

PEER TO PEER

using peer to peer strategies
in drug abuse prevention



UNITED NATIONS
Office on Drugs and Crime





Participants at the hands on theme meeting on using peer to peer techniques for drug abuse prevention.

United Nations Office on Drugs and Crime
Vienna

PEER TO PEER

using peer to peer strategies
for drug abuse prevention



UNITED NATIONS
New York, 2003

The Office for Drug Control and Crime Prevention became the Office on Drugs and Crime on 1 October 2002.

UNITED NATIONS PUBLICATION
Sales No. E.03.XI.12
ISBN 92-1-148161-9

This publication has not been formally edited.

Table of contents

Introduction	7
1. What do we mean by P2P?	8
Who/what are peers?	8
What are the various kinds of activities that are peer led?	9
2. Why use P2P?	11
An effective way of sharing knowledge	11
Credible because it is based on real experiences	11
Good way of communicating ideas	13
3. Characteristics of a good P2P programme	14
Culturally appropriate	14
Developmentally appropriate	15
Accuracy in the information provided	15
Based on experiential learning, including modelling and practicing communication, negotiation and refusal skills	15
Professionalism shown by staff	16
Peer led	17
Adequate investment by the youth/sponsoring agency	17
Supported by the community	17
Fun and creative	17
Gives young people enough time to achieve their goals	18
Youth friendly space	18
Supervised environment	18
Availability of back-up support services	19
Professional support for staff	19
Clear and realistic goals	20
Long term planning	21
4. How to design and plan a good P2P programme	22
Planning	23
Building alliances	23
Assigning roles to encourage participation	24
Implementation	24
Monitoring	25
Self improvement/reflection	25
Evaluation	26
Implement changes	26

5. How to select peer educators	27
6. How to match peers to the right P2P programme	30
7. Important skills for developing a good P2P programme	31
Know how to run a group	31
Use games to facilitate group bonding and learning	32
Use participatory-action-research to design and run the programme	32
Use “experiential learning” to facilitate teaching and learning of new skills	32
Provide factual information to enable informed decision making	33
Use the preparation and sharing of food to build group identity and learn healthy behaviour	33
Scenario-behaviour rehearsal—choosing from a range of options	34
Problem solving	35
Assertiveness training	35
Fact based, easy to understand	36
Show them where to get the information	36
Focus on life skills that promote protective factors	37
8. How to make sure you have the capacity to deliver the programmes	38
Psychological support for workers—regular supervision offered	38
Medical support	38
Family support	39
Youth agency support (i.e. with management issues)—help them with funding, red tape, etc	39
9. How to get funding	41
Different sources of funds	41
Suitability of various sources	42
Make sure you apply for enough funds to run the whole programme	42
Fund raising techniques	42
Basic requirements for government/IGO funding	43
10. How to know if your programme is working	44
“How do we know if its working”	44
Planning	46
Building alliances	46
Assigning roles	47
Implementation of the programme	47
Monitoring	47
Self improvement/reflection	48
Evaluation	48
Implementation of changes	48
11. How to be a part of the Youthnet network	49
12. Extra resources and case studies	50
13. References	51

