

Final Report for the Evaluation of Project RMI5R208

Y-PEER: Strengthening and
Expanding Capacity for
Delivery of High Quality Peer
Education Systems in Arab
States, Eastern Europe and
Central Asia

March 2008

Evaluation conducted by
The Sustainable Research and
Development Centre
Jordan

© 2008, Sustainable Research & Development Center, Amman - Jordan

This report has been produced at the request and financed by the UNFPA.
The comments reflect the views expressed in this publication do not necessarily
reflect the views of the of SRD Center.

Sustainable Research & Development Center

36 Queen Rania St
1194 Amman, Jordan
PO Box 2377
Phone: +962 6 51 60 170
Fax: +962 6 51 51 064
www.srd.edu.jo
srd@srd.edu.jo

Final Report for the Evaluation of Project RMI5R208

**Y-PEER: Strengthening and Expanding Capacity for Delivery of
High Quality Peer Education Systems in Arab States,
Eastern Europe and Central Asia**

March 2008

Evaluation conducted by

The Sustainable Research and Development Centre
Amman, Jordan

TABLE OF CONTENTS

TABLE OF CONTENTS	1
ACKNOWLEDGEMENTS	3
EVALUATION TEAM MEMBERS	4
ABBREVIATIONS AND ACRONYMS	5
EXECUTIVE SUMMARY	7
1.0 BACKGROUND AND CONTEXT	9
1.1 Support	10
1.2 Project Strategy	10
1.3 Outputs	11
2.0 METHODOLOGY	13
2.1 Evaluation Objectives	13
2.2 Evaluation Methodology	13
2.2.1 Data Sources	14
2.2.2 Data Analysis	14
2.3 Evaluation Process	15
2.3.1 Phase 1: December 2007	15
2.3.2 Phase 2: January 2008	15
2.3.3 Phase 3: February and March 2008	16
2.4 Management and Support Process	17
3.0 ACHIEVEMENTS OF THE Y-PEER NETWORK	19
3.1 Structure	19
3.1.1 Network	19
3.1.2 Partnerships1	20
3.1.3 Global Advisory Board	21
3.1.4 Country Network Governance	22
3.1.5 Training Model	22
3.1.6 Communication Models	23
3.1.7 Resourcing (Knowledge Management)	25
3.2 Achievements Aligned to Desired Outputs	28
3.2.1 Output One related Activities	28
3.2.1.1 Indicator One	28
3.2.1.2 Indicator Two	29
3.2.1.3 Indicator Three	31
3.2.1.4 Indicator Four	32
3.2.1.5 Indicator Five	32
3.2.1.6 Indicator Six	33
3.2.2 Output Two related Activities	34
3.2.2.1 Indicator One	34
3.2.2.2 Indicator Two	36
3.2.2.3 Indicator Three	37
3.2.2.4 Indicator Four	39
3.2.3 Output Three related Activities	40
3.2.3.1 Indicator One	40
3.2.3.2 Indicator Two	41
3.2.3.4 Indicator Four	44
3.2.3.5 Indicator Five	45
3.2.4 Output Four related Activities	46
3.2.4.1 Indicator One	46

3.2.4.2 Indicator Two	47
3.2.5 Output Five related Activities.....	47
3.2.5.1 Indicator One	47
3.2.5.2 Indicator Two	49
3.2.5.3 Indicator Three	56
3.2.5.4 Indicator Four.....	60
3.2.6 Output Six related Activities	64
3.2.6.1 Indicator One	64
3.2.6.2 Indicator Two	64
4.0 DISCUSSION.....	67
4.1 Impacts of the Project.....	67
4.1.1 Strengths in terms of meeting project's stated goals.....	67
4.1.2 Relevance of achieved outputs to country's needs	68
4.1.3 Quality and added-value of project's end products	69
4.1.4 Alignment with National HIV and SRH plans and strategies	70
4.1.5 Impact on capacity building	72
4.1.6 Impact on HIV and STI rates	73
4.1.7 impact on the establishment of youth networks	73
4.1.8 Impact on quality peer education	74
4.1.9 Impact on baseline data to inform MDG.....	76
4.2 Major factors affecting the Project.....	77
4.2.1 Limitations in terms of meeting project's stated goals.....	77
4.2.2 Effectiveness of executing parties.....	79
4.2.3 Communication channels.....	79
4.2.4 Linkages with other UNFPA relevant projects.....	80
4.2.5 Capacity of UNFPA offices to absorb Y-PEER	81
4.2.6 Linkages with relevant projects from other agencies	82
4.2.7 Additional resource and funding sources	83
4.2.8 Selection processes for training at all levels	83
4.2.9 Appropriateness and timeliness of technical support.....	84
4.2.10 Monitoring and Evaluation activities.....	84
4.3 Sustainability	85
4.3.1 Ownership by young people.....	85
4.3.2 Regional Governance & PETRI.....	87
4.3.3 Capacity in governance, management and strategy	88
4.3.4 Y-PEER network relationships with NGOs.....	89
4.3.5 Target audience of Y-PEER initiatives	91
4.3.6 Value of involvement in Y-PEER.....	93
4.3.7 Succession Planning.....	94
4.3.8 Standardization of Peer Education.....	97
4.3.9 Visibility, marketing and branding.....	97
4.3.10 Monitoring and Evaluation.....	99
4.3.11 Funding and fundraising.....	100
4.3.12 The language dilemma.....	101
5.0 LESSONS LEARNT	103
6.0 RECOMMENDATIONS.....	105
7. CONCLUSION	109
ANNEX: LIST OF DOCUMENTS REVIEWED.....	111

ACKNOWLEDGEMENTS

This evaluation report has been prepared by the Sustainable Research and Development Centre (SRD) based in Jordan.

The report involves the compilation of much existing information that has been gathered from many individual documents and reports reviewed as part of this broader evaluation process. The complete list of documents reviewed is contained in Annex One with authors listed (where known). Of special note is the report by Time Thomas: “The World According to Y-PEER - The Global Sexual and Reproductive Health Network by and for Young People”. Thanks are expressed to authors and contributors to these many documents and, where possible, acknowledgement of original authors and contributors is contained within the body of this evaluation report when direct text has been utilized.

The person primarily responsible for the compilation and analysis of information contained in this evaluation report has been Mr Stephen Lambert, a member of the evaluation team of the Y-PEER Network:

Mr Stephen Lambert
Coordinator, HIV & HCV Education Projects
School of Medicine, The University of Queensland
Queensland, Australia 4051
P +61 7 3365 5045
M +61 419 782 294
E s.lambert@uq.edu.au
W www.som.uq.edu.au/hivandhcvprojects

Stephen has been assisted by Dr Joseph Debattista from Brisbane, Australia. Thanks are expressed to the team involved in evaluation of the Y-PEER network:

Joseph Debattista	Julius Kanyamunya
Stephen Lambert	Bibhu Prasad Mohanty
Oluyombo Onafowokan	Chris Statham

Thanks are expressed to the many many Y-PEER contacts made during this review process, from those attending education, to peer educators, focal points, fellows, coordinators and international trainers. Time devoted to attend meetings, provide feedback, stage education and theatre activities, compile reports and act as hosts has been greatly appreciated.

Thanks are also expressed to the many UN agency staff who assisted with the organisation, logistics and implementation of this evaluation process, including participation in interviews and meetings. Specifically, Dr Aleksandar Sasha Bodiroza and UNFPA country representatives and contacts for Y-PEER networks are especially thanked.

Finally, thanks are expressed to the many individuals from collaborating and partner organizations who took the time to provide information for this review. The time and dedication to the tasks undertaken are very much appreciated.

EVALUATION TEAM MEMBERS

Mr. Qasem Alnewashi (*Lead Investigator*)

Sustainable Research & Development Center
36 Queen Rania St, 1194 Amman, Jordan
PO Box 2377 Phone: +962 6 51 60 170 Fax: +962 6 51 51 064
Email: qasem@srd.edu.jo

Mr. Stephen Lambert

HIV & HCV Education Projects, School of Medicine, the University of
Queensland
288 Herston Rd, HERSTON Qld 4006, Australia
Tel: +61 419 782 294
Email: s.lambert@uq.edu.au

Mr. Julius KANYAMUNYU

13.9 – 923 ROBIE STREET, HALIFAX, NOVA SCOTIA, B3H 3C3, CANADA
Tel: (902) 491-8668 Ext.4482 Mob: (902) 488-8213
Email: jkanyamunyu@gmail.com

Mr. Chris STATHAM

10 Wyatts Drive, Thorpe Bay, Essex, SS1 3DH, UK
Tel: 0044(0)1702618436 Mob: 0044(0)7517427144
Fax: 0044(0)1702463113
Email: cstatham77@gmail.com

Mr. Joseph Debattista

3 Castlehaven Close, CHERMSIDE WEST, Brisbane QLD 4032, AUSTRALIA
Tel: +61 7 33501395 Mob: +61 0404136457
Email: Joedebat@powerup.com.au

Mr. Onafowokan Oluyombo

Redeemer's University, Km. 46, Lagos-Ibadan Expressway, Redemption
Camp Post Office, Ogun State, Nigeria
Tel: (+234)8051057295 Mob: (+234)8034925479 Fax: (+234)17731593
Email: ooluyombo@yahoo.com

Mr. Bibhu Prasad MOHANTY

Lingaraj Nagar, Jeypore, Koraput 764004, India
Tel: (+916)854231912 Mob: (+919) 437031912 Fax: (+916)854231912
Email: bibhu65@yahoo.com

ABBREVIATIONS AND ACRONYMS

ASRH	Adolescent Sexual & Reproductive Health
AVR	Antiretroviral Therapies
BiH	Bosnia and Herzegovina
CST	Country Technical Services Team (CST Bratislava)
DASECA	Division of Arab States, Eastern Europe and Central Asia
FHI	Family Health International
GAB	Global Advisory Board
GF	Global Fund
HAB	HIV/AIDS Branch
HIV	Human Immunodeficiency Virus
IDU	Intravenous Drug User
IPPF	International Planned Parenthood Federation
MDG	Millennium Development Goals
MNRO	Society for Help to Mentally Disabled People
MoH	Ministry of Health
MSM	Men who have Sex with Men
NGO	Non Government Organization
NYC	New York City
PE	Peer Educator or Peer Education
PEC	Peer Education Center
PES	PE Standards Endorsement
PETRI	Peer Education Training and Research Institute
PLWHA	People Living With HIV/AIDS
SANL	SOA AIDS Netherlands
SRD	Sustainable Research & Development
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
SW	Sex Worker
TOG	Turkish Community Volunteers Foundation
ToT	Trainer of Trainers
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific & Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNODC	United Nations Office on Drugs & Crime
WHO	World Health Organization
WISI	Workers In The Sex Industry
Y4H	Youth 4 Health

EXECUTIVE SUMMARY

This evaluation report provides the evidence that the Project (RMI5R208): “Y-PEER: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in Arab States, Eastern Europe and Central Asia” has achieved its desired goals and represents a very successful and worthwhile intervention.

Y-PEER, the Youth Peer Education Network, is a groundbreaking and comprehensive youth-to-youth initiative pioneered by UNFPA, the United Nations Population Fund. Y-PEER is a network of more than 500 non-profit organizations and governmental institutions; its membership includes over 7000 young people from 38 countries who work in the many areas surrounding adolescent sexual and reproductive health. The global network, which is constantly expanding, consists of country networks from Central and Eastern Europe, Central Asia, the Middle East, North and East Africa, and most recently Brazil. Members of Y-PEER include young people who are active peer educators, trainers of trainers and youth advocates for adolescent sexual and reproductive health. These young people contribute to and benefit from the resource materials, tools, training programs and campaigns provided by the Y-PEER networks.

The United Nations Population Fund (UNFPA) engaged the services of the Sustainable Research & Development (SRD) to perform an evaluation of Y-PEER. The evaluation process required a number of teams (comprising two international consultants per team) to visit 8 countries participating in the Y-PEER Programme. Visits to each country were brief (three – five days) during which time, consultants gained an understanding of the implementation of the programme nationally, its achievements and challenges. Key personnel representing the UNFPA, Y-PEER programme management and key informants (collaborative organizations, stake holders, peer educators) were interviewed during the course of the evaluation mission

The evaluation of the Y-PEER Network took place from December 2007 to February 2008. This report is based on the findings of the 8 in-country evaluation missions and the document reviews associated with these missions.

Section two of the report outlines the methodology undertaken for this evaluation, including the processes for data collection and the analysis of this data.

The achievements of the network are outlined in section two and are divided into two prime areas. The first details the structure of the evolving network and highlights the achievements in the development of this structure. This includes the development of partnerships; the development of the Global Advisory Board; the training models utilized and the communication models developed and utilized. There is also a detailed section on the extensive resourcing of the activity of the network.

The second component of the achievements aligns the considerable achievements of the network with the outputs and indicators of the project. It is noted that all the indicators attached to the six outputs have been achieved, most beyond the

parameters of the indicators themselves. This section provides that evidence that the Y-PEER network has achieved much beyond its original scope – including its reach across the region; its level of training; its resourcing; and its collaborative efforts with popular TV and music stars and organizations.

The discussion (section four) is divided into three areas: the impacts of the project; the major factors affecting the project; and the topics affecting sustainability. It is from this discussion that the 29 recommendations (section six) are drawn.

The impacts of this project have been great. The project has had an impact on the establishment of youth networks across the region; on capacity building of country youth services and of sexual and reproductive health services as well as a very strong impact on the quality of peer education that is available in the region. In addition, it is noted that the project has also provided information on baseline data to inform the Millennium Development Goals. Finally, as well as the intended impacts, this project has provided much in 'added value' from empowering the voice of young people; to developing a pool of highly qualified and skilled individuals; to indirectly providing HIV and STI education to parents, colleagues and administrators.

Given the great impacts that the project has had, there have also been many factors that have affected the achievement of these impacts in the countries in which the Y-PEER network exists. These have included the relationship that the UNFPA and other UN offices have had with the Y-PEER network; the strength and sustainability of in-country communication channels; the availability of resources and funding; the capacity of UNFPA offices to absorb the workload that the Y-PEER network has brought; and the appropriateness and timeliness of technical support offered to the developing Y-PEER networks. All of these have affected the development of country networks in different ways in different countries.

Finally, this report raises many topics that positively (and negatively) may affect the sustainability of the Y-PEER network. Chief among these is the ownership by young people of the network and the governance, coordination and management structures. Succession planning; relationships with NGOs; visibility and branding; funding and fundraising and monitoring and evaluation all have played their part in assisting with the sustainability of the network.

This report illustrates that the Y-PEER network is a successful, comprehensive, groundbreaking initiative that has received worldwide recognition and that has delivered far more than originally hoped in a cost effective and efficient manner. Further funds allocated to the expansion of the Y-PEER network are well spent.

1.0 BACKGROUND AND CONTEXT

The United Nations Population Fund (UNFPA) engaged the services of Sustainable Research & Development (SRD) to perform the evaluation of Y-PEER (Youth Peer Education Network). This included the evaluation of projects RMI5R208 (Y-PEER: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in Arab States, Eastern Europe and Central Asia) and RMI5R305 (Implementing Regional Strategic Action Framework for HIV/AIDS Prevention in the Arab States) as outlined in UNFPA's ICB UNFPA/CPH/07/68.

UNFPA has been increasingly recognized as UN lead agency in the area of programming with young people and particularly young people at risk. Within the framework of programming for young people and HIV/AIDS, UNFPA has supported number of behavior change communication initiatives, including peer education initiatives in general and Y-PEER in particular.

Y-PEER is a groundbreaking, comprehensive youth-to-youth education approach. It is a network of over 500 organizations and institutions, consisting of thousands of young people, working in the broad areas of adolescent sexual and reproductive health. The network, which is constantly expanding, consists of youth from Central and Eastern Europe, Central Asia, the Middle East and North Africa, and East Africa.

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

- National Youth Development Strategies
- Dissemination of information and knowledge on adolescent sexual and reproductive health
- Sharing lessons learned across borders and between cultures
- Standards of practice and improved training resources for peer educators
- Strengthening the knowledge base of peer educators and trainers of trainers.

Members of Y-PEER are young people, active peer educators and trainers of trainers and also youth advocates for adolescent's sexual and reproductive health. These young people contribute to and benefit from the resource materials and tools, training programmes and campaigns through the Y-PEER Network's Web Site, electronic communication and in-person meetings.

Nearly all peer educators use the electronic Network on a regular basis. As of the end of 2007, Y-PEER linked nearly 7,000 members from 38 countries. The Network continues to evolve and grow as more young people join. Current web site and listservs provide peer educators with the access to the state-of-the-art information and techniques on peer education, prevention of STIs and HIV/AIDS and other sexual and reproductive health related topics.

1.1 Support

Y-PEER initiative has been mainly supported by two projects: RMI5R208, RMI5305 with limited technical backstopping supported through RER5R208.

This project is managed and monitored by UNFPA's Division for Arab States, Europe and Central Asia in close collaboration with the UNFPA Country Offices in the region, the CST Bratislava, and the UNFPA HIV/AIDS Branch (HAB). The project also involved in its implementation a number of national authorities, local academic institutions, NGOs from all Arab States and Eastern Europe & Central Asia countries, other UNAIDS co-sponsors, including UNICEF, WHO, UNESCO, UNODC and the AIDS affected communities, service organizations of drug injectors, SW, MSM, PLWHA; International NGOs – FHI-YouthNET, SANL, GNP+, IPPF, Young Positives, MTV Networks International, Dance for Life, the World AIDS Campaign and YouthACT, as well as and young people, in implementation, monitoring and evaluation.

1.2 Project Strategy

All components in the project were designed to reinforce and strengthen one another, thus yielding ultimately more sustainable effects. They are designed to support the development and implementation of a cohesive approach to HIV/AIDS prevention and to create the supportive environment necessary to scale up interventions. There is significant crossover in activities that will effectively address all levels of capacity building.

RMI5R208 is to a large extent designed to reinforce and strengthen achieved results of previous interventions and mainstream intervention through focus on capacity building on one level and programming for young people at risk on other. All critical components of this project and other regional projects ensure paradigm shift and expansion beyond ad hoc activities to a coordinated social movement. It expands on the concept of analysis by explicitly including both situation assessment, and technical assistance analysis.

The project also illustrates that the concepts of "participation" and "capability strengthening" are integral components of this paradigm shift. A revised "behavioral development and behavior change in the Social Environment Context" model has been used as logical model for proposed interventions, focusing at both the social and environmental context consisting of macro elements that impede or accelerate behavior and social changes (policies, legislation, services, education system, politics and the organizational environment), as well as individual behavior.

The model recognizes that interventions targeting individuals have shown limited success. Individual behavior (and interventions targeting individual behavior) is strongly influenced by broader factors, including information, motivation, ability to act (life skills), resources and access to programs and services, and of course social norms, social / economic influences and public policy.

Important input in project design and development were findings of the youth participatory assessment of Y-PEER network. The project draws on lessons learned and evaluation findings of the previous and existing regional projects in order to fast-track project impact and further link existing HIV prevention activities

and other strategic entry points with specific attention to services. All project components should reinforce planned activities on a country level.

1.3 Outputs

There are six key outputs of Y-PEER and these are the key indicators through which this evaluation has been organised:

1. To have strengthened quality and relevance of sexual and reproductive health education and HIV/AIDS prevention efforts through delivery of standardized and high quality peer education;
2. To have expanded and accelerated Y-PEER as a networking mechanism and strategic approach in HIV/AIDS prevention for young people
3. To have facilitated process of institutionalization of peer education through Y-PEER approach on a sub-regional and country level
4. To have strengthened regional capacity for delivery of successfully demonstrated programme strategies on HIV/AIDS prevention geared at young people at risk, including young sex workers, drug injectors, MSM and PLWHA;
5. To have facilitated integration and application of strategic communications for behavior change into HIV/AIDS prevention programmes for young people;
6. To have promoted participation of young people and representatives of populations at risk in planning, design, and implementation of HIV/AIDS prevention activities.

2.0 METHODOLOGY

The following paragraphs have been taken from the Terms of Reference for the Y-PEER Evaluation (UNFPA/CPH/07/68) and the contract between UNFPA and SRD for this evaluation.

2.1 Evaluation Objectives

The overall objective of the evaluation is to assess the strengths and limitations of the project in terms of:

- meeting its stated goals,
- the relevance of achieved outputs to country's needs and to project objectives,
- the effectiveness of executing parties,
- and the quality and value-added of the project's end products (training, manual, video, etc.).

This evaluation is also expected 1) to highlight linkages between this project and other relevant projects implemented by UNFPA and other partners in the area of HIV/AIDS prevention, and 2) to examine the project outputs and assess their alignment with relevant national plans and strategies, including the National Strategies Plan in Response to HIV/AIDS. In this context, this evaluation will aim to contribute to a better understanding of the effectiveness of UNFPA regional framework in this area. Moreover, it will provide practical recommendations geared towards long-term sustainability of the project outcomes. Finally, the final evaluation report should provide comprehensive recommendations on future directions of the Y-PEER initiative.

2.2 Evaluation Methodology

The evaluation took a mixed methods approach, triangulating between different information sources. Triangulation involved comparing findings between different data sources. For example, a project / programme progress report or evaluation may have a particular finding, which was validated by interviews.

The methodologies included key informant interviews in each country visited, telephone interviews from the US with other key contacts, and review of project documents, including service statistics and other program records where available. In addition, in two countries (Serbia and Russia), a longer period of time was spent to gain more in-depth knowledge of Y-PEER's achievements and issues. In these two countries the evaluation team visited more organizations linked to Y-PEER, including organizations located beyond the capital city.

Finally, to fill any gaps remaining, following the country visits and key informant interviews (and pending available time and budget support from UNFPA) a survey of key contacts may be conducted using "Zoomerang" or a similar online survey resource. Such a survey could if desired include respondents beyond those in the eight countries visited.

In order to get better understanding on programming process, achievements, challenges, the evaluation team visited the following countries as part of this evaluation.

1. Bosnia and Herzegovina
2. Bulgaria
3. Macedonia
4. Serbia
5. Turkey
6. Russia
7. Egypt
8. Tunisia

2.2.1 Data Sources

2.2.1.1 Interviews

Individual interviews with all relevant staff, young people and key stakeholders
This included focus group discussions to explore the evaluation questions, test hypotheses, and harvest lessons from the field.

2.2.1.2 Project and Document Reviews

Review of project documents, annual project reports, minutes of project review meetings, country reports, reports from Y-PEER focal points

2.2.1.3 Country Visits

The evaluation team visited 8 countries selected (see section 2.3.2) to ensure representativeness by thematic focus, geographic distribution, network strength and level of activities. The goal of the site visits is to collect qualitative information that would deepen understanding of how the Y-PEER has been implemented, its effectiveness to date and ways it can be strengthened going forward. In addition, country visits will serve as a means of triangulating data gathered from online surveys, document reviews and case studies. More specifically countries were selected based on:

1. countries where variety of activities had been taking place, as well as countries where the Y-PEER network failed to fertilise;
2. mixed of concentrated and low prevalence countries
3. countries from all sub-regions

2.2.1.4 Email Survey

This will be structured around the evaluation questions. Zoomerang can be used for this purpose.

2.2.2 Data Analysis

Given the nature of the project, the main focus will be on qualitative analysis of processes and how these have led to results. Interview data has been collated and included in specific country reports, coded and entered into Microsoft Word, after which an analysis of main themes has been conducted. Surveys will be analyzed using zoomerang. Numbers of respondent providing a particular response will be quantified.

2.3 Evaluation Process

2.3.1 Phase 1: December 2007

Briefing and Information gathering in New York [2nd December - 10th December 2007] to be held in UNFPA Office in New York.

Two evaluators to attend debriefing and desk review at UNFPA HQ in New York (220 East 42nd Street, New York, NY 10017, United States of America) from 2 – 10 December 2007.

2.3.2 Phase 2: January 2008

Field Visits (Country Missions) between 16 January 2008 – 1 February 2008. See table on the following page.

