

Policy Impact on Peer Education: A Tanzanian Case Study

Developing National Standards in Peer Education for Young People



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Peer Education in Tanzania



- Peer education is an increasingly popular method to reach young people in Tanzania
- Little coordination between organizations
- Low quality of many peer education programs



Y-PEER Tanzania



- Launched in December 2005
- Conducted TOT workshops
- Organizes peer education dialogues
- Conducts Information & Networking Meetings
- Produces Bi-Monthly Newsletter



Starting Point for Standards



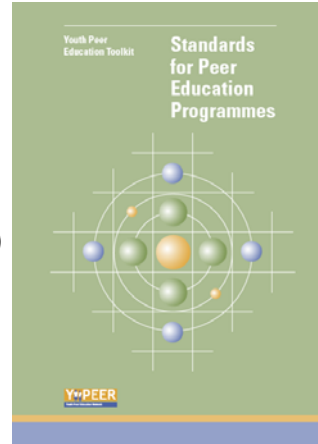
- On-going involvement of key stakeholders in Y-PEER activities
- Review of the Tanzania Adolescent Health and Development Strategy 2004-2008
- Recognition by MoHSW of gaps in PE
- Led to an invitation for FHI to provide technical assistance to lead a process to adapt National Standards in Peer Education



Foundation for Adaptation



- The National document was adapted from the “Standards for Peer Education Programmes” from the Y-PEER Global Toolkit (developed by UNFPA and FHI/YouthNet)
- Gave starting point for Natl. Standards
- Ensured standards based on experience and lessons learned



Adaptation Process



- Assessment of PE in Tanzania
- Technical Adaptation Workshop: *Oct 2006*
- Finalization of First Draft: *Nov 2006*
- Soliciting inputs from stakeholders: *Dec 2006 – Oct 2007*
- Technical Review Workshop: *Jan 2008*
- Final document submitted to MoHSW for signature: *March 2008*

A long, but worthwhile process!





Assessment of PE in Tanzania

Tanzanian Experience	Implication for Standards
Over 90% of peer educators disseminate information to their peers. However less than 50% focus on skills building.	Standards in "Peer Education Sessions" provide guidance on building skills.
Nearly 23% of programs do not provide initial training for peer educators. In addition, only 63% of programs provide follow up trainings for peer educators.	Standards in "Training and Supervision" provide guidance on frequency and duration on trainings.
Parents and community leaders are very supportive of peer education programs. Over 80% of programs have strong support from both. Government officials are also supportive over 60% of programs are accepted by their local government.	Standards in "Planning" provide guidance on community involvement in peer education.



Technical Adaptation Workshop

- Used Global Y-PEER Standards as a starting place
- Reviewed standards in context of National policy documents
- In small groups, participants reviewed each section: Keep, Drop, Amend, or Add
- Collected examples, lessons learned, and challenges from Tanzania
- Produced First Draft of Standards



Soliciting Input



- Sent standards (via mail and email) to a variety of stakeholders across the country including:
 - *Local NGOs*
 - *International NGOs*
 - *Research Institutions*
 - *Government Ministries*
- Conducted 2-day review meetings with program managers and peer educators



Technical Review Workshop



- Similar group to first review
- Used “validation” process to build consensus on final standards and text
- Looked at inputs from stakeholders
- Made final decisions about structure and context of document



Adapted Standards



- New section on “Standards in Peer Education Sessions”
- Define peer education as curriculum-based
- More practical- provide steps for implementation
- Contains examples and lessons relevant to Tanzania
- Includes tips on how peer education programs can use the standards to assess and improve their activities



Next Steps



- Document awaiting signature from MOHSW
- Developing plan for disseminating document and ensuring use in programs
- Advocating use of standards among other Government ministries and donors
- Additional resources needed: national training curriculum, Kiswahili version of standards, M&E tools



Challenges



- Difficult to get involvement of other government Ministries in the process
- Difficult to find time to hold technical workshops
- Some challenged the involvement of youth in the technical team
- Delays in completing the process
- Operationalizing the Standards



Lessons Learned (1)



- The sense of ownership of the process by the Government is critical- ensures sustainability
- Youth together with 'experienced' adults made a good team to accomplish the task
- The consultative process of developing the standards allowed for many partners to be sensitized and have ownership of the document



Lessons Learned (2)

- Partnership between GOT and NGOs allowed sharing of technical expertise and resources
- Adapting a global tool allowed for experienced based standards that fit local context
- Adapting from existing tools minimized duplication of resources