List of Participants

NAME	ADDRESS	EMAIL (FOR INCLUSION IN THE LISTSERV)	NAME OF GROUP
Kai Herrmann	Kremserberg 7, 3730 Eggenburg, Austria	Docsmiley@gmx.net	Sps Bg Horn (Systemic Prevention of Addictive Behaviour)
Florentine Schmidl	2093 Kottaun 34, Austria	Wolfgang.schmidl@univie.ac.at	Sps Bg Horn
Johanna Fischer	3761 Messern 81, Austria		Sps Bg Horn
Francesca Cobianchi	Vi Puglia 38 Carignano 43010 Parma, Italy	Francesca.Cobianchi@hotmail.com	Mobilizzazione Per Un Xxi Secolo Libero Dalle Droghe
Elena Lombardi	Via V.e. Orlando 9, 43100 Parma, Italy	Elena.lombardi@wappi.com	Mobilizzazione Per Un Xxi Secolo Libero Dalle Droghe
Giovanna Santoro	Via Spalato 2, 43100, Parma, Italy	Bepharm@tin.it	Mobilizzazione Per Un Xxi Secolo Libero Dalle Droghe
Kare Spanhede	Stationsvej 2 1.tv 4573 Hojby Sj, Denmark	K_spaanhede@hotmail.com	Kixet Denmark
Sille J.h. Petersen	Fenkigade 22200, Denmark	Sille_pisen@hotmail.com	Kix@et Denmark
Tracey Powers-erkkila	Fredrikinkatu 20 B 18 00120 Helsinki, Finland	Tracey.powers-erkkila@a-klinikka.fi	A-clinic Foundation
Tina Schultzer	Fyrrebackevej 20 Klint 4500 Nykobing Sj Denmark	189h@vestamt.dk	Kix@et Denmark
Vicki Burns	4 Bernard St, Edinburgh, UK	Vickiburns@talk21.com	Fast Forward
Joao Gama	Calcada Dos Barbadinhos 150 1 Esq 1170-047 Lisbon, Portugal	Joao.mendes@irsocial.mj.pt	Vem Na Onda
Claudia Santa Cruz	Rua Da Palma, 169, Rc 1100 Lisbon, Portugal	Gpt@cm-lisboa.pt	Lisboa PeTsa Em LTiVem na Onda
Sandra Silverio	Rua General Justiniano Padrel, 7;4 Dto 1170-152 Lisbon, Portugal	Sandra.silverio@clix.pt	Lisboa PeTsa Em Vem Na Onda
Lizen Hedlund	Flyglarargatan 2 12836 Skarpnack, Sweden	Sputnik@punkmail.com	
Angeliki Skondra	20 Sarantaporou St. Patra 26223, Greece	Protasi@pat.forthnet.gr	
Heikki Ollikainen	Fredrikinkatu 20 B 18 Helsinki, Finland	Heikki.ollikainen@a-klinikka.fi	A-clinic Foundation
Alexaki Archontia	Sarantaporou 20 Patras 26223, Greece	Protasi@pat.forthnet.gr	
Roger Rossell	Lepanto 422 5 4 08025 Barcelona, Spain	Rcosta@unoinfo.com	
Sanne Klaster	Eerste Weteringplantsoen 8 1017 Sk, Amsterdam The Netherlands	Sannennas@hotmail.com	
Veronica Skog	Luthens Grand 6, 118 66 Stockholm, Sweden	Vevve_s@thotmail.com	
Jordi Bernabeu	Carrer Guiposcoa 5, 5-2 08018 Barcelona, Spain	Jordi808@catbbs.org	
Anna Matz	Svartviksslingan 61167 38 Bromma, Sweden	Pluppan3@spray.se	
Veronika Muehlhausen	Aktion Jugendschutz Sachsen E.v. Albert-koehler-str. 91 D-09122 Chemnitz, Germany	Ajssachsen@t-online.de	Prevention of Youth to Youth(Peer Project 2/3 Germany)
Romy Turczyk	Nr. 17 a D-08233 Gospersgruen, Germany	Turczyk@hotmail.com	German Project (Prevention of Youth to Youth)

Claudia Muehlhausen	Stelzendorfer Strasse 291 D-09116 Chemnitz Germany	Claudia.muehlhausen@talknet.de	German Project (-)
Sami Paakkanen	Savelantie 6 H 87 00720 Helsinki, Finland	Sammy76ers@hotmail.com	
Nils De Schryver	Oude Abdijstraat 57 1 Aalst, Belgium	Nils@gameandwatch.com	
Joeri Tas	St-annstraat 15 9320 Nieuwerkerken, Belgium	Patatjen@hotmail.com	
Sonny Talon	St.-martensplein 2 B-9300 Aalst, Belgium	Koerken@pandora.be +32 53 41 53 17	Youth Advice Centre Aalst Koerken Vzw
Frances Mc Allorum	Nyp2 14 Corporation Street, Dublin 1, Ireland	Phone + Fax: 8561316	
Bekki Smith	Fast Forward, 4 Bernard Street Edinburgh, Scotland, UK	Bekki@caplaw.demon.co.uk	
Vicki Burns	Fast Forward, 4 Bernard Street Edinburgh, Scotland, UK	Vickiburns@talk21.com	
Andrew Waterson	Fast Forward, 4 Bernard Street Edinburgh, Scotland, UK	Andywaterson@yahoo.co.uk	
Laurence Abou Khalil	9 rue de la Mayenne 44230 Saint Sebastien, France	laurenceabou@hotmail.com	
Solene Podevin	11 rue de Belleville 44100 Nantes, France	Spodevincoolman@yahoo.fr	
Dominique Vacherie	25 Rue Proudhon 19100 Brive France	Domichristophe@yahoo.fr	
Joachim Uys	Duurstedelaan 5 3525am Utrecht, Holland	deklerkuys@hotmail.com	
Julia Oroval	Bolivia 35 Valldoreix 08190 BCN, Spain	Julia.oroval@campus.uab.es	Energy Control
Gemma Genovese	100a New Cavendish Street London, W1W 6NR, UK	genovese@mentorfoundation.org	The Mentor Foundation (International)
Sorella Tavares	Akeshovsv. 22 168 37 Bromma, Sweden	rymddrake@hotmail.com	
Stefano Berterame Gautam Babbar	UNODC, P.O.Box 500, A- 1400, Vienna, Austria	Stefano.berterame@unodc.org Gautam.babbar@unodc.org	UNODC