Mission	Country	Date		Evaluators
		Start	End	
1	Tunis	16-Jan-08	18-Jan-08	Chris Statham United Kingdom Stephen Lambert Australia
2	Macedonia	16-Jan-08	18-Jan-08	Bibhu Prasad Mohanty India Julius Kanyamunya Canada
3	Russia	21-Jan-08	25-Jan-08	Chris Statham United Kingdom Julius Kanyamunya Canada
4	Serbia	21-Jan-08	25-Jan-08	Stephen Lambert Australia Bibhu Prasad Mohanty India Oluyombo Onafowokan Nigeria
5	Egypt	27-Jan-08	29-Jan-08	Bibhu Prasad Mohanty India Oluyombo Onafowokan Nigeria Fathieh Abu Mughli, Jordan
6	Bulgaria	28-Jan-08	30-Jan-08	Chris Statham United Kingdom Joseph Debattista Australia
7	Bosnia & Herz.	28-Jan-08	30-Jan-08	Julius Kanyamunya Canada Stephen Lambert Australia
8	Turkey	31-Jan-08	02-Feb-08	Joseph Debattista Australia Oluyombo Onafowokan Nigeria

2.3.3 Phase 3: February and March 2008

Debriefing and submission of report

- a. First draft reports shall be submitted by electronic transmission to UNFPA on the 7th of February 2008.
- b. The starting date for the debriefing with UNFPA in Cairo on the 21st & 22nd February 2008.
- c. Based on the debriefing results, the final report shall be submitted to UNFPA on 5th of March 2008.

2.4 Management and Support Process

An evaluation steering committee was formed to assist the evaluation team in the following:

- refining and focusing evaluation questions;
- providing important context, clarification and background documentation on many important aspects of the Y-PEER initiative;
- helping to make decisions on the structure of country visits;
- translating survey into national languages and helping to ensure high response rates for the surveys;
- providing reality check for key findings and recommendations

3.0 ACHIEVEMENTS OF THE Y-PEER NETWORK

Section 3.0 is divided into a subsection on structure and a subsection on alignment of specific achievements to the outputs first noted in section 1.3 of this report. The section on structure summarises those achievements that contributed to the structural evolution and sustainability of the Y-PEER Network. The rationale for the inclusion of this section is that it is evident that, when discussing achievement, how the Y-PEER Network operates is as important as what activity has been successfully undertaken.

The following section (3.2) aligning achievements to desired outputs then highlights the activity of the network in detail.

Discussion of the impact and implication of the structure and of the activity undertaken is left to section 4.0.

3.1 Structure

The evaluation process highlighted the effective structural elements of the Y-PEER Network. It is through this evolved structure that so much has been able to be achieved.

Comments in section 3.1 originate from the report authored by Tim Thomas: “The World According to Y-PEER: The Global Sexual and Reproductive Health Network by and for Young People. Report of Activities 2006 & 2007” submitted in January 2008.

3.1.1 Network

Y-PEER is primarily a network of NGOs that work with young people in sexual and reproductive health and a network that is designed by young people for young people. The Y-PEER network currently consists of more than 500 organizations its membership includes over 7000 young people from 38 countries. This global network, which is constantly expanding, consists of country networks from Central and Eastern Europe, Central Asia, the Middle East, North and East Africa, and is introduced with some of its knowledge management component most recently in Brazil.

Members of Y-PEER include young people who are active peer educators, trainers of trainers and youth advocates for adolescent sexual and reproductive health. These young people contribute to and benefit from the resource materials, tools, training programs and campaigns provided by the Y-PEER networks.

Y-PEER is not a stand alone organisation.

3.1.2 Partnerships1

Strong collaborative informed partnerships are key to the success of the Y-PEER Network and it has been evident through the evaluation that strong partnerships exist.

Y-PEER is an efficient and effective means of promoting meaningful youth involvement in (and ownership of) issues that impact on young people. To this end, it builds partnerships between young people and adults by advocating for:

- National youth development strategies
- Increased access to information, knowledge, and services on sexual and reproductive health
- Sharing lessons learned across borders and between cultures
- Standards of practice and improved training resources for peer educators
- Strengthening the knowledge base of peer educators and trainers of trainers

The table below indicates a sample of NGOs / CBOs / Institutions numbers involved in the Y-PEER network. Note that not all countries are represented and that the length of time a particular country has developed a Y-PEER network is variable and impacts on the number of NGOs in the partnership and the number of individual members associated with the network. The numbers are collected through Zoomerang survey conducted in December 2007.

Y-PEER Country Network	NGO Members	Individual Members
Albania	16	200
Algeria	5	260
Armenia	12	120
Azerbaijan	18	164
Belarus	24	24
Bosnia & Herzegovina	6	150
Bulgaria	50	1273
Croatia	18	150
Egypt	32	500
Georgia	12	300
Kazakhstan		
Kosovo	12	700
Kyrgyzstan	22	382
Macedonia	28	100
Moldova	3	45
Morocco	12	428
Oman	1	80
Russia	25	300
Serbia	42	400
Somalia	2	64
Sudan		
Syria	6	
Tajikistan	8	260

Y-PEER Country Network	NGO Members	Individual Members
Tanzania		427
Tunisia	7	226
Turkey	20	474
Turkmenistan	1	4
Uzbekistan	4	46
Yemen	0	

1. Section 3.1.2 originates from the Report of the Global Advisory Board Meeting of Dec 2007.

3.1.3 Global Advisory Board

The Y-PEER Global Advisory Board was established in 2004 at the suggestion of the members, to ensure youth participation in the management of the global network. The Board leads Y-PEER's annual strategic planning process in direct consultation with UNFPA staff. The common denominators in that strategic planning include Y-PEER's official documentation and regulations, branding and public image, and institutional partnerships and collaborations. The Board communicates via the internet, video- and teleconferences, and in an annual meeting hosted by UNFPA.

At the December 2007 meeting, the GAB brought together 22 focal points from Eastern Europe, Central Asia and Arab States and 10 international partners for the strategic planning and review of the accomplishments. In light of the new partnership initiative with national celebrities started in Istanbul meeting in April 2007, three celebrities from Russia, Bulgaria and Serbia also attended the meeting. The meeting took place in UNFPA, HQ and Mohonk Mountain House.

The main objectives for the GAB meeting were:

- To introduce Y-PEER focal points to current trends and programmatic approaches in the area of sexual and reproductive health of young people,
- To review the progress and accomplishments of the network since the last GAB meeting in 2006,
- To discuss new partnership opportunities and develop new plans with present partners and celebrities,
- To develop Y-PEER network strategic plan for action for the next year.

The meeting was facilitated by the Y-PEER International Coordinators (Ms. Ekaterina Lukicheva, Mr. Koray Serin and Ms. Olesya Kochkina), external consultant/facilitator (Ms. Rita Schweitz), and was graphically recorded by Ms. Kriss Wittmann.

1. Section 3.1.3 originates from the Report of the Global Advisory Board Meeting of Dec 2007.

At the 2007 Global Advisory Board, 5 concrete activities were identified and they are being rolled out globally. Y-PEER will:

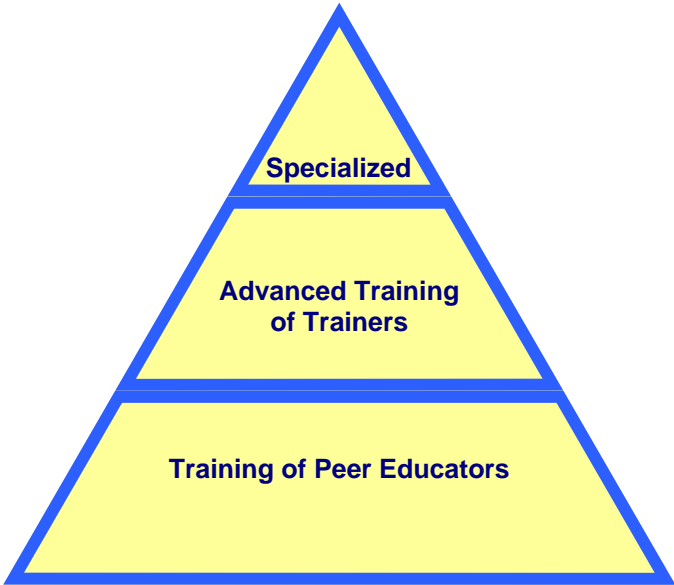
1. seek involvement in the implementation of policies and programs through the cooperation of stakeholders that will be reflected in the adaptation of peer education standards and health education nationally;
2. develop and implement a multi-media communications strategy that can be adapted in all member countries;
3. continue to develop partnerships to leverage its work in the broad areas of adolescent sexual and reproductive health;
4. continue to build the capacity of its network members and organizations;
5. ensure its long-term continuity and sustainability by preparing for possible UNFPA phase-out by developing infrastructures, building partnerships, and raising funds.

3.1.4 Country Network Governance

The evaluation illustrated that while regional governance and coordination is organised through the Global Advisory Board, governance, coordination and management of individual country networks is organised by network leaders (focal points, coordinators, fellows) within each country with the assistance of champions from partner organisations (specifically UNFPA and other UN agencies). Governance and management structures tend to be more developed in countries with older networks and less developed in countries with younger networks. Opportunity exists for different countries to learn from each other about the emerging need to develop governance models.

3.1.5 Training Model

The evidence from this evaluation overwhelmingly supports the supposition that the training offered at all levels of the Y-PEER network is effective and sustainable. Primary evidence is sourced from the many meetings with young people who had



been trained through the Y-PEER network (from peer educators to international trainers). The skill and ability of those young people interviewed through this evaluation process, without exception, illustrates the success of the training. Secondary evidence is available from the reports of training activities (international, national and local) and from review of the training manuals themselves.

Y-PEER uses a pyramid training model which enables young people to pass on knowledge, skills, behaviour, attitude and practical expertise to their peers.

The model provides a system for continuous training, recognizing commitment and excellence of individual members.

The foundation of the Y-PEER training model is training peer educators. Trainings take place locally and often begin by introducing new information and the skills young people need to conduct outreach within their communities. Although it may start with one workshop, this training is the beginning of a training continuum. The ultimate purpose of ongoing training and supervision is to constantly improve the skills of peer educators to provide accurate information and influence their peers in a positive way.

Advanced training of trainers, the next step in the pyramid model, prepares future trainers of peer educators; they are individuals who demonstrate excellence and commitment to peer education. This training provides more in-depth information about peer education training techniques and theory enabling trainers to explore ways to recruit and supervise peer educators, monitor their work, and manage small groups of peer educators as part of a larger program. These trainings delve deeper into relevant topics such as youth participation, retaining peer educators, and the needs of young people at risk. The 'Y-PEER Training of Trainers Manual' provides a curriculum for this level of training.

Specialized training, represented by the top of the pyramid, is designed for more experienced trainers, or 'master trainers.' Master trainers receive additional instruction in the same content areas as covered in the advanced training of trainers level, as well as additional teachings in training techniques. Some of the specializations that are offered at this training level are Theater Based Peer Education Training, Training of Trainers in Peer Education for HIV and Sex Work, and Training on Youth-Adult Partnerships. The master trainers who complete these trainings will then, in turn, support less experienced trainers and peer educators. They are encouraged to hold refresher workshops to pass on new and pertinent information and skills.

A reinforcement training methodology is in-built within this process and is core to the success of the training model adopted by the Y-PEER network. By this, it is meant that training is not a 'one off' activity but rather a continual process of updating , upskilling and sharing of ideas and lessons learned.

3.1.6 Communication Models

Y-PEER relies on four primary communications tools to organize its internal networking and promote its activities and issues:

The Y-PEER **Newsletter** is designed to be used as a promotional piece for external audiences seeking detailed information about Y-PEER's approaches and activities. To date, 8 volumes have been printed and they have been distributed among existing and potential partners. The Newsletter highlights exemplary Y-PEER activities from around the world; each issue is organized around a theme such as "The Internet in our Lives," "Intercultural Differences in Peer Education," "Reaching and Working with Most-at-Risk Youth," and "How to Involve PLWHA in Peer Education Programs."

The Y-PEER News Bulletin is designed to keep the ever-growing membership of the global Y-PEER network updated frequently on country networks' activities, new resources available, and upcoming meetings and conferences. It is intended for internal consumption and is currently distributed electronically to over 600 subscribing network members worldwide.

Videoconferencing has proved to be a relatively inexpensive yet highly inclusive means of gathering Y-PEER members and their mentors around the world to discuss key issues facing the network's development. An excellent example of this happened in February 2007 when Y-PEER leaders from NYC, Turkey, Russia and Bosnia-Herzegovina gathered in a videoconference to discuss and plan the network's website. Also, many in the network credit the videoconferences held successively in the two months leading up to the 2006 XVI International AIDS Conference for the successful program of activities and range of representation that Y-PEER enjoyed at that seminal biennial gathering.

Y-PEER has developed an electronic, or virtual network using **web-based communications**. At the core is an interactive website, accessible at both www.youthpeer.org and www.youthpeer.net, designed and managed by Y-PEER members. The website is a busy hub of interactivity with daily traffic numbering as many as 20,000 page views and around 12,000 visitors per month. The website functions as the primary resource library for Y-PEER globally. All the publications in the Y-PEER Toolkit (see section 3.1.7) can be found there as can meeting agendas and minutes, all the Newsletters and News Bulletins, videos produced and directed by Y-PEER country networks, photo galleries, member bios, and many other valuable tools to keep the network up-to-date and help to maintain its cohesion

The Y-PEER electronic forum on the website has proved to be hugely popular among users. It consists of 19 topic boards ranging from HIV and Sex Work to rules about the network. At last count, over 348 Y-PEER members from around the world are registered and using the forum and that number is likely to increase significantly when a new, expanded Y-PEER website is launched in 2008. The new site will include more space allotted to user-generated content, and there will be a dedicated place for Y-PEER members to share insights and information about trends affecting the popular cultures of their countries. This new site will also attempt to attract young people through new popular features that are known to be popular with the general youth population.

Y-PEER continually builds electronic listservs to enable Y-PEER members to communicate fast and efficiently within their countries, as well as with their peers throughout the global network. Over 800 subscribers to 8 listservs are managed by Y-PEER globally, and over 1200 members are contributing to national listservs in all 38 Y-PEER country networks. The listservs are designed around particular topic areas, such as HIV and sex work; they comprise important constituencies such as the Y-PEER Partners; and they link specific meeting participants together so that important discussions do not have to be curtailed because of crammed agendas – rather, they can be continued electronically long after meetings have ended and participants have returned to their homes throughout the world.

3.1.7 Resourcing (Knowledge Management)

This evaluation found that the resourcing of the Y-PEER networking was comprehensive and allowed the network to achieve its goals successfully.

Y-PEER has developed a series of resources that help the network manage its collective knowledge systemically. As new issues and challenges are identified within the network, new resources are developed and added to what is referred to as the 'Y-PEER Peer Education Toolkit'. The Toolkit consists of resources that help program managers and master trainers of peer educators develop and maintain more effective peer education programs. The ten components of the toolkit are based on research and evidence from the field as well as local examples and experiences. They are designed to be adapted locally as needed.

1. **The Training of Trainers Manual** is a curriculum tool to prepare advanced-level peer education trainers. The manual uses participatory techniques based on a variety of theoretical frameworks to ensure that future trainers are skilled and confident in their abilities to train peer educators, and serve as informed resources for their peers. Some 21,000 copies of the *Training of Trainers Manual* have been distributed worldwide and it has been translated into 22 languages including French, Russian, Bulgarian, Serbian, Bosnian, Estonian, Latvian, Lithuanian, Georgian, Armenian, Romanian, Ukrainian, Portuguese, Swahili, Turkish, and Albanian.
2. **The Y-PEER Standards for Peer Education Programs** helps program managers and policy makers standardize the practices of peer education. It includes a checklist of 52 standards in five categories: planning, recruitment and retention, training and supervision, management and oversight, and monitoring and evaluation. A four-page condensed version of the publication is also available. Over 13,000 copies of *Standards* have been distributed in over 17 countries, and it has been translated into Arabic, French, Russian, Bosnian, Bulgarian, Romanian, Ukrainian, Serbian, Croatian, Albanian and Turkish.
3. **Theater Based Techniques for Youth Peer Education: A Training Manual** is a curriculum designed to use theater in health education. It consists of four peer-education theater training workshops, a series of theater games and exercises that can be used in trainings, and information on developing and building a peer-education theater program. Over 7000 copies of the Manual have been distributed worldwide it has been translated and adopted in 13 countries: Russia, Serbia, Albania, Turkey, Kyrgyzstan, Tajikistan, Russia, Morocco, Jordan, Bulgaria, Kosovo, Syria and Brazil.
4. **Performance Improvement: A Tool for Youth Peer Education Projects and Managers** is designed to help managers improve the quality of their peer education programs. It builds on quality improvement materials from other fields, providing tools for self-assessment, group resolution, and action planning with sample activities. Also included is a section on program management basics with common examples from peer education projects. Nearly 4000 copies of the *Performance Improvement Manual* have been distributed in English, Armenian, Bulgarian, Serbian and Turkish.
5. **Assessing the Quality of Youth Peer Education Programs** is a series of checklists with guidance for program managers to assess their peer education programs. Developed through FHI-YouthNet's peer education research project, these evidence-based checklists can be used to gather information for

determining how a peer education project functions best, and can be compared over time and across programs. Over 3000 copies of this publication have been distributed in English, Russian, Bulgarian, Turkish and Serbian.

6. **Ice-breaker Flash Cards** is a series of pocket-sized cards produced for peer-education trainings that consist of 28 exercises gleaned from past Y-PEER trainings that have proved to be easy for trainers to use and successful in easing participants into the full training session curriculum. The layout of each card is identical with six sections that (1) inform users of the ice-breaker's objective, (2) the approximate time it will take to complete the exercise, (3) any materials that are needed to supplement the exercise, (4) the most suitable audience for the exercise, (5) the process of conducting the ice-breaker, and finally: (6) closure – an opportunity for all participants to reflect and share lessons learned.
7. **The “Transit” Facilitators’ Manual** was developed to accompany the 90-minute MTV-produced film distributed in collaboration with Y-PEER. *Transit* is an original film that exposes issues of relationships, risk behaviors and HIV to young audiences around the world using fictional, yet realistic, interwoven portraits of young people's lives on four continents. The purpose of the Facilitators Manual is to assist teachers, peer educators and others who wish to use *Transit* as the basis for facilitated discussions of HIV education and issues related to sexual decision-making, the negotiation of difficult social situations that young people may not be equipped to handle, and the consequences of high-risk behaviors. A DVD copy of the film is included with the Facilitators Manual. Y-PEER alone has distributed nearly 5000 copies of the Facilitators Manual in English, French and Russian; MTV's *Staying Alive* program is working to expand that distribution exponentially.
8. **The Peer Education Training Manual for STI/HIV/AIDS and Sex Work** is one of two publications developed jointly by Y-PEER and its Netherlands-based partner SOA AIDS Netherlands (SANL) after extensive consultations that culminated in a 5-day workshop which assembled Y-PEER member NGOs involved in HIV and Sex work, UNFPA country office and headquarters staff, experts in sex work outreach. The Manual is designed to train peer educators working in HIV and Sex Work; it consists of an introduction to peer education, and a complete seven day training curriculum for the training of trainers.
9. **The Outreach Guide for STI/HIV/AIDS and Sex Work** was the second publication emanating from the Y-PEER collaboration with SANL. This comprehensive guide consists of 9 chapters and 5 appendices that guide trained peer educators from the beginning of their efforts to raise awareness of HIV and STI infection, and promote healthy sexual behavior among sex workers who operate in a range of venues, from the streets to the brothels. The Outreach Guide helps peer educators conduct comprehensive and accurate mapping of sex work in their communities, recommends the composition of outreach work teams, provides legal frameworks of relevant laws and policies in 16 countries, and identifies the health risks and clinical solutions that sex work outreach has identified to date.
10. **The Youth Participation Guide: 2nd Edition** is the result of an ongoing collaboration with FHI's YouthNet program. The Guide aims to increase the level of meaningful youth participation in reproductive health and HIV/AIDS programming. It consists of four distinct but inter-linked components: 1) a conceptual overview of youth participation; 2) an institutional assessment and planning tool; 3) a youth-adult partnership training curriculum; and 4) background handouts. The second edition incorporates comments and reviews from Y-PEER

partners and network members who have used The Guide in their peer-education training and programming.

Various elements of the *Toolkit* have been translated into 22 languages and they are being used in 63 countries. Of note, at the end of 2007, pending orders for Toolkit components were received from 31 new countries. The following table shows distribution of toolkit components for 2006 & 2007. These materials remain free of charge (through donor support) and this enables young people everywhere, regardless of their resources, access to this material.

Network	ToT Manual	Peer Education Standards	Theater Based Peer Education	Performance Improvement	Assessing the Quality	Transit Facilitator Manual	Youth Participation Guide	Icebreaker Cards
Albania	500	0	500	0	0	0	0	0
Algeria								
Armenia	500	0	0	500	0	0		
Azerbaijan	2000	2000				2000	2000	
Belarus	500	0	0	0	0	0	0	0
BiH	500	1						
Brazil	1		1		1			
Bulgaria	1300	1300	580	500	500		500	
Croatia		1				1		
Egypt	1	1	1	0	0	0	0	0
Estonia	1000							
Georgia	500	0	0	0	0	0	0	0
HQ	2000	3000	2000	2000	2000	2000	500	
Jordan			500					
Kazakhstan	1000	1	0	0	0	0	0	0
Kenya	1000	1						
Kosovo	600	0	50	0	0		0	0
Kyrgyzstan	500	500	500					
Latvia	1000							
Lebanon	1000							
Lithuania	1000							
Macedonia	100	50						
Moldova	50	2200	0	0	0	0	0	0
Morocco		1	500				200	
Oman	1	0	1	0	0	0	0	0
Romania	500							
Russia	1000	50	1000	0	1		0	0
Serbia	1500	500	700	500	500			
Somalia	0	0	0	0	0	0	0	0
Sudan	1	0	0	0	0	0	0	0
Syria	1	1	1	0	0	0	0	0
Tajikistan	1000	1000	1000	0	0		0	0
Tanzania	1							
Tunisia						1		
Turkey	1000	1500	1	1	1		0	500
Turkmenistan	0	0	0	0	0	0	0	0
Uzbekistan	1	1000	0					
Yemen	0	0	0	0	0	0		

3.2 Achievements Aligned to Desired Outputs

Section 3.2 highlights the activity and achievements of the Y-PEER network to the end of 2007. These achievements are aligned to the desired outputs of the network and this illustrates the overall and overwhelming success of the development of the network.

3.2.1 Output One related Activities

Output One: To have strengthened quality and relevance of sexual and reproductive health education and HIV/AIDS prevention efforts through delivery of standardized and high quality peer education.

3.2.1.1 Indicator One

Theatre Based Peer Education Training of Trainers completed and Training report submitted. **Achieved**

3.2.1.1.1 Related Regional (International) Activities

Two Y-PEER ToT in Theater Based Peer Education have been conducted. These were in Marrakech, Morocco on 27-31 March 2006 (with 36 participants) and in Mohonk, USA on 26-30 March 2007 (with 29 participants).

As at the end of 2007 the total number of Trainers of Trainers in Theatre Based Education was 38. This included ToTs from:

Albania	5
Algeria	1
Bosnia & Herzegovina	1
Bulgaria	4
Croatia	2
Egypt	2
Kazakhstan	7
Kosovo	5
Kyrgyzstan	1
Moldova	2
Morocco	1
Russia	1
Serbia	6
Tunisia	1



3.2.1.1.2 Related National Activities

Every country that has a qualified Trainer of trainers in Theatre Based Education has undertaken at least one training activity across 2006 & 2007. This has resulted in 846 peer educators who have been trained in theatre techniques across the 14 listed countries. This number continues to expand.

3.2.1.1.3 Documents Reviewed

- Theater Based Techniques for Youth Peer Education: A Training Manual
- Evaluation Report of the Y-PEER ToT in Theater Based Peer Education conducted in Marrakech, Morocco on 27-31 March 2006.
- Evaluation Report of the Y-PEER ToT in Theater Based Peer Education conducted in Mohonk, USA on 26-30 March 2007.

3.2.1.1.4 Discussion

This indicator has been achieved and it is evident that the Theatre Based Peer Education initiative achieves results. This evidence of success originates from;

- the evaluation reports reviewed;
- from discussions with trainers of trainers, trainers, those who are the recipients of training and from support personnel (eg UNFPA staff);
- attendance at theatre based education by evaluators

It is evident that the success of the theatre based arm of peer education originates from four areas:

1. comprehensive selection processes (for both ToT and for trainers themselves)
2. best practice training methodologies
3. comprehensive evaluation and reporting techniques
4. effective utilization of reinforcement training methodology following the initial training episode.

A case study example was the attendance for the performance of theatre by newly trained peer educators in Loznica, Serbia where 11 individuals aged between 13 & 18 presented three short plays on HIV for an audience of approx 100. During the subsequent Q & A session where educators remained 'in character' to answers questions from the audience it was evident that those newly trained had received comprehensive training in the art of theatre education as well as in HIV, STI and SRH knowledge.

