

<p>STANDARD SECTOR INDICATOR CODE: HE-018</p>	<p>Peer Educator Reported Leading a Session: Number of individuals who complete peer education course and report leading at least one peer education session.</p>	
<p>HEALTH SECTOR</p>	<p>Sector Schematic Alignment Project Area: Life Skills for Healthy Behaviors</p> <ul style="list-style-type: none"> • Project Activity Area/Training Package: NCD Mitigation and Nutrition • Project Activity Area/Training Package: Alcohol and Substance Use Prevention • Project Activity Area/Training Package: Youth Sexual and Reproductive Health 	
<p>Type: Intermediate-term Outcome</p>	<p>Unit of Measure: Peer Educators</p>	<p>Disaggregation: Sex: Male, Female Age: 0-9 years, 10-17 years, 18-24 years, 25+ years</p>

To be counted for this indicator the following criteria must be met:

- The individual must be representative of the target population, i.e.; the same age, sex, sexuality, background, social class, and/or subculture to a target group AND endorse “healthy” norms, beliefs and behaviors within their own peer group or community;
- The individuals must have completed a community educator or peer educator course training;
- The training must have been provided by the PCV or their partner in an individual or small group setting. Research shows ideal group size is 25 individuals or less, although in some instances group size can be significantly larger. PC/Post staff determines what comprises a small group setting.
- Attendance at all educational session/s must be documented by the Volunteer or their partner
- The individual must have been observed by the PCV or other expert facilitating a 1-hour peer education session.
- Documentation of competency and rating using a standard performance checklist must be available for each individual.

Definitions:

Peer: is defined as the same age, sex, sexuality, background, social class, and/or subculture to a target group.

Peer Education: Training, mentoring, or dissemination of messages by people who are similar to the target population AND who are trained to offer information and services AND endorse “healthy” norms, beliefs and behaviors within their own peer group or community.

Peer Educators: Have been trained to provide information, education counseling and/or mentoring and to a target group similar to them. Peer educators may be trained to address a variety of issues from alcohol and drug use to practicing safe sexual behaviors. Their services are offered on a one-to-one or group setting on issues of interest. They endorse “healthy” norms, beliefs and behaviors within their own peer group or community based on the premise that most young people feel more comfortable receiving information from their peers rather than from adults.

Peer Education course- refers to a comprehensive package that provides the requisite knowledge and skills needed to mentor and instruct peers in relevant to youth sexual reproductive health

Course Completion is defined as successfully demonstrating the acquisition of knowledge and skills covered in the course materials and showing the ability to disseminate the material by leading at least one session while being observed by an expert.

Rationale: Peer education is a particularly effective approach for communicating with individuals about difficult subjects such as alcohol, drug use, and sexual reproductive health issues or risk factors for NCDs. Young people often relate better to others who are similar to them in age, background, and interests than to parents or teachers. The cultural similarity of peer educators helps ensure that the language and messages used are relevant and appropriate. Peer programs allow for the direct involvement of young people in their own programs. Peer programs can be implemented economically.

Measurement Notes:

- 1. Sample Tools and/or Possible Methods (for Peace Corps staff use):** Volunteers should use data collection tools to measure progress against project indicators. Please check PCLive for data collection tools. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.
- 2. General Data Collection for Volunteer Activities:** All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see the bullet on “frequency of measurement”).
- 3. Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with an individual or group of individuals. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. Volunteers should take a baseline measurement regarding the outcome(s) defined in this data sheet. Volunteers should collect baseline information early in their work with peer educators and may use their judgment to determine timing because the information will be more accurate if the Volunteer has built some trust with the target population first. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement (see the bullet on “frequency of measurement”) after the Volunteer has conducted his/her activities and it is usually collected using the same data collection tool to allow for easy management of the data over time.

Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see the “unit of measure” above), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where individuals within the target population are in their process of change instead of assuming that they are starting at “0.” It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the individuals they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a baseline measurement until they have been able to do some relationship and trust-building with the person/people the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

- 4. Frequency of Measurement:** For reporting accurately on this outcome indicator, Volunteers must take a minimum of two measurements with members of the target population reached with their activities. After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same individual(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time.

Once Volunteers have measured that at least one individual has achieved the indicator, they should report on it in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same individual (or group of individuals) for the following valid reasons:

- Volunteers may want to measure whether or not any additional individuals initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the data. Following any additional measurements taken, Volunteers should report on any new individuals achieving the outcome in their next VRF.

5. **Definition of Change:** The minimum change to report against this indicator is an individual completes a peer education course with a Volunteer or the Volunteer's partner, and reports leading at least one peer education session. In the case of this indicator, if the person the Volunteer/partner works with has already completed a peer education course before participating in the training with the Volunteer, then the Volunteer would not be able to count him/her for this activity because the Volunteer's work did not actually lead to the desired change. However, if as a result of working with the Volunteer/partner, the individual then reported leading a different peer education session, then the individual could be counted.
6. **General Reporting in the VRF:** The numerator or "number achieving" column in the VRF is where Volunteers will report the number of individuals who completed a peer education course and report leading at least one peer education session after working with the Volunteer/partner. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of individuals who participated in the activities designed to meet this indicator.
7. **Reporting on Disaggregated Data in the VRF:** This indicator is disaggregated by "Sex" and "Age". When reporting in the VRF, a Volunteer should disaggregate the individuals who achieved the outcome by 1) male and female and 2) 0-9 years, 10-17 years, 18-24 years, and 25+ years.

Data Quality Assessments (DQA): DQA are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE Toolkit.

Alignment with Summary Indicator: No Link