Introduction

On one level, the fact that people belonging to the same peer group (defined by age, class, gender, or any other social construct) communicate best with each other is simple common sense. That people who share a similar economic, social, linguistic, cultural background or indeed lifestyle, should be able to understand each other is quite natural.

In the field of drug abuse prevention amongst youth, another factor adds to the appropriateness of peer to peer communication. Since most youth, are by definition, not eligible to hold positions of power in their society, they find themselves, *subject* to authority. It is this power differential that makes communication between adults and youth difficult, and likewise, it is the *equality* in power status between youth, that makes peer based communication successful. When one is trying to engage young people in drug abuse prevention initiatives, this power differential manifests itself also as a knowledge gap. The adults' command over jargon and the "science" of drug addiction often acts as a deterrent for youth who may otherwise willingly engage in debate.

This publication is the result of a hands-on theme meeting on Peer to Peer techniques for drug abuse prevention. This meeting was organized under the aegis of the Global Youth Network Project and the Swedish Presidency of the European Union. From 11-13 May, 2001, peer to peer youth groups from 14 European Union States met together in the town of Norrköping in Sweden.

The idea was to gather together youth groups and youth workers and tap their knowledge of what it takes to establish a good peer to peer drug abuse prevention programme. Why are young people the best medium, as it were, to talk to other young people, what are the things that one needs to remember while designing a programme that channels the efforts of youth peer workers to prevent drug abuse. What, in effect, are the guiding principles, of peer to peer work.

This guide is the result of discussions between the participants and hours of hard work put in by Mr Ben Norris who contextualized the discussions in Norrköping by including a review of the currently accepted international good practices in the area. Gautam Babbar, Coordinator of the Global Youth Network project and Stefano Berterame, Youth Focal point for the UNODC organized the overall initiative and along with Giovanna Campello, Coordinator of the global initiative on Primary Prevention at the UNODC Demand Reduction Section also contributed to the writing of this guide. We would like to especially thank Ms Christina Gynna Oguz and Mr Ralf Lofstedt of the Swedish Ministry for Health and Social Affairs for their support throughout this initiative. Finally, we gratefully acknowledge the support of the Governments of Canada, Italy, Norway, Sweden, Switzerland and the United Kingdom, whose financial contributions made the Global Youth Network project a reality.



1. What do we mean by P2P?

The United Nations Office on Drugs and Crime offers this definition of peer education:

The use of same age or same background educators to convey educational messages to a target group... Peer educators work by endorsing “healthy” norms, beliefs and behaviours within their own peer group or community and challenging those who are “unhealthy”

Second International Conference on Drugs and Young People [1].

Similarly, UNAIDS defines peer education as an approach, a communication channel, a methodology, a philosophy and a strategy.

Peer education is often used to effect change at the individual level by attempting to modify a person’s knowledge, attitudes, beliefs or behaviours. However, peer education may also effect change at the social level by modifying norms and stimulating collective action that leads to changes in programmes and policies. (UNAIDS, Peer Education and HIV AIDS, 1999)[2].

::: Who/what are peers?

The term peer education has been used to describe a number of different types of programmes involving people of the same group working with other people of the same group. Essentially peer educators work with people who are the same as them. They might share the same age, sex, sexuality, social class and/or subculture or other similarities. Peer education has been described by one young person as “working with people who are not in authority over us”. (Workshop notes).

Sometimes however the term peer education can be a bit overused. Hence you might find a so-called P2P programme where any type of strategy involving young people interacting with other young people being described as peer education. This is problematic because the so-called peer educators share very little in terms of characteristics with their peers apart from something generic like age or sex.

A useful method of identifying the most relevant peer educators for your programme is to identify what connects them to the target group with the drug problem. Is it age, sex, social status, educational level etc. Once you've been able to determine the important characteristic(s), you'll be able to recruit and train the most effective people for your P2P programme.