3.2.1.2 Indicator Two

Sub-regional Advanced Y-PEER Certified Training of Trainers completed; and training report completed **Achieved**

3.2.1.2.1 Related Regional (International) Activities

To date, a total of 107 new trainers have been trained and certified at the three advanced training workshops. In May 2006, 36 young people from 30 countries received advanced training in Baku, Azerbaijan. Then in June 2007, 35 new trainers representing 31 countries were certified in a workshop held in Neum, Bosnia & Herzegovina. Lastly, in October 2007 in Cairo, 36 new trainers from 33 countries graduated as advanced Y-PEER trainers.

Additionally, the third edition of Training of Trainers Manual was compiled by an expert review group. This third edition of the manual ready was for printing in December 2007.

3.2.1.2.2 Related National Activities

These advanced trainers have conducted many peer education training activities in their countries of origin. The table below, taken from the report by Tim Thomas, outlines the number of trainers trained in 24 of the 38 countries through 2006 & 2007.

Network	No. of Trainers Trained
Albania	401
Algeria	90
Armenia	120
Azerbaijan	2300
Belarus	13
Bosnia & Herzegovina	64
Bulgaria	401
Croatia	44
Egypt	424
Georgia	300
Kazakhstan	277
Kosovo	87
Kyrgyzstan	106
Macedonia	40
Moldova	41
Morocco	120
Oman	426
Russia	279
Serbia	402
Somalia	43
Tajikistan	40
Turkey	131
Turkmenistan	25
Uzbekistan	40

3.2.1.2.3 Documents Reviewed



- The Y-PEER Training of Trainers Manual
- Report on the Y-PEER Advanced Training Of Trainers And Focal Points Baku, Azerbaijan August 28 – September 5, 2006
- Report on the Y-PEER Advanced Training Of Trainers And Focal Points Neum, Bosnia & Herzegovina, June 2007
- Report on the Y-PEER Advanced Training Of Trainers And Focal Points

Cairo, Egypt, October 30 – November 7, 2007

- Individual reviews of participants in the Neum and Cairo training listed above (59 documents)
- Zoomerang results from all countries in the network outlining their activities for 2006 & 2007

3.2.1.2.4 Discussion

This evaluation provides the evidence that the training offered to those who become trainers of trainers is comprehensive and effective. Regional training has been completed, details reports have been submitted and those trained have conducted their own training in their countries of origin. It is evident that both the system and the content is effective.

3.2.1.3 Indicator Three

The Y-PEER Leadership Dialogue Videoconferencing organized **Achieved**

3.2.1.3.1 Related Regional (International) Activities

Two leadership dialogue videoconferences have been organised. These were:

1. At Great Risk of HIV: Young People in Eastern Europe and Central Asia: Dr. Peter Piot, UNAIDS Executive Director, April 2006. Dr. Piot hosted a discussion about the disproportionate risk of contracting HIV that confronts young people in Eastern Europe and Central Asia.
2. Young Women, HIV and the MDGs: Dr. Thoraya Obaid, Executive Director, UNFPA. (December 2006) Dr. Obaid spoke with Y-PEER members about the complex challenges young women face in their sexual and reproductive health, and the role young people could play in helping the world gain more progress toward achieving the Millennium Development Goals.

3.2.1.3.2 Related National Activities

The country networks that participated in the first leadership dialogue videoconference were: Russia, Serbia, Bulgaria, Bosnia and Herzegovina, and Kyrgyzstan.

The country networks that participated in the first leadership dialogue videoconference were: Syria, Algeria, Russia, Ukraine, Serbia, Bulgaria, Bosnia and Kyrgyzstan.

3.2.1.3.3 Documents Reviewed

- Copies of these videoconferences are available but were not reviewed as part of this evaluation.

3.2.1.3.4 Discussion

Although sometimes difficult to organise, video conferencing remains a key strategy in the ongoing development of the Y-PEER network. The desire to develop further intercountry links and to promote cross country sharing of lessons learned in the development of their own country networks suggests video conferencing in general and leadership dialogue videoconferencing in particular is an appropriate future methodology of the Y-PEER network.

3.2.1.4 Indicator Four

The Y-PEER Thematic Dialogue Videoconferencing organized **Achieved**

3.2.1.4.1 Related Regional (International) Activities

In February 2007, Y-PEER leaders from NYC, Turkey, Russia and Bosnia-Herzegovina gathered in a videoconference to discuss and plan the network's website.

Also, many in the network credit the videoconferences held successively in the two months leading up to the 2006 XVI International AIDS Conference for the successful program of activities and range of representation that Y-PEER enjoyed at that seminal biennial gathering.

3.2.1.4.2 Related National Activities

It is understood that, to date, no country has utilized videoconferencing technology within different sites within its own country as a methodology of communication among those involved with the Y-PEER network. A suggested reason for this is the lack of appropriate sites across those countries involved in the network.

3.2.1.4.3 Documents Reviewed

- As noted above, not documents have been reviewed related to this indicator.

3.2.1.4.4 Discussion

Videoconference has proved to be a relatively inexpensive yet highly inclusive means of gathering Y-PEER members and their mentors around the world to discuss key issues facing the network's development.

3.2.1.5 Indicator Five

The Y-PEER Edutainment Dialogue Videoconferencing organized **Achieved**

3.2.1.5.1 Related Regional (International) Activities

A Total 3 edutainment video conferences were planned for the project and 6 are organized. However, one of those planned on edutainment was replaced by additional videoconference on Leadership (with Dr. Thoraya Obaid).

3.2.1.5.2 Related National Activities

No nationally based edutainment dialogue videoconferences have been planned to date.

3.2.1.5.3 Documents Reviewed

- As noted above, not documents have been reviewed related to this indicator.

3.2.1.5.4 Discussion

Much has been achieved in the area of edutainment through the Y-PEER network, however the need for specific video conferences to plan, implement and evaluate these has been negligible as much of what has been organised has either been country specific or has been organised with partners like MTV that have the resources to organise regional and international events.

3.2.1.6 Indicator Six

Six newsletters a year published and disseminated **Achieved**

3.2.1.6.1 Related Regional (International) Activities

To date 8 volumes of the Y-PEER newsletter have been published and this includes 7 of which have been published electronically. Each newsletter has a main theme (eg how to involve PLWHA in peer education – June 2007 or The Internet in Our Lives – April 2006) as well as news from each country and region.

In addition to the newsletters, there have also been regular Y-PEER news bulletins (YNB) disseminated throughout the network.

3.2.1.6.2 Related National Activities

Individuals from most countries in the Y-PEER network contribute to the regional newsletters and YNB. This includes compilation and editing as well as contribution of articles.

Although not many country networks have yet felt the need to develop an internal newsletter for members, the Y-PEER Network in Serbia is an example of where this has occurred and this network has established and introduced their own national network newsletter.

3.2.1.6.3 Documents Reviewed

- 8 volumes of the Y-PEER newsletter
- 7 volumes of the YNB

3.2.1.6.4 Discussion

Current newsletters are primarily aimed at individuals involved in the Y-PEER network at focal point level or above. During this evaluation there was comment that locally produced newsletters in local languages may assist the dissemination of information however no detailed analysis of the type of information to be disseminated at this level has been undertaken.

3.2.2 Output Two related Activities

Output Two: To have expanded and accelerated Y-PEER as a **networking mechanism** and strategic approach in **HIV/AIDS prevention** for young people.

3.2.2.1 Indicator One

Y-PEER national networks established in most of the countries **Achieved**

3.2.2.1.1 Related Regional (International) Activities

The Y-PEER network has assisted with the establishment of national networks in 38 countries (listed below) by training and resourcing specialized trainers; focal points and coordinators. These activities have been highlighted in other sections of this report. In addition, support for this has been received from UNFPA, other UN agencies and donors.

3.2.2.1.2 Related National Activities

Y-PEER national networks have now been established in the following 38 countries

1	Albania	21	Macedonia
2	Algeria	22	Moldova
3	Armenia	23	Morocco
4	Azerbaijan	24	Oman
5	Belarus	25	Occupied Palestinian Territory (OPT)
6	Bosnia & Herzegovina	26	Romania
7	Brazil	27	Russia
8	Bulgaria	28	Serbia
9	Croatia	29	Somalia
10	Egypt	30	Sudan
11	Estonia	31	Syria
12	Georgia	32	Tajikistan
13	Jordan	33	Tanzania
14	Kazakhstan	34	Tunisia
15	Kenya	35	Turkey
16	Kosovo	36	Turkmenistan
17	Kyrgyzstan	37	Uzbekistan
18	Latvia	38	Yemen
19	Lebanon	39	HQ NYC US
20	Lithuania		

As noted in section 3.1 the Y-PEER network currently consists of more than 500 organizations and its membership includes over 7000 young people from these 38 listed countries.

3.2.2.1.3 Documents Reviewed

- Assessment of Peer Education Programming in the area of reproductive and sexual health and HIV/AIDS prevention among young people in the Arab States Region by Greta Kimzeke January 2006

Specific country reports available for review included:

Algeria

- Project Proposal for the Establishment of the Y-PEER Algeria Network (March 2007) by Adnane Souilah

Belarus

- Report Y-PEER establishment in Belarus May – December 2007
- Assessment of Peer Education Programming on Reproductive and Sexual Health, and HIV/AIDS Prevention among Young People in the Republic of Belarus by Greta Kimzeke September 2007

Bosnia & Herzegovina

- External Evaluation Report of the Y-PEER Network in BiH Feb 2008
- Y-PEER Documentation Review Bosnia and Herzegovina Prepared by Maja Pecanac December, 2007

Croatia

- Y-PEER Croatia Cumulative Activities Report: Jan 2005 to December 2007 by Silva Rukavina; Iva Krosi; Nandi Uzelac; Natko Geres

Kosovo

- Y-PEER National Network Report KOSOVO by Zanita Halimi Dec 2007

Kyrgyzstan

- Standard Progress Report 2006 UNFPA Youth Programme, Kyrgyzstan
- Y-PEER Network Kyrgyzstan Activity Evaluation Galina Chirkina Jan 2008

Macedonia

- External Evaluation Report of the Y-PEER Network in Macedonia Feb 2008
- Report of the Local Assessment/Evaluation of the Y-PEER National Network and its Activities in the Republic of Macedonia December 2007

Moldova

- Evaluation Report of the UNFPA Y-PEERs Moldova Network Dec 2007

Russia

- External Evaluation Report of the Y-PEER Network in Russia Feb 2008
- Y-PEER Russia Annual Project Review Meeting, Moscow, Russia 5-7 March, 2007, Workshop Report
- Midterm Evaluation For Implementation Of The Project Strengthening Youth Peer Education Organizations' Capacities Of Implementing Behavior Change Communication Programs (Y-PEER Russia) December 2007

Serbia

- External Evaluation Report of the Y-PEER Network in Serbia Feb 2008
- Inputs for Y-PEER National Network Report Serbia by Danijela Jovic Dec 2007

Syria

- REPORT on the Workshop "Launching the Y-PEER Network in Syria" Damascus 27 – 28 February 2006

Tajikistan

- Report on Monitoring and Evaluation of Y-PEER project implementation in Tajikistan by R Tohirov, January 2008

Tunisia

- External Evaluation Report of the Y-PEER Network in Tunisia Feb 2008
- Tunisian Y-PEER Network Draft Evaluation Report By Dr Ridha Gataa December 2007

Turkey

- External Evaluation Report of the Y-PEER Network in Turkey Feb 2008

3.2.2.1.4 Discussion

This evaluation provides the evidence that this indicator has been overwhelmingly met. Since Y-PEER began in 2000, national Y-PEER education networks have been set up in 38 countries, stimulating the open exchange of information and ideas on a wide variety of topics including dating and relationships, responsible sexual behavior, and prevention of STIs and HIV/AIDS.

Many of the peer education organizations involved in the network had no direct links with each other before Y-PEER tied them together. The Y-PEER network allows young people and their supporting institutions to collaborate on strategies and programming, greatly reducing duplication and the waste of scarce resources. Now, through the network, members can better plan activities and maximize the impacts of their programs, locally, nationally and regionally.

3.2.2.2 Indicator Two

Call for proposals for EE & CA published, Proposals collected, Grants awarded

3.2.2.2.1 Related Regional (International) Activities

The calls for proposals were published as part of the ongoing support from regional UNFPA offices.

3.2.2.2.2 Related National Activities

Countries across the network submitted proposals, mostly for assistance with facilitating the process of development of standardized peer education.

3.2.2.2.3 Discussion

It is noted that the grants awarded through this process were of great use to those countries that received them and achieved their purpose of assisting country networks to strengthen their activities with some small seed funding.

3.2.2.3 Indicator Three

National standards adopted in at least six countries **Achieved**

3.2.2.3.1 Related Regional (International) Activities

In 2004, UNFPA and Y-PEER collaborated with Family Health International, a US-based NGO, to design international standards for peer education programs using an interactive, consultative process involving the complete crosssection of stakeholders including adult experts, academics, peer education project managers, and trained youth peer educators. The result was the publication, 'The Y-PEER Standards for Peer Education Program', released in March 2006, which is a cornerstone of the Y-PEER Peer Education Toolkit. Experts from UNAIDS and researchers from the University of California San Francisco have reviewed the Y-PEER Standards and found them to be "the most comprehensive" in the area of peer education.

Such international standards are designed to establish what is practical, useful, and tested as effective programming. They provide a framework for quality assurance while providing specific guidance in program design and implementation and a practical framework for monitoring and evaluation. They are uniquely adaptable across cultures because they were designed with creativity and flexibility regarding: the subject matter, the means of implementation and assessment, and audience choices. They address specific cross-cutting issues such as youth participation, cultural sensitivity, gender sensitivity and gender equity, sensitivity towards differences in expression of human sexuality and sensitivity towards age differences.

The *Y-PEER Standards* and adherence to them are seen as critical to establishing credibility for peer education initiatives. They have attracted a great deal of attention from the public health research community and other institutions working in the area of HIV/AIDS prevention.

3.2.2.3.2 Related National Activities

With the support of both UNICEF and UNFPA, Y-PEER has embarked on an adaptation, adoption, and translation process for the Y-PEER Standards consisting of thorough technical consultations with national stakeholders and advocacy initiatives with government officials.

This process is currently underway in fourteen countries thus far: Albania, Algeria, Bosnia and Herzegovina, Bulgaria, Kyrgyzstan, Macedonia, Moldova, Russia, Serbia, Uzbekistan, Tajikistan, Tanzania, Tunisia, and Turkey. This achievement is far above the expected output of 6 countries at this point in time.

3.2.2.3.3 Documents Reviewed

- The Y-PEER Standards for Peer Education Program, March 2006
- Final Report on the Project: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in **Bosnia and Herzegovina** “PE STANDARDS ENDORSEMENT (PES)” 1 Sept – 31 Dec 2007 by Aida Kurtović Fondation PH Suisse - Partnerships in Health
- PROJECT RMI5R208: Strengthen the quality Y-PEER **Bulgaria** in the area of HIV/AIDS prevention for young people (September – December 2007) Substantive Documentation and Implementation Project Report
- Report on Adaptation of Standards in PE Programmes in **Macedonia** January 2008
- Summary Report referring to Standards Adaptation Peer Educators in National Network (Y-PEER) in **Moldova** by Virorica Gherman and Irena Druta.
- Expanding Y-PEER as a networking mechanism and strategic approach in HIV/AIDS prevention for young people in the **Russian Federation**. Narrative Report. December 2007
- Summary of REPORTS on Development of Standards in peer education in **Serbia** submitted by Jelena Curcic
- Report on the meeting Development of the national education standards applying the principle “Peer to peer” of the YPEER programme” in **Tajikistan** on July 5th, 2007
- Support for the Process of Peer Education Standards Adaptation, Translation and Implementation (UBW funded Y-PEER Project) **Turkey** Report Dec 2007
- Report on two-day working meeting on adapting international standards for peer education programmes to national needs and designing an implementation strategy in Tashkent, **Uzbekistan** by Srdjan Stakic on 16 March 2006

3.2.2.3.4 Discussion

This evaluation shows that the move to develop, adopt and implement standards in peer education has been welcomed by all country Y-PEER networks and that the development of the standards has been overwhelmingly successful.

At present, many countries are working through the processes so that country and local authorities, NGOs and institutions may formally adopt the Y-PEER standards as the standard for the country. Different countries are at different stages of this process and different countries have contended with different issues.

This process is varied and ongoing however within this variance the evaluation highlights two points to note. Firstly, the standards are challenging (and this may be taken as evidence of their rigour and of their professionalism). This has led in some instances to blocks being placed in the way of their adoption and implementation in some countries and of the development of competition rather than collaboration. It is apparent that where this is found, Y-PEER networks are attempting to move through and solve the issues.

The second point to note is that the task of organising the adoption and implementation of these standards by each country Y-PEER network has been a catalyst to revitalise (if needed) or build upon the existing Y-PEER network. This task orientated approach, although demanding, has been successful.

3.2.2.4 Indicator Four

Ongoing web site updates, bimonthly e-newsletters produced, ongoing listserv management **Achieved**

3.2.2.4.1 Related Regional (International) Activities

This evaluation noted that the websites used by the Y-PEER network are utilized and regularly updated. The core of the Y-PEER web usage is the interactive site accessible through www.youthpeer.org and www.youthpeer.net. This site is designed and managed by Y-PEER members. Daily traffic is approximately 20,000 page views and approximately 12,000 visitors per month.

As already noted in section 3.1.6, the Y-PEER electronic forum on the website has proved to be hugely popular among users. It consists of 19 topic boards ranging from HIV and Sex Work to rules about the network. At last count, over 348 Y-PEER members from around the world are registered and using the forum. It is also noted that over 800 subscribers to 8 listservs are managed by Y-PEER globally.

The website has also been utilized for specific regional interactions. These have included:

- Over a six-week period in 2007, Y-PEER co-hosted a web-based discussion forum with Johns Hopkins Bloomberg School of Public Health. Titled *Strategic Communication for Behavior Change Globally: The Power of the Media*, the objective of this forum was to share effective strategies in the area of popular culture and youth-led media for sexual and reproductive health promotion, drawing on Y-PEER's expanded innovative partnerships. More than 515 people from 91 countries joined dynamic discussion.
- Following the workshop and pilot peer education training on HIV & sex work convened by Y-PEER in Istanbul in late 2007, a discussion forum was launched on the Y-PEER website entitled *HIV and Sex Work*. The forum aims to build on the provocative conversations begun in Istanbul and engage others who were unable to attend in the needs of young sex workers and their clients around the world. Over 300 Y-PEER members are registered on the forum and it will stay active for as long as there is interest.

3.2.2.4.2 Related National Activities

Over 1200 members are contributing to national listservs in all 38 Y-PEER country networks. The listservs are designed around particular topic areas, such as HIV and sex work; they comprise important constituencies such as the Y-PEER Partners; and they link specific meeting participants.

Similar to the specific interactions at a regional level, countries have also utilized web based methodologies for country specific activities. An example from Moldova is the partnership between Y-PEER and the Family Planning Association of Moldova. Together they created www.iubire.md to address the urgent need that young people were expressing for up-to-date, accurate and confidential information about sexual and reproductive health. The website is written in the two major languages of the

country, Romanian and Russian, and it provides references to high quality, professional on-line counseling. Its popularity continues to grow, especially after being awarded second place in the Moldova's National Web-Top competition in 2003 and 2004, and first place in 2005.

3.2.2.4.3 Documents Reviewed

- The website www.youthpeer.org including registration and viewing of forum topics
- Selected country's listservs.
- The website www.iubire.md

3.2.2.4.4 Discussion

This evaluation illustrates the core role that web based communication plays in the international Y-PEER network and also within the national networks. The evaluation also reveals the quality of these web based activities as evidenced by awards won and usage rates.

3.2.3 Output Three related Activities

Output Three: To have facilitated the process of **institutionalization of peer education** through the Y-PEER approach on a sub-regional and country level.

3.2.3.1 Indicator One

Assessment completed, findings reported on capacity of institutions to serve as Regional Peer Education Training and Research Institutes (PETRI) **Achieved**

3.2.3.1.1 Related Regional (International) Activities

In September 2006 (10th – 20th) an assessment mission was undertaken to report on the capacity of institutions to serve as Regional Peer Education Training and Research Institutes (PETRI). Text in this section (3.2.3.1) has been taken from the report by the Country Support team (CST) Advisors Ziad Rifai (Adviser on Behaviour Change Communication and Advocacy) and Robert Thomson (Adviser on Sexuality & Reproductive Health Education and Advocacy) tasked with undertaking this assessment.

The task was to assess technical and logistical capacity of selected institutions in Serbia, Russia and Bulgaria (Ukraine was in the original request but not in the final confirmed request) to act as sub-regional peer education training and research institutes. At the request of the Division of Arab States, Europe and Central Asia, two CST Advisors therefore undertook the following:

1. Assess capacity of institutions to provide accredited Y-PEER training and technical assistance to peer education programmes working in various settings, to offer interactive trainings, seminars and internship programmes to young trainers,

training of trainers and specialists in the area of ASRH in general and peer education in particular;

2. Assess ability to create and maintain a database on Y-PEER technical resources and all regional / sub-regional peer education activities;
3. Assess in-house capacity for provision of technical assistance, revision, endorsement and assistance in development and dissemination of materials for use by trained peer educators and trainers in various settings, monitoring and evaluation, as well as capacity to conduct and disseminate research and evaluation on peer education in the region and globally;
4. Explore readiness of identified centres to invest human and financial resources for a Peer Education Training and Research Institute (PETRI);
5. Assess logistic capacity to physically host Y-PEER sub-regional centres;
6. Advise on structure and functions of the of future Y-PEER PETRI;
7. Draft detailed report outlining recommendations and timeline for establishment of PETRI in 2006 and 2007. Final report includes recommendations for main directions in centre's communication strategy and franchising of PETRI.

This report, titled "PETRI Assessment Mission: Country Technical Services Team Mission Report" was submitted late 2006 with the result that two PETRI were established – in Belgrade and in Sofia.

3.2.3.1.2 Related National Activities

Assessments were conducted in Russia, Serbia and Bulgaria related to this project and these activities are detailed in the report listed above.

3.2.3.1.3 Documents Reviewed

- PETRI Assessment Mission: Country Technical Services Team Mission Report 2006 Ziad Rifai and Robert Thomson

3.2.3.1.4 Discussion

This evaluation highlights that the establishment of two PETRI in Belgrade and in Sofia was a transitional step in the overall fulfilment of one of the principle goals of the global Y-PEER network (set by its youth leaders and adult mentors) – the eventual transfer of ownership of the network from its parent institution, UNFPA to an autonomous field based networking entity. It is worth noting that this overall goal was understood from the beginning of this process when the original assessment of suitable sites for the initial PETRI took place.

3.2.3.2 Indicator Two

Initial (at least one) Y-PEER PETRI operational **Achieved**

3.2.3.2.1 Related Regional (International) Activities

Once a decision was made to host the PETRI in Belgrade and in Sofia, much activity was undertaken regionally to action this decision. This included the first step taken in October 2007 after extensive consultation with Y-PEER members and independent

consultants which resulted in the establishment of the two Y-PEER Education, Training and Research Institutes.

A call for Y-PEER International Fellows was distributed, applications were collected and reviewed. Ten members expressed their interest to work in the capacity of a Y-PEER Fellow out of which six sent their resumes and motivation letters and officially applied for the post:

1. Jasmina Petkova (Y-PEER Bulgaria)
2. Anna Victorovna Tsyrenova (Y-PEER Russia)
3. Maja Kroshl (Y-PEER Croatia)
4. Hamza Oukili (Y-PEER Morocco)
5. Anssar Belouali (Y-PEER Morocco)
6. Magde Nikolovska (Y-PEER Macedonia)

From these six, four fellows were chosen for the two Y-PETRI Centers. Today, the Belgrade Y-PETRI Center houses Anna Tsyrenova of Russia and Jasmina Petkova of Bulgaria, and the Sofia Y-PETRI Center is home to Magde Nikolovska of Macedonia and Hamza Okuli of Morocco. Great efforts were made to ensure that both Y-PETRI Centers were staffed by Y-PEER network members who represent the region well and who have demonstrated exemplary commitment to, and knowledge of, Y-PEER's unique peer education methodologies.

3.2.3.2.2 Related National Activities

In Serbia, the Y-PETRI Center is hosted by the Institute for Student Health, which provides office space, furniture, phones, internet connections and other essential operating systems. In Bulgaria, the Y-PETRI Center is hosted by the Public Health Institute of Bulgaria.

