownership of the program.		1 2 3 4 5	
11. Budgetary issues that affect PEs are transparent and properly explained to them.		1 2 3 4 5	
12. PEs feel they can influence the direction of the program.		1 2 3 4 5	
13. PEs are satisfied with their overall level of involvement and influence in the program.		1 2 3 4 5	

Checklist 6. Peer Educator Cooperation

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Teamwork skills are taught and promoted by the program.		1 2 3 4 5	
2. Gender equity and equality are promoted, including sharing of burdens and responsibilities.		1 2 3 4 5	
3. Guidance on conflict resolution is provided.		1 2 3 4 5	
4. PEs have an appreciation of diversity among themselves.		1 2 3 4 5	
5. The program promotes an atmosphere of trust and cooperation.		1 2 3 4 5	
6. PEs have a shared vision and commitment to the program and its goals.		1 2 3 4 5	
7. Program offers PEs recreational and group activities, promoting friendships and team bonding.		1 2 3 4 5	
8. Staff does not practice favoritism so as to avoid creating resentment and confusion.		1 2 3 4 5	

Checklist 7. Gender Equity and Equality

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. There is an acceptable balance of young men and women PEs in the program.		1 2 3 4 5	
2. Gender and gender issues are included adequately within PE training and supervision.		1 2 3 4 5	
3. Gender and gender issues are included adequately in PE supervision.		1 2 3 4 5	
4. The program guides and promotes gender equality and equity within the program, including sharing burdens and responsibilities.		1 2 3 4 5	
5. The program develops an awareness among PEs about gender and gender roles.		1 2 3 4 5	
6. Male and female peer educators feel respected by the opposite sex.		1 2 3 4 5	
7. The program promotes open and respectful discussions among PEs about gender, including sexual and reproductive health.		1 2 3 4 5	
8. The program teaches gender sensitivity to PEs for use during activities with peers and target audiences.		1 2 3 4 5	
9. The program examines and addresses issues of gender violence, abuse, and inequity.		1 2 3 4 5	
10. Mixed gender teams are often used during field activities.		1 2 3 4 5	

Checklist 8. Community Involvement

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
1. Community-based organizations (CBOs) feel adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
2. CBOs support the program, directly or indirectly.		1 2 3 4 5	
3. The program collaborates with CBOs in the planning and implementation of activities.		1 2 3 4 5	
4. CBOs experience benefits from supporting the program.		1 2 3 4 5	
5. CBOs provide financial or in-kind support to the program.		1 2 3 4 5	
6. Community decisions-makers feel adequately informed of the program's goals, philosophy and activities.		1 2 3 4 5	
7. Community decision-makers support the program, directly or indirectly.		1 2 3 4 5	
8. The program collaborates with community decision-makers in the planning and implementation of activities.		1 2 3 4 5	
9. Community decision-makers experience benefits from supporting the program.		1 2 3 4 5	
10. Community decision-making bodies provide financial or in-kind support to the program.		1 2 3 4 5	
11. Faith-based organizations (FBOs) feel adequately informed of the program's goals, philosophy, and activities.		1 2 3 4 5	
12. FBOs support the program, directly or indirectly.		1 2 3 4 5	
13. The program collaborates with FBOs in the planning and implementation of activities.		1 2 3 4 5	

Checklist 8. Community Involvement (continued from page 63)

ITEMS	NOTES FROM THE PROGRAM	RATING LOW TO HIGH	N/A
14. FBOs experience benefits from supporting the program.		1 2 3 4 5	
15. FBOs provide financial or in-kind support to the program.		1 2 3 4 5	
16. The program promotes faithfulness and abstinence, not just condom use.		1 2 3 4 5	
17. The program collaborates with or works in local schools.		1 2 3 4 5	
18. The program collaborates with or works in local RH and STI/HIV/AIDS health services.		1 2 3 4 5	
19. The program carries out community-level activities.		1 2 3 4 5	



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