The four new Y-PETRI Center fellows were charged with significant responsibilities:

- coordinating all Y-PEER related activities (trainings, meetings, development of Y-PEER publications, web-site update, etc.) on an international level and assisting the UNFPA HQ staff in the planning, implementation and monitoring and evaluation of Y-PEER activities;
- promoting Y-PEER on a regional/international level and ensuring greater representation of different NGOs and other institutions that work on youth sexual and reproductive health promotion and HIV/ STIs prevention in the Y-PEER network;
- ensuring equal opportunity for participation of all organizations/institutions and individuals that are part of the Y-PEER network in all Y-PEER related activities on national, regional and international levels
- updating the Y-PEER main portal within the Y-PEER web site everyday and providing input to the development of the Y-PEER Newsletter, the Y-PEER News Bulletin, and regular network updates as required;
- managing Y-PEER's listservs, generating forum discussions, updating the forum with new members, and ensuring distribution of relevant information to all network members;
- assisting UNFPA in the selection process and recruitment of young people to participate in various Y-PEER related activities on national, regional and international levels;
- facilitating the distribution of materials/publications developed by Y-PEER;

- facilitating the collection of information and data on training follow-up, as well as other relevant Y-PEER activities;
- analyzing collected data for monitoring and evaluation purposes;
- advising on the content, design, dissemination and use of Y-PEER materials;
- writing monthly reports of the activities and accomplishments of the Y-PEER network in collaboration with UNFPA.

This work has been ongoing from the establishment of the two PETRI to the present time.

3.2.3.2.3 Documents Reviewed

- Call for Applications: Y-PEER PETRI Fellowships September 2007
- Y-PEER Centers Orientation Meeting December 2007
- Terms of Reference Y-PEER Fellows (Two Y-PEER International Centers / PETRI)
- Weekly Reports from both PETRI Centers November 2007 to February 2008
- PETRI Budget

3.2.3.2.4 Discussion

This indicator has been achieved beyond expectation with two PETRI operational rather than one. Both PETRI are in their infancy and given the transitional nature of these entities, much has been achieved in this very short period of time.

3.2.3.3 Indicator Three

Y-PEER PETRI conducted and facilitated one sub-regional Y-PEER workshop
 Achieved

3.2.3.3.1 Related Regional (International) Activities

During the consultation process that led to the establishment of the two new Y-PETRI Centers, training and orientation were identified as priority activities to launch the new initiative. A two-day Y-PETRI Center orientation and training session was convened in Belgrade in mid-December 2007. Eleven participants from the two Y-PETRI Centers plus two Y-PEER International Coordinators attended the sessions. All participants were very enthusiastic and highly motivated.

An expert team of trainers was recruited whose overall objective was to reinforce the capacities and competencies of Y-PETRI Center staff in research methodologies, the principles of monitoring and evaluation, health management, health and education system networking. In addition to the training and orientation agenda, participants requested help in clearly defining the roles of the Y-PETRI Centers and the networking criteria needed to fit effectively within national and regional health and education systems. Participants noted that that this was the first time that such a detailed training course had been organized specifically around the Y-PEER mission, and the overall evaluation of the course by participants was positive, both in terms of content and usefulness.

3.2.3.3.2 Related National Activities

All activities have been noted above.

3.2.3.3.3 Documents Reviewed

- Program of the Introduction to research methods applied to peer-based sexual and reproductive health promotion and HIV prevention
- Narrative Report of the Introduction to research methods applied to peer-based sexual and reproductive health promotion and HIV prevention, 13 – 16 December 2007

3.2.3.3.4 Discussion

During this review, Fellows from both PETRI noted that the training received in December 2007 had been of great assistance with their work at the PETRI and suggestion was offered for continuation of such detailed and focussed training exercises.

3.2.3.4 Indicator Four

ToRs drafted and Working Group on PEC and Advisory Board for certification established. **Achieved**

3.2.3.4.1 Related Regional (International) Activities

The terms of reference for the PETRI have been established and as noted in section 3.2.3.2 have been used to set up PETRI in Belgrade and in Sofia and each of a working group that oversee the tasks undertaken by the Center.

The Advisory Board that is overseeing the activities of the PETRI is the Global Advisory Board and this is commented upon elsewhere in this report.

3.2.3.4.2 Related National Activities

All activities have been noted above.

3.2.3.4.3 Documents Reviewed

- Terms of Reference Y-PEER Fellows for the two Y-PEER International Centers / PETRI

3.2.3.4.4 Discussion

As noted above the two PETRI are operating in a transitional phase and so are contributing to the development of further autonomy of the Y-PEER network. The Global Advisory Board has taken leadership in this area.

3.2.3.5 Indicator Five

Policy Meeting on Peer Education completed, meeting report **Achieved**

3.2.3.5.1 Related Regional (International) Activities

It is noted that the Y-PEER network featured as an item for discussion and that the Y-PEER network contributed to the December 2007 UNFPA “Youth Policy Review Europe and Central Asia - Directions For Policy And Programme Development”. A quote from the meeting report highlighted:

“Through the Y-PEER programme, UNFPA has established itself as a credible provider of non-formal education in the field of sexual and reproductive health with young people in some countries. Nevertheless, in several of the countries surveyed in this review, Y-PEER has higher potential than it is currently achieving. More often than not, this is the result of a lack of resources and a lack of capacity to involve more volunteers. Y-PEER could benefit significantly from cooperation with locally and regionally implanted non-governmental youth organisations and initiatives that often also have an interest in healthy lifestyle education and sexual and reproductive health messages. Many youth organisations are working with similar pedagogical approaches to peer and non-formal education with young people. Hence, exchanges of good practice could lessen duplication in the development of methodological tools and improve the dissemination of those developed. Methodological development could also be an area for joint projects. A higher degree of investment will be required to ensure that Y-PEER reaches a significant proportion of young people where it is active, even if it does rely heavily on the principle of multiplication. Integration with other UN educational projects would also be appropriate, especially where Y-PEER has so far not been welcome in schools. And, a higher degree of integration with the broader youth civil society in any given country will be beneficial for the initiative’s long-term sustainability’ (p19).

3.2.3.5.2 Related National Activities

All activities have been noted above.

3.2.3.5.3 Documents Reviewed

“Counting on Youth” Youth Policy Review Europe and Central Asia - Directions For Policy And Programme Development Summary Of Main Findings Prepared by Yael Ohana with Ditta Dolejsiova and Christopher Grollman for the United Nations Population Fund Country Technical Services Team, Bratislava. December 2007

3.2.3.5.4 Discussion

This activity has not been staged by network members however it has been planned and conducted in support of the network with the hope of providing better understanding on overall policy environments. This has acted as an enabling factor for the further strengthening of the Y-PEER network and by Y-PEER’s involvement

represents another mechanism through which the Y-PEER network and its emerging set of leaders is influencing youth focussed policy in the region.

3.2.4 Output Four related Activities

Output Four: To have **strengthened regional capacity** for delivery of **successfully demonstrated programme strategies on HIV/AIDS prevention** geared at **young people at risk**; including young sex workers, drug injectors, MSM and PLWHA

3.2.4.1 Indicator One

Guide and Manual on Peer Education with Young People at Risk completed and published **Achieved**

3.2.4.1.1 Related Regional (International) Activities

A major accomplishment in Y-PEER's efforts to reach out to the most-at-risk young people has been the strong partnership underway with SOA AIDS Netherlands (SANL), one of The Netherland's leading NGOs working on HIV and STIs. SANL develops health education and prevention projects with the primary objective of preventing sexually transmitted infections from occurring.

The 'Peer Education Training of Trainers Manual for STI/HIV/AIDS and Sex Work' and 'The Outreach Guide for STI/HIV/AIDS and Sex Work' are the first two outputs from the Y-PEER/SANL AIDS collaboration, which has significantly enriched The Y-PEER Peer Education Toolkit and expanded the network's reach to embrace the most-at-risk young people.

3.2.4.1.2 Related National Activities

Individuals from the following countries in the Y-PEER network were involved in the review of the manual: Russia, Serbia, Tunisia, Egypt, Turkey and the Ukraine.

3.2.4.1.3 Documents Reviewed

- Peer Education Training of Trainers Manual for STI/HIV/AIDS and Sex Work
- The Outreach Guide for STI/HIV/AIDS and Sex Work

3.2.4.1.4 Discussion

The manual and the outreach guide have been well reviewed and those interviewed through this evaluation process who attended the 'Pilot Peer Education ToT in HIV/AIDS and Sex Work' on 25-28 October, 2007 in Istanbul, Turkey indicated very positive responses to the manual and the training itself.

3.2.4.2 Indicator Two

Specialized Training on Peer Education with Young People at Risk completed, Training report submitted **Achieved**

3.2.4.2.1 Related Regional (International) Activities

As noted, the 'Pilot Peer Education ToT in HIV/AIDS and Sex Work' on 25-28 October, 2007 was staged in Istanbul, Turkey. SANL set the agenda in cooperation with UNFPA DASECA.

Participants were mainly NGO activists but also participants from various ministries and police force. The selection of participants was mainly done by UNFPA HQ and SANL was consulted in some occasions. The maximum number of participants was set at 32 and the final number of participants was 27 representing 22 countries.

3.2.4.2.2 Related National Activities

Countries represented at the training were Albania; Algeria; Armenia; Belarus; Bosnia and Herzegovina; Bulgaria; Egypt; Georgia; Jordan; Kazakhstan; Kyrgyzstan; Macedonia; Moldova; Morocco; Oman; Occupied Palestinian Territory; Romania; Russia; Sudan; Serbia; Turkey and the Ukraine.

3.2.4.2.3 Documents Reviewed

- Report on the Pilot Peer Education ToT in HIV/AIDS and Sex Work' on 25-28 October, 2007 written by Marieke Ridder and Anja Franke.

3.2.4.2.4 Discussion

Training of trainers in HIV / AIDS and Sex Work is the first topic to be undertaken in the area of specialized training on peer education with young people at risk and as such was the first attempt to modify the ToT manuals for specialized training. The evidence from the evaluation report and from interviews with individuals who attended this training illustrates that this has been a positive first step. It is noted that the collaboration with a specialist organization - SOA AIDS Netherlands – has been essential to its success.

3.2.5 Output Five related Activities

Output Five: To have facilitated **integration** and **application of strategic communications** for **behaviour change** into **HIV/AIDS prevention** programmes for young people.

3.2.5.1 Indicator One

Workshop on Popular Youth Media Culture and HIV/AIDS organized **Achieved**

3.2.5.1.1 Related Regional (International) Activities

The Workshop on Popular Youth Media Culture and HIV/AIDS was organized and held in Istanbul in April 2007. This was an opportunity for Y-PEER and its key media partner, MTV, to develop action plans for partnerships with journalists and celebrities popular in the countries where Y-PEER networks are strong and thriving. There were plenary presentations and hands-on break-out sessions for group work and further exploration.

Separate to the workshop noted in the first paragraph but related to this indicator and organized in preparation for the Istanbul workshop was the web-based discussion forum titled "Strategic Communication for Behavior Change Globally: The Power of the Media" that was staged from March to May 2007. The objective of this global discussion forum was to share effective strategies in the area of popular culture and youth-led media for sexual and reproductive health promotion, drawing on [Y-PEER's](#) expanded innovative partnerships. The forum was moderated by Dr. Srdjan Stakic, a behavior change generalist and the Coordinator of Epidemiology and Public Health at the Yale Center for Public Health Preparedness. The forum consisted of six weekly discussion topics, each facilitated by an expert in the specific issue of the week's discussion.

Week 1: Sparking Behavior Change through the Power of the Media; facilitator: Tim Thomas, Executive Director, MTV's Staying Alive Foundation

Week 2: Behind the Screen: Hollywood and Public Health; facilitator: Vicki Beck, Director of Hollywood, Health & Society at the University of Southern California

Week 3: Riding the Airwaves: Radio-based Interventions; facilitator: Bill Ryerson, Founder and President, Population Media Centre

Week 4: Acting the Part: Young People in the Spotlight: Theatre and Concerts, facilitators: Dr. Cydelle Berlin, NiteStar; Ken Hornbeck, Emory University; and Colin Dixon, Dance4Life

Week 5: Face-to-Face/Screen-to-Screen: Interactive Media, facilitators: Amil Husain, Global Youth Coordinator, UN Millennium Campaign

Week 6: In Summary: What can we do? facilitator: Srdjan Stakic

More than 515 people from 91 countries - including media professionals, health professionals, researchers, program managers, and young people - joined the on-line discussion that took place from March 26 to May 4, 2007. Proceedings from this online discussion served as a building block for the associated workshop in Istanbul.

The workshop was attended by teams from Bosnia and Herzegovina, Bulgaria, Egypt, Macedonia, Moldova, Morocco, Russia, Serbia, Tajikistan, Tunisia, Turkey, and Ukraine. Each national team consisted of: 1 Y-PEER National Focal Point, 1 UNFPA staff member managing youth projects in-country; and 1 celebrity and 1 journalist from each country.

By the end of the workshop, a network-wide strategy was put in place and each country team agreed to map the potential human, technical and financial resources available at the regional and national levels for new Y-PEER driven communications programs involving celebrities and journalists; and draft national action plans

involving journalists, celebrities and Y-PEER using established UNFPA and MTV multimedia protocols to increase awareness of HIV/AIDS among young people in each country. The mapping is underway and the national action plans have been approved. A progress report will be presented at the XVII International AIDS Conference to be held in Mexico City, August 2008.

3.2.5.1.2 Related National Activities

As a result of the staging of this workshop, much has already occurred within different countries in the network and a number of the national workplans have been implemented in collaboration with journalist and celebrities. Immediately after workshop there were over 80 different articles, news appearances and special TV features and shows highlighting Y-PEER national network work and raising awareness on HIV/AIDS. Examples include:

- In Tunisia, the Y-PEER celebrity and country focal point spent all day in the house of the “Big Brother” TV show talking about HIV/AIDS;
- The Y-PEER celebrity in Bulgaria organized a large concert that gathered many Bulgarian Stars and raised awareness about problems young people face in Bulgaria.
- The Macedonian Y-PEER Ambassador and famous singer in the Balkans region (Dani) has been trained as a peer educator and conducted some peer educator sessions as part of the network’s ongoing activities. She also recorded a song “HERO” specifically for Y-PEER in Macedonia

3.2.5.1.3 Documents Reviewed

- Report on the Youth, Pop culture, Media and HIV/AIDS Workshop, 9-12 April, Istanbul, Turkey
- Summary of discussions of the Online Forum: Strategic Communication for Behaviour Change Globally: The Power of the Media 26 March – 04 May 2007
- Evaluation results from the Online Forum: Strategic Communication for Behaviour Change Globally: The Power of the Media 26 March – 04 May 2007

3.2.5.1.4 Discussion

Both the online discussion forum and the workshop evaluated very favourably and the outcomes of these activities are shown in the following indicators where participants have been able to develop the relationships with those involved in the pop culture and media sectors to further behaviour change and HIV/AIDS prevention programmes for young people.

3.2.5.2 Indicator Two

Y-PEER presentation abstracts submitted, Individuals supported to travel to conferences, presentations given, reports submitted. **Achieved**

3.2.5.2.1 Related Regional (International) Activities

Individuals from the Y-PEER network have been involved in many international, regional and national conferences during the time they have spent involved with the

network. This has been both proactive where members have sought opportunities to expand their learning and messaging to the global stage and reactive where many of the world's major policy and programming gatherings have sought the network's expertise. A reason for this has been because of the developing reputation of the Y-PEER network as one of the most competent global sexual and reproductive health networks for young people. Another way in which members of the Y-PEER network have been involved is as the provider of technical assistance in the area of peer education and this has occurred primarily through cooperation with the International Federation of Medical Students Associations (IFMSA).

The table on the following page is taken from the report by Tim Thomas and is a list of the major international meetings and conferences where Y-PEER's work has been showcased and/or ameliorated.

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
Eastern Europe and Central Asia AIDS Conference	Y-PEER represented young people's concerns and the conference served as an additional capacity building opportunity for Y-PEER international coordinators and a selected number of Y-PEER Focal points	15-17 May 2006 Moscow, Russia	UNAIDS, the Government of Russia
2nd Annual Conference on Peer Education and HIV/AIDS	USAID requested technical assistance and 2 Y-PEER International coordinators and skilled trainers attended.	12 - 18 June 2006 Nairobi, Kenya	Y-PEER Kenya, The Ministry of Education USAID
The Asian Forum of Parliamentarians on Population and Development	Y-PEER networks from Central Asia were the only youth groups invited to the training and advocated for inclusion of ASRH concerns into the final policy paper	27-28 June 2006 Bishkek, Kyrgyzstan	The Asian Forum of Parliamentarians on Population and Development
EXIT Festival	EXIT is the largest youth focused pop-rock festival in Europe. Y-PEER's international coordinators with support from Y-PEER Serbia organized a Y-PEER exhibition, and distributed educational material and condoms.	06-09 July 2006 Novi Sad, Serbia	EXIT; MTV

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
Regional Consultation and Technical Support Group Meeting	UNAIDS initiated meeting.	22-26 July 2006 Kyiv, Ukraine	UNAIDS
IFMSA General Assembly - IPET (International Peer Education Training)	Peer education training organized as a part of IFMSA annual general meeting which brought together 89 countries and over 500 participants. IFMSA requested technical assistance from Y-PEER for this training	28 July - 1 August 2006 Zlatibor, Serbia	(International Federation of Medical Students Association)
XVI International AIDS Conference	The Y-PEER global team prepared, led and facilitated sessions at the Youth Pre-conference (10-12 August 2006) organized by the Toronto YouthForce. Y-PEER sessions included Youth-Adult Partnerships, Monitoring and Evaluation, Peer Education, Outreach and Prevention among Marginalized Groups.	13-18 August 2006 Toronto, Canada	International AIDS Society, IAC Co-organizers
2nd Western Balkan Conference on HIV/AIDS	An abstract and research paper jointly published by members of the Bosnia and Herzegovina, Serbia, Croatia and Macedonia Y-PEER country networks was presented at the conference.	5-6 October 2006 Przno, Montenegro	Swiss Agency for International Partnership
The United Nations Global Youth Leadership Summit	The Summit, entitled <i>Accelerating the Millennium Development Goals through the Use of Sport, Culture and Peace</i> , brought	29-31 Oct 2006 New York, USA	UNOSDP on behalf of UN

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
	together youth leaders from the 192 member States of the United Nations to exchange perspectives on how next-generation leaders can assist in accelerating progress towards the Millennium Development Goals, using the convening power of sport and culture as entry points. Y-PEER members of Y-PEER (22 from 11 countries) were official representatives of their countries.		
IFMSA General Assembly - 2nd IPET	Peer education training was organized as a part of IFMSA's annual general meeting - 89 countries and over 500 participants at the GA. Again, IFMSA requested technical assistance from Y-PEER for this training	2 - 8 March 2007 Fremantle, Australia	International Federation of Medical Students Association
Partnership for Maternal and Child Health Forum	Y-PEER was been invited to take a permanent seat reserved for youth representation in the Partnership's Steering Committee.	17-20 April 2007 Dar es Salam, Tanzania	Partnership for Maternal and Child Health Forum
Mediterranean Crossroads	Y-PEER was invited to present the network and facilitate peer education sessions.	6-10 June 2007 Monopli, Puglia, Italy	
International Women's Summit: "Women's Leadership Making a Difference on HIV/AIDS"	Three Y-PEER leaders attended this conference to ensure a youth perspective was represented. Y-PEER Kenya was presented and Y-PEER collaborated with MTV Staying Alive on	4-7 July 2007 Nairobi, Kenya	YMCA

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
	another <i>48Fest</i> .		
World Scout Jamboree	Five trainers from Y-PEER Oman represented the global network and provided technical assistance through peer education training for all Jamboree participants	Jul-07 UK	World Scouts
EXIT Festival	EXIT is the largest youth focused pop-rock festival in Europe. Y-PEER's international coordinators with support from Y-PEER Serbia organized a Y-PEER exhibition, and distributed educational material and condoms	11-16 July 2007 Novi Sad, Serbia	EXIT, MTV
Global Women's Leadership in HIV/AIDS Workshop	The workshop provided up-to-date technical information about the epidemic and its impact on various populations with an emphasis on the unique impact it is having on women and girls. Y-PEER members attending learned of new successful approaches to HIV prevention, voluntary counseling and testing, care and support, and access to and adherence to antiretroviral treatment.	Jul. 16 – Aug. 10, 2007 Washington, DC, USA	Funded by the Ford Foundation; CEDPA and the International Center for Research on Women, International Community of Women Living with HIV/AIDS, National Minority AIDS Council, and UNAIDS-led Global Coalition on Women and AIDS.
IFMSA General Assembly - 3rd IPET	Peer education training was organized as a part of IFMSA General Assembly - 89 countries and over 500 participants at their annual general meeting.. Again, IFMSA	30 July - 5 August 2007 Canterbury, UK	International Federation of Medical Students Association

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
	requested technical assistance from Y-PEER for this training		
Youth Consultation 2007 “Advocacy for the social-integration of YPLWHA”	The goal of the 2007 Youth Consultation 2007 was to increase the capacity of national and regional networks of young people living with HIV/AIDS (YPLWHA) to participate meaningfully in national and regional HIV/AIDS responses. A range of pro-active efforts for successful socio-professional integration of YPLWHA were discussed and debated.	July 17-18, 2007 Bucharest, Romania	UNOPA Romania UNICEF Romania
OXFAM International Youth Partnership Kaleidoscope	Y-PEER was invited to present the network's international HIV/AIDS activities at this annual conferences	Aug-07 Perth, Australia	OXFAM
Global Forum on Youth and Information Communications Technology for Development: "Youth and ICT as Agents for Change"	Three Y-PEER Focal Points from Bulgaria, Turkey and Tunisia attended this new global forum to convene a session in the form of a talk show on sexuality, health, youth participation and ICT. The purpose of the session was to engage youth leaders to discuss how ICT can be used to provide young people with access to information on sexual and reproductive health including HIV/AIDS; improve dissemination of preventive public health information; and	24-26 September 2007 Geneva, Switzerland	The Global Alliance for ICT and Development , and The International Telecommunications Union

Meeting Title	About the meeting and Y-PEER's input	Date and Locale	Organizer(s)
	de-stigmatize HIV/AIDS.		
13th European Meeting of the International Association for Adolescent Health (IAAH)	The meeting's main focus was the medical and psycho-social approaches needed for adolescent-friendly health services. Today it's the most promising area in adolescents' health care, exemplifying the practical cross-sectoral cooperation between health care providers, psychologists, social workers, NGOs, and, what is extremely important, the adolescents and young people themselves.	September 12-14, 2007 St. Petersburg, Russia	IAAH, St.Petersburg "Juventa" Youth Centre, "View of the Future" Youth NGO, supported by UNICEF Russia,
Women Deliver Conference	Y-PEER provided youth representation on the working group that advised the conference organizers. ; At the conference Y-PEER Representative Ms. Fatma Hacıoğlu was invited to deliver a plenary speech on behalf of all youth delegates.	18-20 October 2007 London, UK	Family Care International et al.
The League of Arab States Youth Forum	Y-PEER was invited to conduct a training on sexual and reproductive health for young people.	18-22 November 2007 Ain Al Soukhana, Egypt	The League of Arab States

3.2.5.2.2 Related National Activities

National activities noted during this evaluation that are related to the attendance at, and involvement in, the conferences and meetings listed in 3.2.5.2.1 include the

narrative reports written by participants highlighting achievements and noting evaluation items. In turn participants have utilized the information gained and the skills learned to further the peer education within their own country networks.

3.2.5.2.3 Documents Reviewed

- Reports from meetings and abstracts submitted for conferences for the various meetings and conferences listed above (19 in total).

3.2.5.2.4 Discussion

The invitations to be involved in the many meetings and conferences listed on the previous pages highlight the successes of the Y-PEER network. Y-PEER has established itself as one of the largest and most competent global sexual and reproductive health networks for young people and it is evident that many of the world's major policy and programming gatherings have sought the network's expertise.

3.2.5.3 Indicator Three

Agreement with national celebrities to become Y-PEER Ambassador, designing "workplans" for celebrities **Achieved**

3.2.5.3.1 Related Regional (International) Activities

Indicator Three primarily relates to national workplans and these are highlighted in the next section. However there has been much effort internationally in working with celebrities across the region. An example of this has been the collaboration between Y-PEER and MTV's Staying Alive.

MTV's Staying Alive campaign has been supportive of Y-PEER since its inception. Launched in 1998, Staying Alive is a multimedia global HIV and AIDS prevention campaign that challenges the stigma and discrimination associated with HIV and AIDS as well as empowers young people to protect themselves from infection. The aim is to reach all young people around the world with accurate information about HIV/AIDS, and to promote and support young people actively responding to HIV/AIDS in their communities. The Staying Alive partnership model brings together technical expertise, funding, broadcaster distribution, promotion and grass roots distribution.

Y-PEER and MTV's Staying Alive have enjoyed several collaborations that have helped both organizations realize their missions. The production and distribution of the independent film 'Transit' is perhaps the most extensive collaboration undertaken to date. The overwhelming ongoing public demand for Transit and its accompanying Facilitators Manual has demonstrated the benefits of the Y-PEER-Staying Alive collaboration.

A further collaboration with MTV has been the 'ME Campaign'. This is an on-line initiative to encourage young people to educate themselves about HIV/AIDS. With the reflexive slogan 'Me is You,' the campaign includes websites, avatars, games,

and user-designed t-shirts. ME blips air on MTV worldwide featuring the ME cartoon characters who appear in humorous scenes that are designed to raise curiosity, encourage use of the website, and mainstream the topic of condom use. A ME microsite hosted at Staying-Alive.org, with links to the Y-PEER website performs multiple functions and features Y-PEER information, a link to the ME video game, and a tool that will allow visitors to design and create t-shirts using the ME characters and logos of MTV, ME, and Y-PEER.

Also '48Fest' another collaboration between Y-PEER and MTV was one of the huge successes of the XVI Toronto International AIDS Conference. The festival brought together 48 young delegates to the conference representing 31 countries. Eight teams were created to shoot 8 short-films with 8 different themes. The films were compiled into a documentary hosted by superstar Nelly Furtado, featuring Justin Timberlake, and aired globally on MTV networks and via third party broadcasters. Members of Y-PEER were on every team and most of the themes that the network advocates were represented in the films.

Additionally, airing on MTV-Base, the MTV Africa channel, 'Uncensored' is a 16-part interactive talk show watched by some 48 million viewers across Africa. Themes of the show were: puberty, sex and sexuality, dating, women, men, cultural norms, contraceptives, STIs, HIV prevention, living with AIDS, myths, pregnancy, substance abuse, media attitudes. MTV tapped Y-PEER expertise to ensure that Uncensored would be both accurate and timely.

Finally, MTV has granted Staying Alive awards. These awards are small grants that support innovative projects in schools, youth centers, and clubs using radio, TV, print, on-line and personal interactions that reach at-risk youth and protect them from the multiple threats posed by HIV and AIDS

They go to young people all over the world, mostly in developing countries where AIDS is hitting hardest. The Awards' mandate to support individuals fighting AIDS on the frontlines is an unusual grant-making strategy that is showing extraordinary results as more and more young Award winners become HIV-prevention leaders in their communities.

Staying Alive Award criteria are:

- identify, support, and mentor individual youth leaders responding to HIV and AIDS in their communities
- disseminate responsible and accurate information about HIV and AIDS targeted to youth
- eliminate or alleviate the stigma and discrimination associated with HIV and AIDS
- encourage young people to take concrete action to protect themselves from HIV
- demonstrate innovation and creativity
- reflect and honor the culture in which the project operates
- provide compelling stories that can be promoted and publicized

In 2005, Y-PEER Egypt received one of the first Staying Alive Awards. In 2006, Y-PEER Serbia received an Award, followed by Y-PEER Bulgaria in 2007.

3.2.5.3.2 Related National Activities

Workplans for the following countries have been reviewed as part of this evaluation: Bulgaria; Egypt; Macedonia; Moldova; Russia; Serbia; Tajikistan and Turkey.

In the countries visited as part of this evaluation mission, the involvement of Y-PEER Ambassadors was particularly highlighted as a very positive component of the work of the network. This has included Bulgaria, Egypt, Russia, Macedonia, Serbia and Turkey where the involvement of Y-PEER ambassadors has been integral to the success of the network.

Much has happened with Y-PEER Ambassadors and because of the involvement of Y-PEER in multimedia. Examples include:

"Love as a Test" was a TV series developed by the Children Media's Center, a leading NGO in the Y-PEER Kyrgyzstan network, that dealt with the risks HIV and STIs and other sexual health challenges young people confront daily. UNFPA developed a cross-media marketing campaign for the series and four related HIV information spots.

Y-PEER Tunisia Focal Point Nessryne Jelalia spent a day with the Maghreb Idol show which is broadcast throughout the Maghreb region on Nessma TV. Based on the western reality show "American Idol," contestants come from all over in competition to become pop stars. Throughout the morning, Nessryne was invited to talk to the 6 remaining contestants from 5 countries about HIV/AIDS. In the afternoon, Nessryne and the Y-PEER Tunisia network took the contestants into a theater where they introduced them to the fun and informative training methodologies that Y-PEER uses. In the evening, the The Garby's joined the Academy and performed. (The Garbys are 3 Tunisian musicians who are on the rise and who the YPEER Tunisia network brought to the Youth, Pop Culture, Media and HIV/AIDS Meeting in Istanbul earlier in the year.)

The three ten-minute "Zanimator" films that had a 2006 premiere at the famous Tuckwood Cinema in Belgrade are the product of a strong media partnership that Y-PEER Serbia anchored. With international donors, Y-PEER-Serbia and a variety of eminent Serbian experts created the film series to meet the serious gap in Serbian media of timely, accessible and accurate information about HIV/AIDS, correct contraception use including condoms, how to avoid unwanted pregnancies, and other important sexual and reproductive health information that Serbian young people crave.

In late 2006, Y-PEER Bulgaria announced a short film competition for students attending the Bulgarian national Academy of Theater and Fine Arts. Scenarios were solicited that expressed provocative ideas dealing with the sex and health issues facing youth in Bulgaria today. The chosen scenario, "You Are It," tells the story of two young men and two young women who are affected by an unsafe sexual encounter. The reaction to the premier screening was overwhelmingly positive – the director of International Sofia Film Festival attended and included it in that prestigious film festival showing it once as a regular entry and again at the closing ceremony attended by prestigious international film professionals. The reviews were rave: "Professionally shot..." "Beautiful scenes...." "Clear and short messages..." After this experience, Y-PEER Bulgaria has officially earned the title of professional film producers!

In mid-2007, Y-PEER launched a video contest to promote the network to external audiences and to help national networks with their recruitment and outreach efforts. All country networks were invited to participate through a call for submissions of scenarios. The submission guidelines called for scenarios to be attractive, interesting, reflective of Y-PEER member activities, and include emphases on HIV prevention messages for youth. National networks were encouraged to utilize all resources available to them including their celebrity partners and Y-PEER spokespersons in their own countries.

As a result of the call for submissions, 24 scenarios were received from 12 countries: Algeria, Romania, Morocco, Russia, Serbia, Jordan, Moldova, Tajikistan, Kosovo, Bulgaria, Macedonia, and Kyrgyzstan. From that impressive pool of candidate scenarios, 8 were selected for production. All videos were uploaded to YouTube and posted on the Y-PEER Web site for public viewing: www.youtube.com/ypeermtv. A panel of judges from Y-PEER partners MTV-Staying Alive, SOA AIDS Netherlands, and Dance4Life were enlisted to view and critique the 8 videos, from which 3 were selected as the top three winners:

- 1st Place: Russia – Y-PEER in Action
- 2nd Place: Romania – The Question Mark
- 3rd Place: Bulgaria – Basketball

3.2.5.3.3 Documents Reviewed

- UNFPA/Y-PEER Bulgaria National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,
- UNFPA/Y-PEER Egypt National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,
- UNFPA/Y-PEER Macedonia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey
- UNFPA/Y-PEER Moldova National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,
- UNFPA/Y-PEER Russia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,
- UNFPA/Y-PEER Serbia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,
- UNFPA/Y-PEER Tajikistan National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey
- UNFPA/Y-PEER Turkey National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul,

3.2.5.3.4 Discussion

This evaluation review illustrates the important and successful role that collaborations with pop culture and media personnel have played in the ongoing activity of the Y-PEER network. Education that is delivered in *entertaining* ways is known as *edutainment*. Not surprisingly, Y-PEER members around the world are using a vast range of media options to ‘edu-tain’ through their networks and reach more young people. It could be argued that Y-PEER is as much a virtual network as it is a physical one. The selected list of multi-media *edutainment* events noted above shows clearly that Y-PEER operates in both realms effectively.

3.2.5.4 Indicator Four

Y-PEER World AIDS Day Campaign concept produced, and campaign implemented
Achieved

3.2.5.4.1 Related Regional (International) Activities

World AIDS day is an international day noted around the world and the Y-PEER network has successfully utilized the day to focus attention on their national and local HIV /AIDS issues.

3.2.5.4.2 Related National Activities

Y-PEER Network	World AIDS Day – December 1 st 2007		
	Condoms Distributed	Materials Distributed	Activities
Albania	5000	2500	Production of an original play, “Betrayal” about HIV/AIDS by students at Andon Z. Cajupi School in Tirana; they toured 4 cities across the country with the play.
Azerbaijan	80000	35,000	<i>Transit</i> screening; peer education workshops; condom distribution
Bosnia & Herzegovina	8000	5000	Y-PEER Play; condom distribution
Bulgaria	660,000	40,000	Community theater; concerts; peer education trainings; parades; radio show aired on National Darik Radio; condoms distributed nationally through Bella Magazine throughout December; advocacy forums for adolescent sexual/reproductive health services access and youth participation; leaflets and condoms distribution; VCT centers promotion
Croatia	22,350	84,400	Y-PEER Information stands in student dorms, university buildings, town squares and popular shops; street actions in several cities; Stop AIDS Concerts / Parties / Fundraisers; peer education workshops and interactive lectures for adolescents; Round Tables; film screenings with facilitated discussions; outreach to most-at-risk young people; press conferences and interviews.
Egypt	0	600	2 Theater Based Peer Education workshops for 50 educators; WAD celebration in Minia
Georgia	0	2000	Youth Conference on HIV/AIDS organized by the Youth Advisory Panel of the UNFPA Georgia Office; <i>Transit</i> screening; Free Hugs Campaign in Tbilisi
Kenya	2000	800	Community service work with orphans and vulnerable children; Magnet Theater performance; mobile health service providing voluntary counseling and testing
Kosovo	7000		Y-PEER photo exhibition; street action distributing information and condoms,

Y-PEER Network	World AIDS Day – December 1 st 2007		
	Condoms Distributed	Materials Distributed	Activities
			talking to youth and random citizens; school peer education sessions; appearances in all media: t.v., radio and newspaper, and web; theatrical performances
Kyrgyzstan	1000	1000	Youth Forum: "Take the Lead" ; Training of Trainers
Moldova	10,000	10,000	<i>Transit</i> screening at the Patria Cinema, in Chisinau, Balti, Cahul, Ungheni and in Transnitria; HIV/AIDS radio talk show; Peer education training sessions in the schools (in collaboration with the Ministry of Education – sessions conducted by Y-PEER trainers).
Macedonia	10,000		Promotion of the National HIV/AIDS Strategy 2007-2011; press conference; celebration at Macedonia Square under the banner "TAKE THE LEAD. STOP AIDS. KEEP THE PROMISE"; "Break the Ice-Take the Lead" event at the Skopje skating center; TAKSIRAT Music Festival; peer education workshops
Morocco	1000		Two training of trainers in peer education; rock concert; 10 fairs; HIV mobile testing unit; 7 events in school youth clubs
Russia			Series of advocacy meetings and public events
Serbia	27,000	39,800	Workshops, STOP AIDS Party, Press conferences, <i>Transit</i> screening, TV and radio clips, theater plays, street actions
Somalia			Football and volleyball matches, and theater were used in an outreach program on leading a movement to keep the promise of preventing HIV which visited several internally displaced person centers across the three regions of Somali. Caps and leaflets with the basic facts HIV/AIDS was distributed to the IDP inhabitants and seminars were organized for youth groups and religious leaders on tackling stigma and discrimination.
Sudan	0	50,000	Advocacy meetings with key

Y-PEER Network	World AIDS Day – December 1 st 2007		
	Condoms Distributed	Materials Distributed	Activities
			stakeholders; awareness raising campaigns in communities/ areas with high prevalence; media campaigns; supported the national AIDS program in high prevalence states in celebrating AIDS week.
Tajikistan	1000	1000	TV talk show: "Nasli Solim" under Y-PEER brand; radio show; <i>Transit</i> Screening in the Central Cinemas in Dushanabe and Khujand with condom distribution; participation in The Partnership Forum; Y-PEER in Action video on national TV and at international airport; participation in the National Conference on Islam and HIV/AIDS.
Tunisia	1500	1500	Open Information Day in a hotel in Tunis; awareness session for the hotel staff; Concert
Turkey	5000		Youth Story: activities in 21 cities including condom distribution, Y-PEER Newsletter distribution, TV,/radio appearances, newspaper articles; Red Ribbon awareness activities. Peer education training in 10 cities; <i>Transit</i> screenings
Turkmenistan	2000	2000	<i>Transit</i> screening for teens and DVD copies distributed to local UN staff; peer education training sessions; WAD event: mountain climbing on Kopet-Dag by UNAIDS and national partners.

3.2.5.4.3 Documents Reviewed

- ME campaign web site
- Zoomerang logs

3.2.5.4.4 Discussion

World AIDS day activities featured strongly in the list of successful activities noted by those interviewed as part of this evaluation review. Not only did World AIDS Day provide a focus for activity in HIV prevention and health promotion but it gave local and national Y-PEER networks the means to advocate for the work in which they were undertaking. World AIDS day remains an important feature of the work of the network.

3.2.6 Output Six related Activities

Output Six: To have promoted **participation of young people** and **representatives** of populations at risk in planning, design, and implementation of HIV/AIDS prevention activities.

3.2.6.1 Indicator One

Y-PEER Advisory Board Meeting organized, report submitted **Achieved**

3.2.6.1.1 Related Regional (International) Activities

The activities of the Global Advisory Board have been detailed in section 3.1.3 and it is noted that the board has met in 2006 and 2007. The report of the advisory board meeting from 3rd to 9th December 2007 have already been detailed in the report.

3.2.6.1.2 Related National Activities

All activities related to this indicator have been explained above.

3.2.6.1.3 Documents Reviewed

- Y-PEER 2007 Global Advisory Board Meeting REPORT 3-10 Dec 2007

3.2.6.1.4 Discussion

This evaluation review illustrates that the Global Advisory Board has proved to be an excellent means of member-driven policy setting and it is a strong next step in establishing an independent global facilitation entity. These and other initiatives are setting the stage for the inevitable time when Y-PEER will move from under the auspices of the UNFPA as its host and sponsor and set out to forge its own path in the world.

3.2.6.2 Indicator Two

Y-PEER Fellowship TOR developed and published, Finalists identified and supported **Achieved**

3.2.6.2.1 Related Regional (International) Activities

In the UNFPA's efforts to move beyond Y-PEER network pilot and demonstration projects and increase coverage at local, national, regional and inter-regional levels, UNFPA has provided significant funding to establish a fellowship program in their country offices exclusively for young people to bring their perspectives to the agency's issues that impact them now and in the future.

3.2.6.2.2 Related National Activities

Seven fellows were identified among Y-PEER's leadership and they now serve as the lead youth advocates for UNFPA offices in Algeria, Belarus, Bosnia and Herzegovina, Bulgaria, Egypt, Macedonia and Serbia. Not only are these fellows advancing Y-PEER's agenda and expanding its reach via these UNFPA country offices, but they are also helping to strengthen UNFPA's overall programming related to young people's sexual and reproductive health.

3.2.6.2.3 Documents Reviewed

- Terms of Reference for Y-PEER national Fellows
- Report UNFPA/Y-PEER Bosnia & Herzegovina Fellowship Y-PEER National Coordinator 19 February -19 May, 2007 by Ms Naida Kucukalic
- Egypt Internship Report by Ahmed Malah

3.2.6.2.4 Discussion

This evaluation review noted that the utilization of fellows was integral to the progress of country Y-PEER networks, especially in the governance and coordination areas. All countries involved in the review indicated the desire for fellows. For example, in Tunisia it was noted that having a Fellow is vital for the continuation and expansion of Y-PEER Tunisia as that country is involved in many regionally significant activities (translations, intercountry links) and a Fellow will be able to undertake some of these activities.

4.0 DISCUSSION

4.1 Impacts of the Project

4.1.1 Strengths in terms of meeting project's stated goals

Perhaps the biggest strength of the Y-PEER network has been that it has totally achieved its stated goals (as shown in section three). Since Y-PEER's inception, national Y-PEER networks have been set up in 38 countries, stimulating the open exchange of information and ideas on issues of sexuality, relationships, risk behaviour and prevention of STIs and HIV. This evaluation illustrates that the Y-PEER network provided a methodological infrastructure allowing peer educators and their supporting institutions to collaborate on strategies and programming and that it provided a SRH focus for a wide range of youth NGOs, and facilitated important linkages between the community, government and international agencies.

This evaluation notes that demand for education sessions provided by Peer Educators is increasing as awareness is generated of the programme. Focal Points have indicated that over the course of the programme, there has been a perception that awareness re SRH has been raised, that the need for SRH information has been acknowledged, that awareness of SRH rights has increased, and that behaviours have changed amongst those participants trained as Peer Educators.

In all of the countries reviewed, the Y-PEER Goals have been successfully met. In measuring the successful completion of project outputs, it is important to consider the particular national context and specific cultural, political and historical parameters, for example, Russia has established a variation of the project and outputs to accommodate its unique national circumstances. A number of countries have not been able to implement direct prevention strategies targeting marginalised, "at risk" communities within their societies (MSM, sex workers, IDUs) due to legal, social and cultural constraints, yet have provided valuable resource and technical support for relevant NGOs. More significantly, through the training and participation of many young people at school and university level, the next generation of key decision makers have been inculcated with a spirit of community engagement that has prioritised HIV prevention and SRH for all people.

A number of countries have accomplished much in a relatively short history.

- Compared to the expected outputs set up by the international Y-PEER network, the achievements of the Y-PEER in Tunisia have respected the framework of what has been planned at the international level and have achieved above the required minimum within the short time frame of the project.
- The Y-PEER Network in Kosovo has achieved much despite limited resources, continuously conducting trainings, regional and local workshops, public campaigns, and media appearances. Since 2005, more than 10,000 adolescents

and youth have been directly involved, reached and educated. Currently, the network has 50 active trainers, and another 700 active peer educators. Y-PEER programs have strongly supported capacity development of youth and youth groups in peer education, local activism, as well as youth participation at the international, regional and country levels.

- Y-PEER education has established itself amongst young people within Serbia to allow for open discussion and theatre-based education as a social norm for the dissemination of SRH information.

4.1.2 Relevance of achieved outputs to country's needs

In reviewing the variety of Y-PEER activities engaged at a national level, a cursory inspection may show an apparent disconnect between the objectives and associated indicators of Y-PEER on the international level, and the national objectives however closer study reveals this to be the 'localizing' of the broader project outputs to country specific situations. At times, this apparent lack of uniformity between national and international objectives, and across regions, makes comparison or measurement of successful outcomes difficult. Nonetheless, this lack of uniformity acknowledges the autonomy of each country to decide upon its own priorities and methods. This is exemplified by the minimal attention given by certain national Y-PEER networks to high risk target populations (MSM, IDI, SW) despite its clear enunciation in the international objectives. However, cultural, legislative and social circumstances at a local level may limit the adoption of such programmes.

Most significantly is the challenge of selecting the most appropriate target for the work of Y-PEER. Again there is a tension. The epidemiologically significant groups with respect to HIV/STI risk are the most marginalised- SW, IDU, MSM, disadvantaged youth, Roma. Repeated studies have identified these as the greatest at risk in the Balkans and Central Asia regions. Yet Y-PEER's network currently is heavily based on a general youth cohort, mostly outreaching to other students or socially-similar peers. In those circumstances where outreach to the marginalised has occurred, the cultural divide between social advantage and disadvantage may weaken any claim to peer education (it is important to acknowledge however that a paradigm shift is occurring in a number of countries and recognition that the network needs to address the issues of most at risk adolescents more aggressively if it want to remain focussed and relevant). Consequently significant groups may be beyond the reach of Y-PEER (though other NGOs have taken up this work). However any claim to ineffectual targeting can be easily countered. The training of university students and the accompanying change in attitudes, personal commitment and empowerment is an important long term investment in the future class of professionals, key influence groups and decision makers who are essential for establishing a political and social environment supportive of SRH promotion.

Y-PEER should be viewed in this context as developing the social capital and political environment to facilitate healthy change. Further to this, a number of the countries reviewed are still inherently conservative and therefore an evolutionary approach to SRH promotion is required. Piloting a system within a socially

acceptable and accessible group such as university students and community volunteers is the first step towards wider application of the methodology. As well, the paucity of SRH education in a number of national school systems (and the general lack of awareness within the community) would suggest that the whole population of young people are potentially at greater risk.

Interestingly, a number of the countries reviewed had established an earlier system of peer education prior to Y-PEER, or had prioritised peer education as a key national strategy. The adoption of Y-PEER within these settings was critical to the re-energising of previous health promotion strategies, or provided the platform to implement new national strategies. For example, during the 90s, the Health Promoting Schools program within Bulgaria funded a system of Master Trainers. Once this funding ceased, the system declined but there was an urgent need to retain the expertise of the Master Trainers. This was enabled through UNFPA funding in 2000 and further funding by the GF in 2004. Y-PEER provided the opportunities for the professional development of the more highly trained PE and connected them with an international network. National Bulgarian efforts have been reinforced by Y-PEER and the work in schools is supported by Y-PEER trained persons.

In a number of countries, Y-PEER was seen as integral to national SRH and HIV strategies (Bulgaria, Turkey, Serbia, Tunisia and more) and therefore an important partner in the implementation of those strategies. However in other countries (Bosnia & Herzegovina) Y-PEER had become one of the few organised activities targeting HIV and SRH in the face of relative government inaction, and certainly one of the only means of engaging young people in health promotion.

Y-PEER is providing a strong advocacy role for the primacy of prevention, particularly in countries where greater emphasis has been placed upon HIV treatment (Russian Federation). In this way, Y-PEER assists in identifying national needs and prioritising their attention at a government level.

Ultimately, peer educators trained through Y-PEER have gained invaluable experience and skills for life-long decision-making, social activism, behaviour change and communication that will impact upon their peers and communities. Inevitably many of these peer educators will serve as excellent role models in their chosen professions, NGOs and respective communities. This highly skilled human resource could be considered one of Y-PEER's greatest outputs and the most effective response to each nation's need.

4.1.3 Quality and added-value of project's end products

The direct impact that the Y-PEER Network has had may be measured in the achievement of outputs. This includes the spread of safe sexual and reproductive health messages and the reduction in HIV and STIs (an output that is currently difficult to measure due to inadequate surveillance). However, there are numerous

'added benefit' indicators of impact that have not been captured through these output measurements.

This evaluation has demonstrated that young people involved with the Y-PEER network gain skills that assist them across many aspects of their lives eg. peer educators are trained to be able to communicate confidently and clearly. This is a skill that is learnt rather than acquired and is evident amongst all of those involved in the Y-PEER Network in each country. For example a large number of Y-PEER educators trained in Bulgaria have developed self confidence and new attitudes towards social justice and awareness.

The skill set that those who undertake Y-PEER training develop not only assist themselves personally in professional and social circles, but also assist the NGO from which they originate. This is another strong positive impact of the Y-PEER Network in each country. The model of embedding educators within existing NGOs, has allowed Y-PEER educators and trainers to bring added skill and expertise to the NGO with which they are associated. This general upskilling of the staff of NGOs working in the youth sector will have significant benefits for the implementation of SRH strategies at a local and national level.

The Y-PEER methodology has generated significant networking and inter communication between NGOs where this did not exist prior to the advent of Y-PEER. For example, in Turkey the annual training opportunities has brought together many NGOs which consequently engage in dialogue, exchange ideas, discuss issues of concern and collaborate in planning. The networking facilitated through Y-PEER enables this pooling of ideas and perspectives that had rarely occurred before.

Another 'added benefit' generated by the Y-PEER Network is the transmission of health promoting messages re HIV prevention and SRH beyond the primary target population of young people to the greater community eg a Tunisian youth service in Bizerte discusses SRH topics with parents as well as young people whom they were initially targeting.

Since Y-PEER has established itself as one of the largest and most competent global sexual and reproductive health networks for young people, many of the world's major policy and programming gatherings have sought the network's expertise and its resources have been utilised in a range of areas beyond the scope of Y-PEER. In a number of countries, these peer education manuals and resources have been utilised by national education systems and teacher training.

4.1.4 Alignment with National HIV and SRH plans and strategies

In a number of countries reviewed, Y-PEER was not viewed as a separate entity but a methodology integrated within the UNFPA's and/or National SRH programme. In this way, there was close alignment between Y-PEER's methodology and the intent

of national HIV and SRH strategies targeting youth. Indeed several countries had prioritised peer education as its preferred strategy for targeting young people.

Many national plans and strategies have emphasized the need for interventions within key core populations most at risk for HIV transmission (MSM, IDU, sex workers). Despite social, legal and cultural restraints that have limited Y-PEER's outreach to the most marginalised communities, a number of national Y-PEER networks have made impressive steps towards greater involvement in these priority populations. Peer Education outreach to more marginalised and disadvantaged youth has commenced with the training of institutionalised young people to become Peer Educators. In many countries, orphanages provide shelter and social welfare support to young people escaping domestic violence or social deprivation, many of whom would be considered at high risk of HIV and STI acquisition.

The Peer Education Training on HIV and Sex work hosted in Istanbul provided for the training of NGO outreach workers to conduct peer education activities amongst sex workers. This was a significant shift for Y-PEER towards greater engagement with higher risk groups. These links will be further developed and supported through 2008.

Through advocacy it is hoped that a growing awareness of SRH health rights and health rights in general, equipped with leadership and communication skills, young people will be empowered to lobby for improved SRH services and education. Additionally, the focus on advocacy provides a "back door" entry into SRH education, a more subtle approach that is necessary for the more conservative areas of the society where greatest disadvantage may be found. This well planned, sequential staging of programs and campaigns will lay the foundation for a sustainable infrastructure that is supportive of SRH.

Some examples where alignment between Y-PEER and national goals and activities have occurred include:

- Y-PEER Bulgaria is re-establishing a previous school-based health promotion infrastructure that had been resourced by the government during the 1990s through the training and motivating of young people and educators.
- Tunisia has a strong and long history of proactive involvement in youth, gender, and peer education. Government bodies and key are very supportive of the activities of the Y-PEER Network and synergy exists between the activities of Y-PEER and the goals of the government.
- Development of Y-PEER network in Kyrgyzstan has provided important support for National education and public health programmes. The network's resources have proven popular with youth programmes of the National Health Promotion Centre and the KR Ministry of Health's projects. The National Programme on Prevention of HIV/AIDS Epidemic and Its Social and Economic Consequences in the Kyrgyz Republic (2006 – 2010) has inscribed the peer-to-peer principle as an efficacious component of educational and preventive programmes. Similarly, the National Strategy of Reproductive Health prioritises peer training in the preventive programmes for youth and adolescents.

- Since 2001, the peer education approach has been promoted in Kosovo through international and domestic organizations as part of school-based education, public campaigns, and the dissemination of information re HIV and SRH. The creation of the Peer Educators Network in 2004, involving all peer educators and trainers around Kosovo, was further strengthened with the support of UNFPA, in 2005, with the establishment of Y-PEER.
- The priorities of the Government of Republic of Moldova as recorded in its Moldova Strategy for Youth emphasizes the access of young people to information and healthcare. As part of this priority, the development and consolidation of peer education are provided as basic actions. The Youth Strategy provides for the instruction of at least 300 peer educators per year, the development of a peer educators' network and seeks to increase the number of young people who benefit from information and other services provided by peer educators. Therefore, the development of the Y-PEER Network by UNFPA supports the Government in attaining the objectives stipulated in the National youth Strategy.
- Y-PEER Serbia participation in development of the National Youth Strategy

4.1.5 Impact on capacity building

Through Y-PEER, a spirit of collaboration has been fostered amongst NGOs as a result of regular communication, networking and annual meetings. This has established a high degree of sustainability for any future network of peer education and allows for the identification of best practice.

Y-PEER's impact in the long term extends beyond that of the individual's improved knowledge and attitudes. For example, the work of the Medical Students Association in Turkey is significant in that it lays the foundation for gradual improvements in medical service delivery by shifting attitudes in current medical students. The ability to influence future key decision makers through the investing of resources targeting Turkey's educated young people should be considered a key HIV control strategy. Therefore, Y-PEER's focus on young people who may be considered less epidemiologically significant with respect to HIV/STI risk should be balanced with its long term impact on a future professional class who will assume leadership roles within the society.

All of the countries reviewed have displayed remarkable efforts and progress towards developing internal capacity for ensuring sustainability:

- Although still a young network, the Tunisian Y-PEER Network is already moving to looking at how the network governs and manages itself. This appears to be a part of the natural maturing process of the network and to assist sustainability, some assistance, possibly training, in governance, management and strategic planning may be warranted.
- The Y-PEER Turkey network has attained a strong level of sustainability, however the perception appears to be that a further 1-2 years would of UNFPA support would be necessary to ensure national ownership and a capacity for NGO to sustain the cycles of training. This process has commenced through the two

implementation partners- TOG and Y4H – securing funds from other sources to support peer education programmes. This has been possible through the ability by NGOs to receive funds from private companies not available to the UNFPA. Clinical service provision is already sustained by the MoH. The NGO network has commenced a system of peer recruitment, training and delivery, but requires further time to solidify this achievement. Similarly, the Advocacy project, though still young, has secured strong support and ownership from the implementing partner, Y4H, and external funding has been acquired. Each year will see a successive shift of responsibility to the implementing partners with the UNFPA providing technical assistance. It is hoped that this process will be finalized by 2010. Nonetheless, the authority of the UN, through the UNFPA, is essential to maintain momentum and influence.

- Y-PEER educators, trainers, focal points and coordinators are embedded in NGOs in Serbia and mostly become involved in Y-PEER through their existing involvement in NGOs. The collaborative relationship has generated many benefits both for the Y-PEER network and for the NGOs and ensures the ongoing application of skills and resources through these NGOs. In addition, there is a network of people who volunteered in Y-PEER and who had now passed the age of involvement, but are still actively involved.
- As the Russian Network has continued to grow and mature, there is a sense both from UNFPA, the Donor responsible for setting up the Network and also the current coordinators of the Network, and from many members of the Network, that the time has come for the Network to have its own structures for management and implementation coordination. A Coordination Council is thus being planned for, which will become the coordinator of the Network's activities. Discussions about the setting up of the council have been ongoing, with the stage being set to have the council elected some time in February 2008.

4.1.6 Impact on HIV and STI rates

A commonality shared across all countries was the underreporting and inadequate reporting systems for HIV and STIs, particularly chlamydia & gonorrhoea as a result of under-resourced public health systems, privatized health services and lack of coordinated systems across public and private health services and laboratories.

Therefore despite the great level of preventive activity being undertaken by Y-PEER, there is no means to measure the impact of this activity on the SRH of young people due to current limited infection surveillance and monitoring. Further to this, it was noted that a number of countries were poorly resourced with respect to youth appropriate clinical services that can facilitate easy testing for all STIs. A number of testing centres were available for HIV, but little has been developed on a population basis for more common infections such as Chlamydia.

4.1.7 Impact on the Establishment of Youth Networks

Y-PEER's strong appeal to young people is the opportunity it provides for young people to socialize and network. Ownership of the decision making process has been

one of the key motivating factors for peer educators to maintain involvement in the – Y-PEER Network. Y-PEER has established success in bringing together the voices of various NGO's working in youth peer education. It has also built a strong "brand" that is becoming increasingly well known, and this provides significant advantages in its advocacy efforts as well as the building of sustainability. Y-PEER has also developed strong partnerships with organizations and individuals that appeal to young people: eg MTV, pop and TV icons.

In many countries NGOs have had limited experiences with collaboration and with addressing issues of adolescent SRH. Previously it may have been difficult for organisations to work together, and the tendency has been for individualism. Y-PEER has facilitated a gradual process of cooperation across organisations through its hosting of a range of training workshops and collaborative projects. It has helped to facilitate a standardised approach to peer education and training and consequently increased the network of available PE and strengthened the links amongst youth focussed NGOs.

Y-PEER definitely builds youth networks. Y-PEER will continue building on its successes, and many of the youth interviewed through this review have the will and determination to do this. Formalizing the existing structures that are in place, having internal mechanisms that assist with managing the Network and continuing to support it in its growth will be crucial.

4.1.8 Impact on Quality Peer Education

Whilst peer education has had a long established role within the field of health promotion, and indeed, has been applied within a number of the countries reviewed at both a local and national level, the implementation of the Y-PEER methodology has had a significant effect on the quality, effectiveness and accessibility of youth-based peer education. Y-PEER has facilitated the establishment of NGO networks through which strategies and experiences can be shared, skills and resources pooled, and through which benchmarks can be set for good practice. This has inevitably led to the development and dissemination of Peer Education Standards, and a set of standardised resources and tools.

A key element of the Y-PEER Network has been the development of standards in peer education. UNFPA and Y-PEER, in collaboration with Family Health International (FHI-YouthNET) have designed international standards for programmes in peer education, through an interactive, consultative process; it included various international stakeholders (adult experts, academics, peer education project managers, and youth peer educators). They provide a general framework for quality assurance in programme development, implementation, and assessment, while allowing for creativity and flexibility regarding subject matter, means of implementation, and assessment and audience choices.

This has allowed Peer Education to evolve from a variable, ad-hoc approach to a structured, standardised system based on evidence and best practice. The establishment of a regional network not only allows for the maintenance of skills across a range of countries to ensure quality, but provides for the exchange of ideas and experiences which continually adapt and improve peer education strategies against a fluctuating cultural backdrop.

The adaptation and adoption of peer education standards is a key to the continued success of Y-PEER, with stakeholders citing these standards as the main strength of the Network. The adoption of the standards can help in strengthening the Network's credibility and expertise, allowing it a stronger basis for advocacy within government.

The development of Peer Education Standards through Y-PEER has influenced the quality of education developed at government and NGO level, by incorporating different organisations into a single network with a common understanding.

Challenges have also been set for those NGO and government bodies that have continued to deliver SRH promotion and education through more traditional didactic approaches. Peer education demands a different form of teaching, requires a shift away from traditional teaching and teacher training. In this way, Y-PEER resources have become important assets for national curriculum and teacher training.

Prior to the formation of the Y-PEER network, some NGOs were either aware of peer education, (or actively used the methodologies) but there was no standard practice. In the case of youth, peer education was not being used frequently in many countries due to there being few youth peer educators. Rather, many peer educators used previously were either adult to adult, or adult to youth, but not youth to youth. Other than a trainer being a peer (of the beneficiary) by virtue of same background e.g. MSM, the fact that the trainer and beneficiary, weren't of similar ages, diluted the impact of the message, as it was harder for the trainer to empathize, or communicate (on the same level) as the beneficiary.

Therefore, the network built on existing experience, structures and organizations i.e. NGOs who either did peer education, or were youth focused, with the goal of combining their knowledge and expertise, and thus creating services which were both peer education and targeted at youth.

Y-PEER also has brought about improvements in the monitoring and evaluation of peer education and training strategies. Previously, many health promotion interventions relied on simple quantitative measurements such as participant numbers, condoms distributed. However the Y-PEER methodology has established a more rigorous system of measurement, more focussed upon quality than quantity.

Examples include:

- The Y-PEER Project in Russia has been successful in many areas; mainly in advocating for a concerted effort in the area of youth peer education and

awareness of SRH for youth. Peer education has been operating in Russia for more than ten years, but with the approach that Y-PEER brings of a globally standardized approach in peer education, largely run by the youth for their peers and by adults working with youth in an adult-youth partnership, education has become more effective.

- Y-PEER in Macedonia has similarly achieved much in youth peer education area, and the quality of this work has attained the acknowledgement and respect of various government departments.
- A key to the sustainability of the Y-PEER Network in Tunisia has been the adherence to, and advocacy for, the Peer Education standards. Success breeds success and it is already obvious in Tunisia that the quality of peer education offered through the Y-PEER Network is of the highest standard and is being sought by other organisations and sectors that are involved in peer education.

4.1.9 Impact on baseline data to inform MDG

Limitations in the monitoring and evaluation of Y-PEER activities, and particularly its long term impact on behaviour change and rates of STI and HIV infection at a national level, will make it difficult to measure MDG impact outcomes. Nonetheless, the Y-PEER network is an integral strategy in addressing several MDG and provides a number of measurable process outcomes.

MDG 4- Reduce Child Mortality

Achieving this Goal by 2015 will require an overall increase in public spending on health to ensure that preventable infections can be recognized and treated in their early stages, more health care providers are made available, particularly in rural areas, and that young women are granted improved access to family planning and sexual and reproductive health education.

Y-PEER has begun the important process of developing a network of skilled young people and youth focussed NGOs which serve as active partners in decreasing the rate of child mortality. Trained peer educators are resourced and supported to serve as counsellors, mentors and role models for other young people re sexual and reproductive health and family planning. More significantly, this reservoir of trained peer educators will develop into an infrastructure of skilled professionals and socially engaged citizens, equipped to advocate and influence government and social policy.

MDG 5- Improve Maternal Health.

Achieving Goal 5 will require governments to expand reproductive health care services, especially in rural areas, and provide fast access to medical centers. As in Goal4, more family planning, greater sexual and reproductive health education is needed to improve maternal health.

Y-PEER enables a geographically and socially diverse pool of young people and NGOs to become trained and resourced to furnish essential education and awareness campaigns around sexual and reproductive health. Adolescent girls in particular will benefit from education that enables them to make better choices about their future. In many countries with little formalised SRH curriculum within schools, Y-PEER provides one of the few systematic approaches to widespread education.

MDG 6- Combat HIV/AIDS, Malaria and Other Diseases

HIV and STI are preventable, yet solutions to these health challenges remain inaccessible for millions of disadvantaged people due to inadequate health services and health promotion interventions, limited access to education and preventive technologies. Awareness, education, diagnosis and treatment for HIV and STIs are still low in many regions requiring significant input of capital, skilled personnel and political will.

Every minute, six young people between the ages of 10 and 25 are infected with HIV. Youth need information and preventive education in order to decrease the risk of infection and halt transmission. Through Y-PEER, thousands of young people across many countries with emerging HIV epidemics have already become participants and recipients of a number of local and national campaigns targeting HIV and SRH. Many youth have acted as peer educators and motivators at school and university level to counter the stigma around HIV. Other trained peer educators have become important advocates for the inclusion of youth voices in national strategies and policies, for the development of youth friendly health services, for the development of universal national SRH curriculum and for social justice for the marginalised.

4.2 Major factors affecting the Project

4.2.1 Limitations in terms of meeting project's stated goals

It is important to note that despite desires for Y-PEER to broaden its scope to encompass marginalized and at risk groups, it is noted such a challenge may be too early for many national Y-PEER networks to take on. Many networks are still in a gestational stage and widening the range of activities may place too great a strain. It may be appropriate for there to be a period of strengthening networks, to ensure sustainability, before outreaching further.

The high youth population of many of the Y-PEER countries presents great challenges with respect to the wider reach of the programme. Peer Education is by its nature a local, interpersonal exchange of information which cannot reach large scale audiences quickly. Its effectiveness rests on the rapport developed between educator and client. Formal education through the school system can provide a greater coverage across demographic and geographic expanse, but in the current absence of formal SRH curriculum in many countries, peer education provides an effective alternative, though limited in its audience capacity.

A system of volunteerism that relies upon young students encounters difficulties in sustainability of energy and interest. Further, it may be difficult to attract young people to SRH activities given the competing priorities, interests and organizations seeking youth attention. Health may not be a priority. Many NGOs have been traditionally strong in their involvement with women's issues but few have considered SRH. Through Y-PEER, the UNFPA is seeking all youth based NGO to adopt SRH issues as part of their agenda.

Despite being the most epidemiologically significant with respect to HIV/STI transmission, very few Y-PEER resources are targeted at core groups- IDU, MSM, SW. Some work has been piloted with institutionalized youth, and the 2007 Peer Education Training on HIV and Sex Work has resulted in some Y-PEER resources for peer education amongst SW. Injecting Drug Use is only briefly reviewed in the various Y-PEER training courses and no specific modules have been allocated to this issue. Explanation is given by way of the low level of IDU within many of the national communities. However IDU is recognized as an epidemiologically significant group in Eastern Europe and Central Asia (Of note, it is important to consider limitations of the UNFPA mandate in this area and discussions are underway to address this through collaboration with the UNODC, whose primary mandate is focus on IDUs).It is conceivable that over time, IDU will become a significant issue demanding a political and social response. Given the effectiveness of harm reduction strategies to reduce HIV transmission, but controversy that often accompanies their implementation, training youth advocates and potential future decision makers in the philosophy, effectiveness and implementation of harm reduction would be an important future investment.

Although, student peer educators might not be able to work with vulnerable groups (as per the regional outputs and indicators), there have been opportunities to work with other marginalised groups, such as orphans and mentally disabled children. Although these are demanding environments to work in, with the experience of counsellors and sociologists to guide and mentor them, they were able to deliver SRH education in an engaging and effective manner. This capacity to outreach to a variety of challenging target groups is an important tool for maintaining levels of interest and motivation amongst Peer Educators.

The basis of Y-PEER is set upon the principle of peer education implemented through volunteerism, as exemplified through the work Y-PEER focal points, peer educators, teachers, municipal staff. Volunteers have much to offer, particularly their enthusiasm and dedication. Y-PEER is youth focused and as such requires the participation of youth at all stages of the design and implementation of the program. This ownership of the program is a strong motivating factor and generates new experiences and skills, building of professional contacts and networks, and inevitably contributes to the personal development, self esteem and general confidence of the volunteer, both professionally and individually. School aged peer educators are often influenced in their choices of academic education and later professional careers through their involvement with Y-PEER.

The use of volunteers has many positive points and can have an overall impressive impact for the Y-PEER program, individual volunteers and end beneficiaries. Nonetheless there are some drawbacks. Volunteers (rather than paid employees), are required to give of their time and energy, in addition to their other daily commitments and priorities, often revolving around study. This must be taken into account when co-coordinating Peer Education activities as too great an imposition on volunteer workload will deter further involvement. This is particularly relevant to the Bulgarian context given the heavy reliance upon teachers and students for the activity of Y-PEER.

Retention of volunteers remain within the program at all levels of experience and training is essential. Often this can be facilitated through effective selection of appropriate trainees, seeking out the better motivated and enthusiastic.

The requirement for English skills at the higher levels is an impediment to many, otherwise, highly capable trainers. Selection processes should evolve to include best practice principles. Consequently, there are issues concerning the continued participation of focal points once they have developed beyond the “youth age group”. They will no longer be of a peer age and so implicitly will not be appropriate as peer educators, but they will possess a wealth of experience and exercise positions of responsibility (in other organizations). These Y-PEER members provide a critical mentoring and leadership role within the network and it is important to set up the structures to support and retain these most experienced volunteers.

4.2.2 Effectiveness of executing parties

The success of Y-PEER rests upon the individuals who make up the network and upon the commitment, enthusiasm and expertise of its member NGOs and the current technical support of the UNFPA and government partners. This evaluation review shows overwhelmingly, involvement of NGOs and UNFPA has been effective.

Turkey represents an example of an effective network. Y-PEER Turkey comprises a nation-wide network of NGOs, which with the facilitation of UNFPA and its team of Focal Points, has attained a high potential for sustainability within a short period of time. Critical to this success has been the effective selection of two significant NGOs- Youth for Habitat and the Community Volunteers Foundation- as implementation partners.

4.2.3 Communication channels

Strong and effective communication characterizes the Y-PEER network. Communication at the regional level is primarily internet based while community at the country level is more localized and specific.

Y-PEER is tapping the expertise of its membership to continually update its information communications technologies. As new technology solutions become available, Y-PEER seeks ways to apply them to its networking and peer education. The new Y-PEER global website will seize new opportunities to showcase user generated content, and more on-line interactions like videoconferencing and e-forums will allow members to share ideas and information more quickly and accurately than ever before. Portals to new country-based Y-PEER websites are being established that will both establish national networks' identities in-country and link them easily to their peers across borders. And although Y-PEER functions very well in its current English-only language restrictions, plans are underway to tap its membership to provide translations ensuring that everyone, regardless of their language competency, will be able to access and use Y-PEER's valuable resources.

As Y-PEER evolves, its young leaders are cognizant of how important it is to maintain a healthy balance between global and in-country networking. Both are essential means to the same end. The network's identity and quality assurance stems directly from the common set of materials and approaches that characterize Y-PEER globally. Similarly, those materials and approaches must have local relevance which means they need to be adaptable to a range of cultural settings. Frequent, candid and informed communications among Y-PEER's young leaders is critical to preserving and promoting the delicate balance required of any global network that acts locally.

English as a necessary precondition for participation at an international level offers solutions and dilemmas. The requirement for English language skills by those wishing to access advanced trainer courses at an international level was often cited as an impediment for many otherwise skilled and experienced peer educators, who are unable to progress further within Y-PEER because of limited English competency. This has generated an impetus for more nationally based advanced trainer courses which would increase the pool of master trainers within the country. Language barriers were also identified as responsible for some countries being unable to present many of the activities on the official Y-PEER web site. There was a need to establish various national portals to the main web site to allow for greater communication within countries and across aligned regions

Whilst communication within many national networks was considered very good, some countries still experienced difficulties eg. Peer educators didn't share close communication with other services within Moldova. Consequently in Moldova there are 12 health clinics for youth, more than 60 local youth centres, 4 health centres for women, family planning centres which were not involved fully in the Y-PEER process.

4.2.4 Linkages with other UNFPA relevant projects

The UNFPA has been integral to the establishment and ongoing support of national Y-PEER networks bringing together NGOs working in the field of SRH and young people. UNFPA Country Offices provide critical technical and resource assistance to

the networks in order to build capacity of the NGO partners for behaviour change communication, peer education, referral, and training of trainers.

The relationship between Y-PEER and the UNFPA varies across countries with respect to organisational closeness, however, in all countries there is a positive alignment between the activities of Y-PEER and national UNFPA projects. In a number of countries Y-PEER is integrated within the UNFPA SRH Program and its objectives are situated within that broader agenda. Therefore it is difficult to differentiate respective roles and responsibilities. The lack of uniformity between national and international objectives, and across regions, makes comparison or measurement of successful outcomes difficult. Nonetheless, this lack of uniformity acknowledges the autonomy of each country to decide upon its own priorities and methods.

4.2.5 Capacity of UNFPA offices to absorb Y-PEER

The existence of the Y-PEER network in any country has impact on the local UNFPA office. There are four primary ways how UNFPA support Y-PEER: funding; technical assistance and resourcing for the training of trainers and peer educators; communication facilitation and office administration support. The degree to which any (or all) of these activities are supported is variable across all the countries involved with Y-PEER. This close association with UNFPA has been essential for its initial growth and strength and up to this point, UNFPA offices have been able to support critical functions of Y-PEER whilst simultaneously empowering key NGOs to assume roles as network leaders.

The capacity of UNFPA offices to absorb expanding Y-PEER network activity within existing budget and resource constraints is negligible. Given that there is an acknowledged move from UNFPA sourced support to a broader base of support and more autonomy of the Y-PEER network, the long term capacity of UNFPA may not need to be expanded. In the short term, however, this is not the case and appropriate resourcing and capacity of UNFPA to effectively undertake its roles in this area are essential to the future autonomous success of the network.

Perhaps the most daunting task confronting Y-PEER is transferring its ownership out of UNFPA where it was begun and is sustained, to an autonomous organization run by and for young people. Y-PEER must take on the responsibility of ensuring its own future, regardless of UNFPA's future policy and programming decisions. That means it will need to establish a sustainable organizational structure that is both transparent and accountable – to both its members and its supporters. Funding from new sources will be required and systems established to manage the funding responsibly.

In this area, the Global Advisory Board has proved to be an excellent means of member-driven policy setting and it is a strong next step in establishing an independent global facilitation entity. These and other initiatives are setting the stage for the inevitable time when Y-PEER will bid farewell to UNFPA as its host and

sponsor, and like all smart and ambitious young people, Y-PEER will set out to forge its own path in the world.

4.2.6 Linkages with relevant projects from other agencies

In all countries reviewed, Y-PEER has developed over a short period of time a coordinated network of NGOs sharing common resources, methodology and goals. A number of well trained focal points are embedded in these organisations and provide the nucleus of skills, experience and energy necessary for driving that organisation's commitment to SRH promotion. In a variety of ways, Y-PEER has been able to integrate its system of peer education, advocacy and resource development into relevant "like minded" organisations and utilise other existing projects as vehicles for disseminating information. This has been one of the strengths of the network- its ability to adopt and adapt itself to existing infrastructure and projects.

It has been identified that Y-PEER needs to expand further to include those who are most at risk.- MSM, sex workers, IDU, detached youth and Roma. While it is equally important to retain Y-PEER's influence within the mainstream youth population of schools and universities, practical means for supporting its expansion into marginalized "at risk" communities, particularly Roma, need to be explored. A number of NGOs have developed expertise at the national level in their work with sex workers, MSM, IDU etc. These organisations currently provide training for at-risk peer workers but often the training is short term, lacks ongoing support and is not systematic. Examples include:

- Within Bulgaria Y-PEER is cautiously moving towards greater outreach to vulnerable core groups, due to the number of highly competent NGOs already engaged in this work. Whilst Y-PEER Bulgaria has specialized in the delivery of peer education within schools (and in other areas beyond), the capacity to access core target groups such as WISI, IDU and MSM would need to be conducted in close collaboration with existing NGOs and assisting them in furthering their goals.
- The joint implementation by UNFPA, UNICEF and the Ministry of Education and Youth of the peer educators' training project demonstrated the necessity of a common approach to the concept of peer education in Moldova and the effectiveness of collaboration with other agencies. UNICEF focused its programs on training teenagers aged between 12 and 14, operating only in schools, while the UNFPA is working with a wider age-group, and implements more outreach and information activities directed towards higher risk groups. This approach has generated an idea that peer educators should be permanently trained, so that, while starting as a peer educator in school, they can continue to apply their skills after graduation and address the needs of adult beneficiaries.

4.2.7 Additional resource and funding sources

At present it is apparent the majority of Y-PEER network activities are supported by two sources of funding: UNFPA Core Funds, and non-Core Funding secured through the donors and the partnering with private corporations. This latter source is important for future sustainability, however in many of the countries in which Y-PEER operates it is difficult to attract interest from the private sector due to the sensitivity of SRH issues. Y-PEER programs across the regions are striving to shift responsibility for their management from UNFPA to key NGOs or a network of NGOs. A number of international donors have been invaluable contributors to the advancement of Y-PEER, but it remains critical that national networks attract financial support from local enterprises in order to afford long term sustainability. The ability of key NGOs to attract sources of funding that are not open to UN agencies is a significant factor in directing Y-PEER towards more independent management.

Expanded funding, from whatever available sources, is key to the sustainability of the Y-PEER Networks. Even though Y-PEER personnel are volunteers, undertaking activities and developing training requires funds. Some individuals involved in the network in a number of countries, including Turkey and Tunisia, have proactively raised funds in novel ways, but a limitation across the whole Y-PEER regional network has been the lack of skills amongst volunteers in the areas of marketing, business and project planning, and fund raising. A strategic approach to fundraising from all sources, and the acquisition of these necessary marketing skills by Y-PEER focal points, trainers and peer educators is a desirable outcome for a sustainable Y-PEER Network. The establishment PETRI in regional areas is an important step towards establishing a formal basis for developing these skills.

4.2.8 Selection processes for training at all levels

Selection processes for training (at all levels) in the Y-PEER network is characterized by transparency and rigour.

Health education, by its very nature requires the transmission of accurate information, therefore great care is needed to ensure correct information is passed on at all levels. This requires careful selection, training and up-skilling of volunteers. The Y-PEER methodology is thorough in its ability to develop pools of skilled peer educators. The standardization of training, the development of resources, manuals and best practice guidelines have been integral to creating a system of quality education. Care is taken to ensure that those selected as Peer Educators have the requisite skills and knowledge to apply their training.

Due to the strong focus of Y-PEER upon youth engaged in secondary and tertiary education, effective and sustainable processes of recruitment and retention are paramount given the relatively short period of 3-4 years that young people may be involved with Y-PEER. This may be due to:

- Entry into university, and often to another city.
- Older youth are no longer considered peers
- Competing priorities / access to time

- Y-PEER has not been widely expanded to embrace other target groups for service delivery, therefore reducing opportunities to conduct peer education.

Concern has been expressed that as skilled trainers and peer educators gain experience, they become elevated to international postings and assume positions on the advisory board, resulting in a loss of contact with their national roots. Ironically, as they assume more prominent leadership roles, their peer status erodes.

Overall, the selection processes for training accommodate the needs of the Y-PEER network very very well.

4.2.9 Appropriateness and timeliness of technical support

The successful establishment of Y-PEER networks across all of the countries reviewed can be attributed to the solid technical support and expertise of UNFPA with most of the technical support originating from the regional office and managerial support from the country offices. In a number of countries, UNFPA staff have provided the kernel from which a network has grown. This level of support has been appropriate and necessary, and it is important to note that even amongst those networks establishing a high degree of independent sustainability, the technical expertise of the UNFPA at both the national and international level is still considered integral for ongoing success.

4.2.10 Monitoring and Evaluation activities

Monitoring and evaluation remain difficult tasks within the Y-PEER Network because of the very nature of the activity undertaken by the network. How can the network measure if it has 'made a difference' when the structure of the network is such that activity is devolved and is sometimes informal? Certain quantitative measures may be taken (number young people accessing youth services; number of people attending theatre based education etc) however the true impact remains unknown. This may be the nature of the activity.

The disparate nature of the Y-PEER network with respect to geography and demography, its dependency on a range of NGOs, the informal nature of Peer Education itself has generated difficulties for managing the delivery of education services in the field, measuring levels of behaviour change and ultimately measuring impact. Considerable effort is required to ensure that the quality of peer education at all levels is kept to an optimal level according to the Y-PEER standards. A number of Y-PEER networks and their member NGOs recognize the weakness of their current ability to monitor and evaluate the work of its Peer Educators and report some deficiencies in its volunteers' activity reporting.

Whilst electronic systems are set in place, it can be difficult to motivate young volunteers to report regularly. This lack of accurate data makes it difficult to measure the number of persons contacted by the services. The inability to have conducted

any controlled studies to demonstrate the effectiveness of Y-PEER is a weakness for its long term implementation. Whilst the investment of financial resources is relatively small, the investment of human resources, notably the volunteers is great.

One of the primary aims of the Y-PEER process is to increase awareness of and accessibility to SRH services. Therefore a key indicator for measuring the impact of this process is data relating to service attendance and number of STI tests. Unfortunately, in many of the countries reviewed there is currently no reliable system for recording test data. Without an accurate data base for measuring number of clinical services or infections identified, measuring the success of any SRH promotion initiative is severely hampered. Further to this, there are no reliable measures of behaviour change applied amongst participants in receipt of peer education.

4.3 Sustainability

4.3.1 Ownership by young people

Summary of Findings

A key theme highlighted through this evaluation review has been the relationship between sustainability of the Y-PEER network and the ownership of the network by the young people involved. The phrase 'by young people, for young people' illustrates the meaning of ownership.

A core concept of the Y-PEER network is true the participation of young people in the governance, management, coordination, strategic planning, implementation and evaluation of the activities of the network.

It is important to note the impact that the regional/international workshops have in the development of young people skills in the domain of "participation" and "partnership with adults" and which in turn contributed to better results in developing programmes/activities designed and implemented by them. It is evident from this evaluation review that the move from manipulation, decoration and tokenism to true 'youth initiated shared decision making with adults is often led by those young people who have undertaken training at the regional and national levels.

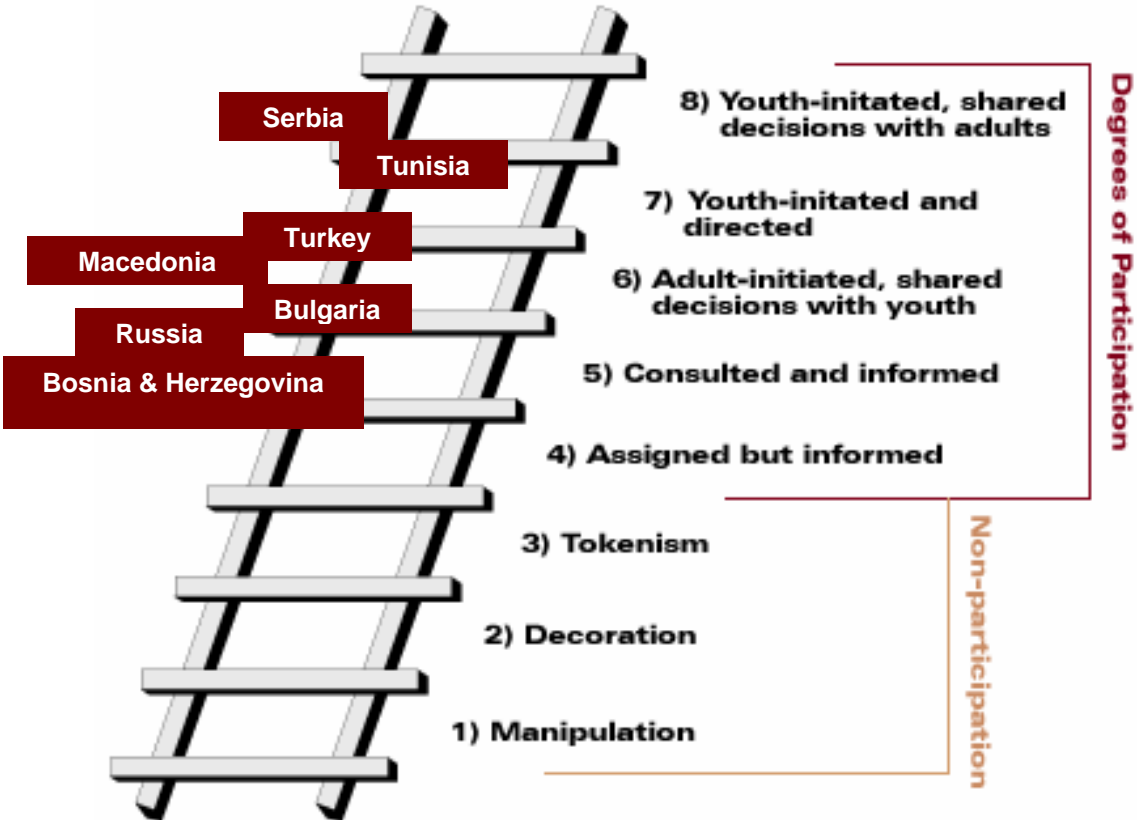
This evaluation review highlights that the role adopted by the UNFPA Country Office is of critical importance to the sustainability of the Y-PEER network in that country. The key objective of cooperation between the CO and the Y-PEER network should be based on how to reach the highest level of "Hart scale" on youth participation (see Hart scale on the next page).

It is also noted that this evaluation shows that young people generally place their level of participation higher on 'the ladder' than those adults working with them.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

The scale on the next page illustrates the eight levels of youth participation. An attempt has been made to place the countries involved in the evaluation review on the ladder. It is noted that this is only indicative and is based on discussions with both young people and key adults involved with the Y-PEER network in that country.



Lessons Learned

Sustainable networks are those that are youth initiated with shared decisions by adults.

Recommendations

Empowerment of young people to participate in the governance, coordination, management and evaluation of the Y-PEER network at the highest levels of involvement continue with adequate resourcing and funding.

4.3.2 Regional Governance & PETRI

Summary of Findings

Regional governance structures are being developed by the Y-PEER network and the most recent meeting of the Global Advisory Board in December 2007 has highlighted the need to address these. One of the five concrete areas for work in the next time period was to “ensure its (the Y-PEER network) long-term continuity and sustainability by preparing for possible UNFPA phase-out by developing infrastructures, building partnerships, and raising funds” and it was noted in the conclusions of the report from this meeting that “The initial plan for the Y-PEER “transition” period was created in a very participatory process. The first meeting to follow up the decisions of the GAB meeting and to further finalize the proposed draft action plan was already scheduled for February 2008”.

This evaluation highlights that the establishment of two PETRI in Belgrade and in Sofia was a transitional step in the overall fulfilment of one of the principle goals of the global Y-PEER network (set by its youth leaders and adult mentors) – the eventual transfer of ownership of the network from its parent institution, UNFPA to an autonomous field based networking entity.

What is noted is that the process of movement to self governance is underway and is being led by the young people who are the current leaders in the Y-PEER network, namely the international peer educators, fellows and coordinators.

The role of existing PETRI and future ‘PETRI style’ entities is yet to be determined.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

Two countries have hosted PETRI to date – Serbia and Bulgaria. Both PETRI are new (established in September 2007) and both PETRI have outperformed their initial set of tasks.

In both countries the PETRI have been hosted by existing institutions and this has worked effectively. It is noted that through this collaborative arrangement the PETRI has gained credibility and ownership and the hosting agency has gained services, skills and access to the voice of young people. It is noted that the general view among those who discussed PETRI in both countries was that this collaborative relationship has assisted sustainability, transparency and accountability.

Lessons Learned

The transitional move from one form of governance structure to another takes time and requires a detailed planning process.

The vision of 'for youth by youth' can be implemented through all levels of activity, including governance, as shown by the existing examples of effective governance by young people in different areas and at different levels across the Y-PEER network.

A regionally based support entity such as the existing PETRI is a manageable and effective mechanism to provide regional support to the Y-PEER network.

Recommendations

The Global Advisory Board take the lead in developing detailed strategies on the way forward for the implementation of regional governance and management structures.

The development of Peer Education Training and Research Institutes (or similar centers) to become regional governance and management Centers for the Y-PEER network be continued and pursued.

Future Centers be hosted by existing institutions working in the sexual and reproductive health for young people sector.

Four Centers be developed in the region that are aligned to already existing country groupings.

A minimum of two Fellows be employed in each Center for a minimum period of 9 months where one is from the country in which the Center resides.

Consultants recruited to assist the development of the Y-PEER network (eg communication, fundraising, advocacy consultants) be housed within the newly developed Centers.

4.3.3 Capacity in governance, management and strategy

Summary of Findings

This evaluation review highlights the need for skill development among young people to undertake their own governance, management and strategic coordination activities. The desire for more detailed, transparent and accountable structures was apparent in each country visited by this review. This appears to be a part of the natural maturing process of the networks and to assist sustainability, some assistance, possibly training, in governance, management and strategic planning may be warranted.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

In Serbia, The Y-PEER Network is a well coordinated and structured network that has a lot to model networks in other countries and individuals are moving to looking at how the network governs and manages itself (including electing and rotating those in coordination positions).

At the opposite end of the spectrum regarding the age and associated maturity of the network was Tunisia. It is noted that the Y-PEER network in Tunisia is a youth managed and driven enterprise. The UNFPA country office and the ONFP (government) offers support and advice however the decision making and project management is in the hands of young people. In the long term, as the network matures, development of management and governance structures will be appropriate.

Country networks seem to lie somewhere between these two ends of the spectrum – a country that has a mature network and is actively attempting to solve the issues of governance and a country that has a very young network and has not yet seen the need to develop governance structures but is aware this will arise as the network matures.

Lessons Learned

Effective, transparent and accountable governance is key to the sustainability of any national network and to the international network. Examples of effective governance are being developed however there is a need to share experiences and to provide resourcing for skill development in this area.

Recommendations

Country Y-PEER networks be supported to develop a strategic plan, including ongoing governance, coordination and management structures.

Countries with more mature networks be encouraged to share experiences with countries with younger networks in the areas of development of governance and coordination models.

4.3.4 Y-PEER network relationships with NGOs

Summary of Findings

A core feature of the Y-PEER network is the relationship that the network has with its NGO members and other NGOs working in the same sector. This review notes that this relationship varies across countries and sit across a spectrum. At one end of the

spectrum is a model where focal points, coordinators and peer educators remain embedded within their own NGO while they are involved in the Y-PEER Network activities. This model offers benefit to both the NGO and to the sustainability of the Y-PEER Network itself. At the other end of the spectrum is a model where the Y-PEER network comprises NGOs that have been established to undertake the activities of Y-PEER and essentially exist in competition with other NGOs that work in the same sector.

It is noted that countries visited as part of this evaluation review sit across the complete range of this spectrum.

A finding from this review is that it is noted that individuals in Y-PEER network are trained in how to build up a network including how to engage NGOs. The development of these skills may have an unintended effect as after training, the NGO that houses these newly skilled individuals can be seen as 'better' than other NGOs and this can be where some competition can come in from other NGOs.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

Tunisia represents a country where those involved in the Y-PEER network remain embedded within their own NGOs. This model presents a symbiotic relationship that assists furthering both the goals of the Y-PEER network and the goals of the NGO in which the Y-PEER individual sits.

Bulgaria represents a country at the other end of the spectrum where the NGOs involved in the network are mostly schools and the organisation of the network is undertaken specifically by a few established NGOs.

Bosnia and Herzegovina represents a country toward the 'establishment of NGOs' end of the spectrum where six NGOs have been created to further the goals of the Y-PEER network. The situation in Bosnia and Herzegovina is complex and competition exists amongst NGOs in the areas of peer education and especially in the goal to standardize peer education methodologies.

Macedonia represents a country further along the spectrum but closer to the 'establishment of NGOs' end rather than the 'embedded NGO' end. As the Y-PEER network was introduced into Macedonia prior to the existence of an UNFPA office, one NGO undertook the role of auspicing the network and when this function moved from that NGO to the newly established UNFPA office, other NGOs were inclined to become involved in the network.

Lessons Learned

Collaboration rather than competition achieves greater goals and the development of mechanisms for effective collaboration is warranted.

Recommendations

The model of NGO and Y-PEER Collaboration where Y-PEER Focal Points, coordinators and fellows remain embedded in an NGO be acknowledged as the desired goal, be continued and further developed.

4.3.5 Target audience of Y-PEER initiatives

Summary of Findings

This evaluation illustrates that Y-PEER networks have been very successful at reaching young people through schools, universities, clubs and associations however a key output for this network has been “to have strengthened regional capacity for delivery of successfully demonstrated programme strategies on HIV/AIDS prevention geared at young people at risk; including young sex workers, drug injectors, MSM and PLWHA”.

There is evidence of tailored services and interventions toward young people at risk however this has been limited.

It is proposed that the natural development of activities conducted by Y-PEER networks is to first concentrate on access to general youth NGOs and groups and then, once skills are developed and processes refined, to move to work with marginalized groups.

Of note has been a major accomplishment in Y-PEER’s efforts to reach out to the most-at-risk young people is the strong partnership underway with SOA AIDS Netherlands (SANL), one of The Netherland’s leading NGOs working on HIV and STIs. SANL develops health education and prevention projects with the primary objective of preventing sexually transmitted infections from occurring. They promote safer sex, and support the tracing of infection at an early stage through testing, screening and partner notification.

Y-PEER teamed up with The Power of Prevention project at SANL that reaches out to young people who are most-at-risk of HIV and STIs within the sex work industry in Bulgaria and Serbia.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

Some countries have begun working with marginalized communities and groups. These include Serbia, Croatia and Armenia. These summaries are taken from the report by Tim Thomas titled 'The World According to Y-PEER'.

Example One:

In Novi Sad, the second biggest city in Serbia, the Society for Help to Mentally Disabled People (MNRO) is a gathering place for mentally disabled persons and their parents. The Red Line Center for HIV, STIs and Reproductive Health, also based in Novi Sad, is a member of Y-PEER Serbia. MNRO invited The Red Line Center to organize a series of workshops on sexual and reproductive health using trained peer educators from Y-PEER Serbia to facilitate them. The workshops covered a range of sensitive topics such as adolescence, intimate hygiene, reproductive and sexual biology, menstruation, sexual intercourse, pregnancy, contraception, and STIs / HIV.

Example Two:

Q-Club is a humanitarian, non-profit, non-political and non-governmental organization, the first such organization to be established in Serbia by PLWHA. Q-Club is a charter member of the Y-PEER Serbia network. The primary mission of Q-Club is to improve quality of lives of one of Serbia's most marginalized and stigmatized populations, people living with HIV and AIDS (PLWHA), through advocacy and education. Their projects are organized around gaining better access to ARV therapies and protecting the human rights of Serbian PLWHA. Using Y-PEER's education and advocacy tools, Q-Club aims to influence government policies and the activities of non-governmental organizations to raise the quality of life for Serbian PLWHAs. In turn, Q-Club is collaborating with Y-PEER Serbia on the drafting and distribution of an HIV/AIDS peer education guide especially for MSM and PLWHA.

Example Three:

Y-PEER Armenia works with NGOs in their network that provide shelter and services to orphans, children who live on the streets, children without parental supervision, young criminals, institutionalized children, and other socially vulnerable children and teenagers. In June 2006, a five-day peer education training on sexual and reproductive health behavior change was organized with Hay Ognutjan Fond (The Armenian Help Fund). Participants included street children and young people with criminal records. The training was very successful and many trainees expressed interest in becoming volunteers and trainers.

In conjunction with The Family and Health Pan-Armenian Association, the Y-PEER Croatia team conducted peer education trainings in a special school for abandoned children in Vanadzor, one of the biggest Armenian cities. Y-PEER's training methodology was a strong complement to the already high-quality sexual health curriculum that the school was providing.

Lessons Learned

Peer Educators, Focal Points and Coordinators need to be highly skilled to be able to undertake education with marginalized populations. Developing these skills through involvement in education activities with general youth populations is an appropriate stepping stone in this process.

Development of education activities and resources for marginalized populations needs to involve individuals from those populations in order for the proposed activities to be successful.

The use of non discriminatory language is essential.

Recommendations

It be acknowledged that goal of provision of education activities among marginalized populations involves a developmental process whereby country Y-PEER networks first work with generalized youth populations.

Specialist training that skills individuals to work with marginalized populations continue to be funded and that young people be fully resourced and supported to undertake these more specialized activities.

4.3.6 Value of involvement in Y-PEER

Summary of Findings

This evaluation review has revealed much discussion about the reasons individuals become involved with the Y-PEER network and what is the value of being involved.

The culture of volunteerism that exists in many of the countries in which the Y-PEER network exists has had a definite positive effect on the achievements of the network. The whole basis of Y-PEER Network (and youth education in general) is based on the principle of volunteerism. Volunteers have much to offer, including their enthusiasm and dedication in their efforts to stop the rate of HIV and STI infection through education. The ownership of the program is a strong motivating factor for this continued involvement however it is noted there are in many ways in which volunteers are compensated: experience, added skills i.e. ToT and communication, building of professional contacts and networks. In addition, in the long run involvement in the Y-PEER network increases their employability, self esteem and general confidence, both professionally and individually.

This evaluation review shows that acknowledgement of all reasons for involvement – altruistic and egotistic – are important to better sustain longevity of those involved.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

The value placed on involvement in the Y-PEER network crosses all country borders and is highly prized among all young people contacted through this evaluation review.

Lessons Learned

Personal and professional reasons for involvement in the Y-PEER network are as legitimate as altruistic reasons and are to be celebrated along with the desire to contribute to the health of young people in the region.

Recommendations

Both the commitment and enthusiasm of volunteers as well as the limitation of time and energy of volunteers be acknowledged.

All the reasons for involvement in the Y-PEER network be celebrated.

4.3.7 Succession Planning

Summary of Findings

For this discussion, succession planning may be defined as the ability of the network to sustain longevity by ensuring continual refreshment of personnel at all levels within in the network's structure. This includes those at entry level in peer education to those at international educator level.

The need for structured succession planning relates to two common themes highlighted throughout the evaluation: 1) drop out rates; and 2) the ageing out process.

It is acknowledged by the vast majority of personnel within the network that there is a natural (and sometimes necessary) drop out rate among those who first join the network as peer educators and then throughout movement through the hierarchy of the network's levels of involvement. A drop out rate is axiomatic to both the structure of the network and to the target population for involvement in the network. It is noted that a percentage of individuals who first train as peer educators (and trainers and focal points) move through and out of the network due to other commitments, primarily study and work. Anecdotally, however, the situation of most concern is that in which an individual attends training and is then not heard from again. This

situation did not occur often but it did occur – even at the level of training for international trainers.

Agreement was universal that a way to contend with this situation was to have in place structured rigorous selection processes for attendance at training and effective structured follow up and evaluation procedures. As noted elsewhere, these are in place across the network. It is noted that selection processes for training and the training itself has been highlighted as key successes of the network and key examples of ‘best practice’ to be emulated elsewhere.

Mentoring of newer members to the network by more experienced members is one way in which some networks ensure sustainability. In some areas this is more formal than others. It is also noted that in some areas the ‘more experienced members’ are in fact younger than the ‘newer’ members.

A formal succession process is in existence for International coordinators. Of the 6 coordinators, 3 drop out each year and each coordinator serves a two year term.

Although the mechanisms to ensure effective succession are in place, the verbalization and documentation of structured succession planning and the celebration of individuals moving through and out of the network (rather than viewing this as a negative that needs to be fixed) can add to effective succession planning.

The methodology by which a national or local network sustains itself is varied. It is apparent that local solutions fit local needs. It is noted that some areas structure this and formalize this in more detail than others.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

It is noted that networks in all countries evaluated have some form of succession process. However some networks have acknowledged the need to verbalize and structure this process. Two countries where this is occurring are Kosovo and Kyrgyzstan.

Kosovo has clear succession planning methodologies that include mentoring, clear processes for election to the Y-PEER Council (the local governing and coordinating body) and effective communication means.

Kyrgyzstan has used effective communication and contact with its peer educators to maintain effective succession and a key component of this has been the emphasis on ‘maintaining the traditions of the network’. This has included the regular updating

of a database of success stories of the trainers as well as regular summer-camp training for the network's members.

Many country networks provide examples of effective succession planning at the local level. An example of this is in the region of Bihac in Bosnia & Herzegovina where local peer educators indicated they undertake formal mentoring of newer members as they realize that age 22 they are moving out of the age range of being true peers. This is evident in many countries and local areas throughout the broader network.

Lessons Learned

Effective, transparent, and accountable selection processes are key strategies in succession planning and ensuring the long term sustainability of local and national networks.

Training offered by the Y-PEER Network (at the local level, the national level and the international level) are examples of best practice in this area and also play a role in effective succession planning.

High trainee attrition rate can be effectively addressed through effective utilization of reinforcement training methodology and with proper understanding of aging out process.

Succession planning strategies that are effective are those that are locally derived, locally owned and locally implemented.

Mentoring is key to succession planning.

Ownership of decision making and of governance by young people themselves is a key component of effective succession planning as it empowers young people and adds to decisions to remain within the network.

Recommendations

Governance and coordination structures of national and local Y-PEER Networks include a structured and acknowledged succession planning process.

Recruitment, selection and replacement processes for all training and coordination positions (local, national, regional and international) be documented, open and transparent as exemplified in many existing areas.

4.3.8 Standardization of Peer Education

Summary of Findings

The development of a standardized approach to peer education and the move to adopt the Y-PEER standards for this in each country has been an area of much work and much discussion. As noted previously in this report UNFPA and Y-PEER, in collaboration with Family Health International (FHI-YouthNET) designed international standards for programmes in peer education, through an interactive, consultative process; it included various international stakeholders (adult experts, academics, peer education project managers, and youth peer educators). They provide a general framework for quality assurance in programme development, implementation, and assessment, while allowing for creativity and flexibility regarding subject matter, means of implementation, and assessment and audience choices.

The adoption and implementation of the standards in countries across the region is developing at different paces.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

No country has yet achieved full consensus on the adoption and implementation of the standards in peer education developed by the Y-PEER network however all countries are working to this goal. Examples exist where the process is well advanced, eg Kyrgyzstan and Serbia and examples exist where the process is not well advanced, eg Moldova, Croatia or Bosnia and Herzegovina.

Lessons Learned

The process of adoption and implementation of standards in peer education is complex and lengthy and requires much stakeholder involvement.

Recommendations

Country Y-PEER Networks be encouraged to continue their efforts at standardizing Peer Education activities (eg reinforcement; curriculum; monitoring and evaluation) throughout government and NGO organisations

4.3.9 Visibility, marketing and branding

Summary of Findings

This evaluation review illustrates that visibility is key to sustainability. Visibility of the Y-PEER Network was discussed at almost all meetings in all countries visited. A sustainable Y-PEER Network will be a visible Y-PEER Network. Mechanisms to

ensure visibility while remaining true to the model of the Y-PEER network are desired.

One of the issues raised about visibility through this evaluation review was the branding of the Y-PEER network versus the branding of the network's activities as UNFPA or other institutions activities. The utilization of many logos was not seen as helpful.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

Y-PEER as a brand is well recognised regionally through involvement with partners such as MTV. However, within countries it was suggested that Y-PEER, as a brand, is not well known. All countries visited indicated the desire to be 'more visible'.

Given this, of the countries visited, Serbia, Russia and Turkey represented countries with higher visibility of the Y-PEER brand and countries such as Tunisia, Macedonia and Bosnia and Herzegovina represented countries where the Y-PEER brand received lower visibility.

Branding by UN offices versus the branding of activities as Y-PEER was evident in some countries. An example of this has been the Moldova experience. Some UNFPA country offices continue to "brand" the activities of the Y-PEER network as UNFPA and add Y-PEER branding as secondary. It is noted that young people and other members of the network don't see this as favourable development.

Lessons Learned

Appropriate visibility and branding of the Y-PEER network is seen as important by all involved in the network, across all countries.

Recommendations

Y-PEER be further developed as a brand that is able to stand alone and to assist this any activities undertaken through the Y-PEER network solely carry the brand of Y-PEER.

A focus on the marketing and visibility of the Y-PEER network among collaborative government (at all levels including local) and non-government partners and agencies be developed.

4.3.10 Monitoring and Evaluation

Summary of Findings

Monitoring of the regional activities of the Y-PEER network is very strong and evidence is provided through the number of reports submitted relating to all conferences, meetings and workshops with which Y-PEER has been involved.

Monitoring at the national level is also strong with participants required to submit reports and updates on activities. This is consistent across countries and is also evidenced by the documentation reviewed as part of this evaluation.

Evaluation of effectiveness of the training models and of trainers themselves are other areas where the evidence reveals very strong results. The process of reinforcement training methodologies (as detailed in section 3.1.5) is in itself an evaluation tool.

However, evaluation of the impact of the activities of the Y-PEER network remain difficult tasks within the Y-PEER Network because of the very nature of the activity undertaken by the network. How can the network measure if it has 'made a difference' when the structure of the network is such that activity is devolved and is sometimes informal. Certain quantitative measures may be taken (number young people accessing youth services; number of people attending theatre based education etc) however the true impact remains unknown. This may be the nature of the activity however it is noted that it is also problem of very weak surveillance in countries covered where the Y-PEER network is situated.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

All countries involved in this evaluation review expressed desire to become better equipped in evaluation techniques to be able to address effective impact evaluation questions.

Lessons Learned

Monitoring and Evaluation are key skills to be developed among members of the Y-PEER network and are key functions to include in strategic planning mechanisms.

Recommendations

Monitoring and Evaluation techniques be continued to be encouraged and resourced at all levels on the Y-PEER Network and especially at the reporting level of recipients of peer education when they conduct their own peer education activities.

4.3.11 Funding and fundraising

Summary of Findings

It is evident from this evaluation review that the Y-PEER network is expanding as a result of its own success. Equally evident is the movement to independence from 'parent' institutions such as the UNFPA. This raises the dilemma of funding and the requirement for fundraising. For a sustainable network, independent and sustainable sources of funding are required.

It is noted that some country networks are able to access funds from donor agencies other than the UNFPA however this is primarily on a personal and ad hoc basis. It is acknowledged for the Y-PEER network to develop competence in raising its own funds, technical support and capacity building is required in the short term.

In some instances the utilization of Y-PEER activities as fund raising activities in their own right were raised by individuals in the network.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

There are examples where countries had utilized sources of funding other than UNFPA for activities the local network conducted. For example, in Tunisia, Some individuals involved in the network have proactively raised funds in novel ways and secured funds from their own local NGOs and in Russia the local network has identified fundraising as one of five primary activity areas in which to focus. Additionally, Tajikistan was particularly successful in utilizing funds from other donors and from the GFATM and the GFATM was also an instrumental for support in Moldova and Serbia

Lessons Learned

A strategic approach to fundraising –from all sources – is a desirable outcome for a sustainable Y-PEER Network.

Recommendations

A regionally strategic approach to funding and fundraising be adopted and overseen by the Global Advisory Board and this to include capacity building and technical support for country networks to engage in their own fundraising activities.

4.3.12 The language dilemma

Summary of Findings

The Y-PEER network operates on the premise that those involved in the network at the regional level (that is, participate in regional training or organisation activities) are required to be proficient in English. This has presented a dilemma which is, possibly, unanswerable. On one side of this debate, it is acknowledged that a common language is essential for the effective functioning of the network at the regional level and on the other side of the debate, individuals who display all the skills required to advance in the network (eg become trainers or attend international meetings) but who are not proficient in English are 'held back' from this advancement.

It is noted that while this dilemma was raised among all the countries visited as part of this review, it was also highlighted that this dilemma is inherent in the system and no solutions were offered.

Finally, it was raised that the 'knowledge of English requirement' may mean those who most are in need of this education may be those most disadvantaged to receive it. The premise of this argument was that those who learn English in some of the countries where the Y-PEER network exists may be among those with a privileged background. Again, a solution to this dilemma was not forthcoming.

Country Comparisons

(This section provides examples rather than comprehensive coverage of all countries in the network).

The requirement for English to be able to become involved in regional training and organisational activities most impacted those countries where English was the third language of use. This included Arabic and French speaking countries.

Recommendations

The language barrier for advanced training and involvement be placed on the agenda to be addressed by the Global Advisory Board.

Where possible, documentation, including websites, be continued to be translated into local primary languages and those countries tasked with undertaking these activities be adequately resourced to do so.

5.0 LESSONS LEARNT

These lessons learnt have been taken directly from each discussion section:

Effective, transparent, and accountable selection processes are key strategies in succession planning and ensuring the long term sustainability of local and national networks.

Training offered by the Y-PEER Network (at the local level, the national level and the international level) are examples of best practice in this area and also play a role in effective succession planning.

High trainee attrition rate can be effectively addressed through effective utilization of reinforcement training methodology and with proper understanding of aging out process.

Succession planning strategies that are effective are those that are locally derived, locally owned and locally implemented.

Mentoring is key to succession planning.

Ownership of decision making and of governance by young people themselves is a key component of effective succession planning as it empowers young people and adds to decisions to remain within the network.

Peer Educators, Focal Points and Coordinators need to be highly skilled to be able to undertake education with marginalized populations. Developing these skills through involvement in education activities with general youth populations is an appropriate stepping stone in this process.

Development of education activities and resources for marginalized populations needs to involve individuals from those populations in order for the proposed activities to be successful.

The use of non discriminatory language is essential.

The transitional move from one form of governance structure to another takes time and requires a detailed planning process.

The vision of 'for youth by youth' can be implemented through all levels of activity, including governance, as shown by the existing examples of effective governance by young people in different areas and at different levels across the Y-PEER network.

Sustainable networks are those that are youth initiated with shared decisions by adults.

Innovative partnerships (for example, with MTV) contributes to the network popularity and "youth pop culture" credibility.

A regionally based support entity such as the existing PETRI is a manageable and effective mechanism to provide regional support to the Y-PEER network.

The Global Advisory Board take the lead in developing detailed strategies on the way forward for the implementation of regional governance and management structures.

The development of Peer Education Training and Research Institutes (or similar centers) to become regional governance and management Centers for the Y-PEER network be continued and pursued.

Future Centers be hosted by existing institutions working in the sexual and reproductive health for young people sector.

Four Centers be developed in the region that are aligned to already existing country groupings.

A minimum of two Fellows be employed in each Center for a minimum period of 9 months where one is from the country in which the Center resides.

Consultants recruited to assist the development of the Y-PEER network (eg communication, fundraising, advocacy consultants) be housed within the newly developed Centers.

Effective, transparent and accountable governance is key to the sustainability of any national network and to the international network. Examples of effective governance are being developed however there is a need to share experiences and to provide resourcing for skill development in this area.

Collaboration rather than competition achieves greater goals and the development of mechanisms for effective collaboration is warranted.

the desired goal, be continued and further developed.

Personal and professional reasons for involvement in the Y-PEER network are as legitimate as altruistic reasons and are to be celebrated along with the desire to contribute to the health of young people in the region.

The process of adoption and implementation of standards in peer education is complex and lengthy and requires much stakeholder involvement.

Appropriate visibility and branding of the Y-PEER network is seen as important by all involved in the network, across all countries.

Monitoring and Evaluation are key skills to be developed among members of the Y-PEER network and are key functions to include in strategic planning mechanisms.

A strategic approach to fundraising –from all sources – is a desirable outcome for a sustainable Y-PEER Network.

The requirement for English to be able to become involved in regional training and organisational activities most impacted those countries where English was the third language of use. This included Arabic and French speaking countries.

6.0 RECOMMENDATIONS

- 1** The initiatives of the Y-PEER network continue to be supported, resourced and funded.
- 2** A focus be placed on the branding, marketing and visibility of the Y-PEER network regionally, nationally and locally with an emphasis on the Y-PEER brand over associated agency brands, particularly UNFPA one.
- 3** Y-PEER be further developed as a brand that is able to stand alone and to assist this any activities undertaken through the Y-PEER network solely carry the brand of Y-PEER.
- 4** A regionally strategic approach to funding and fundraising be adopted and overseen by the Global Advisory Board and this to include capacity building and technical support for country networks to engage in their own fundraising activities.
- 5** A focus on the marketing and visibility of the Y-PEER network among collaborative government (at all levels including local) and non-government partners and agencies be developed.
- 6** The Global Advisory Board take the lead in developing detailed strategies on the way forward for the implementation of regional governance and management structures.
- 7** The development of Peer Education Training and Research Institutes (or similar centers) to become regional governance and management Centers for the Y-PEER network be continued and pursued
- 8** Future Centers be hosted by existing institutions working in the sexual and reproductive health for young people sector.
- 9** Four Centers be developed in the region that are aligned to already existing country groupings.
- 10** A minimum of two Fellows be employed in each Center for a minimum period of 9 months where one is from the country in which the Center resides.
- 11** Governance and coordination structures of national and local Y-PEER Networks include a structured and acknowledged succession planning process.
- 12** Empowerment of young people to participate in the governance, coordination, management and evaluation of the Y-PEER network at the highest levels of involvement continue with adequate resourcing and funding.
- 13** Recruitment, selection and replacement processes for all training and

- coordination positions (local, national, regional and international) be documented, open and transparent as exemplified in many existing areas.
- 14** Countries in the Y-PEER Network be encouraged, and resourced, to continue their efforts at standardizing Peer Education activities (eg reinforcement; curriculum; monitoring and evaluation) throughout government and NGO organisations
 - 15** Web based methodologies of communication and education be further encouraged and developed.
 - 16** Consultants recruited to assist the development of the Y-PEER network (eg communication, fundraising, advocacy consultants) be housed within the newly developed Centers.
 - 17** It be acknowledged that goal of provision of education activities among marginalized populations involves a developmental process whereby country Y-PEER networks first work with generalized youth populations.
 - 18** Specialist training that skills individuals to work with marginalized populations continue to be funded and that young people be fully resourced and supported to undertake these more specialized activities.
 - 19** Resource distribution continue to be funded to enable access by all young people, regardless of financial circumstance including the local adaptation of resources and local translations.
 - 20** Country Y-PEER networks be supported to develop a strategic plan, including ongoing governance, coordination and management structures.
 - 21** Resourcing for the employment of fellows within country networks be continued.
 - 22** Countries with more mature networks be encouraged to share experiences with countries with younger networks in the areas of development of governance and coordination models.
 - 23** Inter country collaborations be developed, especially between those with older Y-PEER networks and those with younger networks to foster sharing of lessons learned through the development cycle.
 - 24** The model of NGO and Y-PEER Collaboration where Y-PEER Focal Points, coordinators and fellows remain embedded in an NGO be acknowledged as the desired goal, be continued and further developed.
 - 25** Both the commitment and enthusiasm of volunteers as well as the limitation of time and energy of volunteers be acknowledged.
 - 26** All the reasons for involvement in the Y-PEER network be celebrated.
 - 27** The language barrier for advanced training and involvement be placed on the agenda to be addressed by the Global Advisory Board.

- 28** Where possible, documentation, including websites, be continued to be translated into local primary languages and those countries tasked with undertaken these activities be adequately resourced to do so.
- 29** Monitoring and Evaluation techniques be continued to be encouraged and resourced at all levels on the Y-PEER Network and especially at the reporting level of recipients of peer education when they conduct their own peer education activities.

7. CONCLUSION

This evaluation report has provided the evidence that the Project (RMI5R208): “Y-PEER: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in Arab States, Eastern Europe and Central Asia” has achieved its desired goals and represents a very successful and worthwhile intervention.

Y-PEER, the Youth Peer Education Network, is a comprehensive youth-to-youth initiative pioneered by UNFPA, the United Nations Population Fund.

The achievements of the network as outlined in section two detail the structure of the evolving network and highlight the achievements in the development of this structure. This includes the development of partnerships; the development of the Global Advisory Board; the training models utilized and the communication models developed and utilized.

This report has raised many topics that positively (and negatively) affect the sustainability of the Y-PEER network. Chief among these is the ownership by young people of the network and the governance, coordination and management structures. Succession planning; relationships with NGOs; visibility and branding; funding and fundraising and monitoring and evaluation all have played their part in assisting with the sustainability of the network.

This report illustrates that the Y-PEER network is a successful, comprehensive, groundbreaking initiative that has received worldwide recognition and that has delivered far more than originally hoped in a cost effective and efficient manner. Further funds allocated to the expansion of the Y-PEER network are well spent.

ANNEX: LIST OF DOCUMENTS REVIEWED

No.	Date	Title	Authors
1.	17/01/2008	The World According to Y-PEER: The Global Sexual and Reproductive Health Network by and for Young People. Report of Activities 2006 & 2007.	Tim Thomas
2.	10/12/2007	Y-PEER 2007 Global Advisory Board Meeting REPORT 3-10 December 2007	
3.	12/02/08	Evaluation Report of the Y-PEER Network in Tunisia	Stephen Lambert Chris Statham
4.	07/02/08	Evaluation Report of the Y-PEER Network in Macedonia	Julius Kanyamunya Bibhu Prasad Mohanty
5.	07/02/08	Evaluation Report of the Y-PEER Network in Russia	Chris Statham Julius Kanyamunya
6.	29/02/08	Evaluation Report of the Y-PEER Network in Serbia	Stephen Lambert Bibhu Prasad Mohanty Oluyombo Onafowokan
7.		Evaluation Report of the Y-PEER Network in Egypt	
8.	07/02/08	Evaluation Report of the Y-PEER Network in Bulgaria	Chris Statham Joseph Debattista
9.	14/02/08	Evaluation Report of the Y-PEER Network in Bosnia & Herzegovina	Stephen Lambert Julius Kanyamunya
10.	07/02/08	Evaluation Report of the Y-PEER Network in Turkey	Joseph Debattista Oluyombo Onafowokan
11.		Theater Based Techniques for Youth Peer Education: A Training Manual	
12.	31/03/2006	Evaluation Report of the Y-PEER ToT in Theater Based Peer Education conducted in Marrakech, Morocco.	
13.	30/03/2007	Evaluation Report of the Y-PEER ToT in Theater Based Peer Education conducted in Mohonk, USA.	
14.		The Training of Trainers Manual	
15.		The Y-PEER Standards for Peer Education Programs	
16.		The 'Transit Facilitators' Manual	
17.		The Peer Education Training Manual for	

No.	Date	Title	Authors
		STI/HIV/AIDS and Sex Work	
18.		The Outreach Guide for STI/HIV/AIDS and Sex Work	
19.	01/01/2008	Final Report on the Project: Strengthening and Expanding Capacity for Delivery of High Quality Peer Education Systems in Bosnia and Herzegovina "PE STANDARDS ENDORSEMENT (PES)" 1 Sept – 31 Dec 2007	Aida Kurtović Fondation PH Suisse - Partnerships in Health
20.	01/12/2007	PROJECT RMI5R208: Strengthen the quality Y-PEER Bulgaria in the area of HIV/AIDS prevention for young people (September – December 2007) Substantive Documentation and Implementation Project Report	
21.	01/01/2008	Report on Adaptation of Standards in PE Programmes in Macedonia January 2008	
22.		Summary Report referring to Standards Adaptation Peer Educators in National Network (Y-PEER) in Moldova	Virorica Gherman and Irena Druta.
23.		Expanding Y-PEER as a networking mechanism and strategic approach in HIV/AIDS prevention for young people in the Russian Federation .	
24.	01/12/2007	Narrative Report. December 2007 Summary of REPORTS on Development of Standards in peer education in Serbia	Jelena Curcic
25.	05/07/2007	Report on the meeting Development of the national education standards applying the principle "Peer to peer" of the YPEER programme" in Tajikistan on July 5 th , 2007	
26.	01/12/2007	Support for the Process of Peer Education Standards Adaptation, Translation and Implementation (UBW funded Y-PEER Project) Turkey Report	
27.	16/03/2006	Report on two-day working meeting on adapting international standards for peer education programmes to national needs and designing an implementation strategy in Tashkent, Uzbekistan	Srdjan Stakic
28.	05/09/2006	Report on the Y-PEER Advanced Training Of Trainers And Focal Points Baku, Azerbaijan August 28 – September 5, 2006	
29.	15/03/07	Project Proposal for the Establishment of the Y-PEER Algeria Network	Adnane Souilah

No.	Date	Title	Authors
30.		Report Y-PEER establishment in Belarus May – December 2007	
31.		Standard Progress Report 2006 UNFPA Youth Programme, Kyrgyzstan	
32.		Y-PEER Russia Annual Project Review Meeting, Moscow, Russia 5-7 March, 2007, Workshop Report	
33.		REPORT on the Workshop "Launching the Y-PEER Network in Syria" Damascus 27 – 28 February 2006	
34.	01/12/2007	Y-PEER Documentation Review Bosnia and Herzegovina	Maja Pecanac
35.	01/12/2007	Inputs for Y-PEER National Network Report Serbia	Danijela Jovic
36.	01/01/2008	Y-PEER Network Kyrgyzstan Activity Evaluation	Galina Chirkina
37.	01/12/2007	Report of the Local Assessment/Evaluation of the Y-PEER National Network and its Activities in the Republic of Macedonia	
38.	01/12/2007	Y-PEER National Network Report KOSOVO	Zanita Halimi
39.	01/01/2008	Report on Monitoring and Evaluation of Y- PEER project implementation in Tajikistan	R.Tohirov
40.	01/12/2007	Tunisian Y-PEER Network Draft Evaluation Report	Dr Ridha Gataa
41.	01/12/2007	Midterm Evaluation For Implementation Of The Project Strengthening Youth Peer Education Organizations' Capacities Of Implementing Behavior Change Communication Programs (Y-PEER Russia)	
42.	01/12/2007	Y-PEER Croatia Cumulative Activities Report: Jan 2005 to December 2007	Silva Rukavina; Iva Krosi; Nandi Uzelac; Natko Geres
43.	01/12/2007	Evaluation Report of the UNFPA Y-PEERs Moldova Network	
44.	01/01/2006	Assessment of Peer Education Programming in the area of reproductive and sexual health and HIV/AIDS prevention among young people in the Arab States Region	Greta Kimzeke

No.	Date	Title	Authors
45.	01/09/2007	Assessment of Peer Education Programming on Reproductive and Sexual Health, and HIV/AIDS Prevention among Young People in the Republic of Belarus	Greta Kimzeke
46.	01/12/2006	PETRI Assessment Mission: Country Technical Services Team Mission Report 2006	Ziad Rifai and Robert Thomson
47.	20/12/2007	Narrative Report of the Introduction to research methods applied to peer-based sexual and reproductive health promotion and HIV prevention, 13 – 16 December 2007	
48.	01/12/2007	“Counting on Youth” Youth Policy Review Europe and Central Asia - Directions For Policy And Programme Development Summary Of Main Findings	Yael Ohana, Ditta Dolejsiova, Christopher Grollman
49.	01/11/2007	Report on the Pilot Peer Education ToT in HIV/AIDS and Sex Work’ on 25-28 October, 2007	Marieke Ridder and Anja Franke
50.	01/10/2007	Peer Education Training of Trainers Manual for STI/HIV/AIDS and Sex Work	
51.	01/10/2007	The Outreach Guide for STI/HIV/AIDS and Sex Work	
52.	01/05/2007	Report on the Youth, Pop culture, Media and HIV/AIDS Workshop, 9-12 April 2007, Istanbul, Turkey	
53.		Summary of discussions of the Online Forum: Strategic Communication for Behaviour Change Globally: The Power of the Media 26 March – 04 May 2007	
54.		Evaluation results from the Online Forum: Strategic Communication for Behaviour Change Globally: The Power of the Media 26 March – 04 May 2007	
55.		UNFPA/Y-PEER Bulgaria National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
56.		UNFPA/Y-PEER Turkey National Action Plan prepared during The Youth Pop Culture,	

No.	Date	Title	Authors
		Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
57.		UNFPA/Y-PEER Tajikistan National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
58.		UNFPA/Y-PEER Serbia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
59.		UNFPA/Y-PEER Russia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
60.		UNFPA/Y-PEER Moldova National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
61.		UNFPA/Y-PEER Macedonia National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	
62.		UNFPA/Y-PEER Egypt National Action Plan prepared during The Youth Pop Culture, Media and HIV/AIDS Workshop April 9-12, 2007 Istanbul, Turkey	