A lot of the early work on peer education was done by the gay community around HIV/AIDS prevention, specifically gay men educating other gay men about safer sexual practices. In this case, the important criteria for choosing a peer educator was their sexual orientation; not their age or social status as such.

::: What are the various kinds of activities that are peer led?

Peer to Peer work also refers to other activities like peer mentoring, peer helping and peer counselling. Each of these share the common trait of involving young people working with other young people to bring about a positive change. Peer education, as the name suggests, involves people of a similar social status providing education to people who are similar to them. For example, the Graft n' Arts project involved a small group of peer educators in Cairns providing one on one education about drug prevention to a group of street kids and producing a rap song to raise awareness of this issue to these youth. The result of the project was an increased involvement by the street kids in the local drug prevention programme [3]. See the box below for another example of a peer education programme.



In Albania, UNFPA supports a project for the prevention of sexually transmitted diseases, including HIV/AIDS in young people. This programme is focused on peer education both within and outside of schools and other events to raise awareness of HIV/AIDS for youth in Albania. A team of peer educators visit schools throughout Albania and discuss HIV/AIDS prevention. Within this programme, Project Services International markets the "Love Plus" brand of condoms, which is targeted at youth. In Albania, the use of condoms has increased rapidly and "Love Plus" has over 60 per cent of the market even though it is not the cheapest brand. The programme has also initiated peer education seminars and training courses [4].



In peer mentoring for example, young people selected as mentors are trained to function as part of a support system for other young people. For instance, in “The Power of Peers Programme” in the Oakland Unified School District, young people are trained in specific skills, such as effective communication and decision making, and opportunities are provided for the trained youth to serve as a resource or “link” between students and other prevention and support services. (Whang G., Oakland Unified School District, 2001)[5].

Peer helping programs are also quite similar to mentoring programmes with a slightly higher emphasis on skill development among the peer helpers. For example, the “Natural Helpers” programme is aimed at identifying the natural helpers within a peer group through a survey of students. The natural helpers are then trained in basic counselling and referral skills so that they can assist “hard to reach” youth within their own peer group. This model has been used successfully as a drug, violence and suicide prevention strategy (Helping Friends Programme, 2001)[6].

Peer counseling programmes too, as their name suggests, utilize the skills of young people in a more therapeutic setting. It seems to work better as an early intervention strategy such as in the “Human Efforts Aimed at Relating Together” (HEART). This student mediation programme involves students in mediation groups who want to be responsible and accountable for ensuring safety on the school campus. The programme involves students who are trained and guided by teachers, counsellors, and administrative staff from the school district. Student counsellors are called in to situations where a teacher or other adult staff are experiencing difficulties in talking to a young person. The student counsellor or mediator is able to relate to and talk to their peer about the problem as they share a similar social understanding of the issue. (Contact: Joell T. Juntilla, Youth Relations Coordinator, Los Angeles Unified School District, (213) 625-6440)[7].

P2P programmes are all unique in their own interesting way. For the purposes of this publication, the term Peer Educators will be used as a generic term to cover all these different roles, unless otherwise stated. See the box below for another example of a peer counselling programme.



*In the **Philippines**, where several innovative approaches have been tested under an adolescent health project, peer counselling has shown the most promise. The Counselling-on-the-Air project enabled youth counsellors to reach out to other youth, as well as to parents and teachers, through a radio programme that gave young people the opportunity to share their views with other youth and adults.*

<http://www.unfpa.org/adolescents/casestudies/case004.htm> [4]

2. Why use P2P?

When done appropriately, peer education can be one of the most effective and empowering methods of working with young people across a range of social issues like drug prevention, youth health, crime and violence. (Read about these evaluated programmes in the reference section.) Australian Youth for Youth project, Georgia Students Together Against Negative Decisions (STAND), Healthy Oakland Teens (HOT), HIV AIDS Prevention and Respect, Protect Connect, Violence Prevention to name a few instances where peer education has been used effectively [8]. In this section, we look at three reasons why P2P work can be effective

::: An effective way of sharing knowledge

As a method for sharing information and knowledge, P2P has been shown to be very effective. Young people are more likely to listen to people like them. It is a basic characteristic of humans as social beings.

Peer educators are not only able to get information to “hard to reach” peers but are also able to convert dry information into useful knowledge, because they are able to understand the context in which their peers are best able to use that information. And information provided in its proper context becomes knowledge, “...because young people have best knowledge of their lives, situations and contexts, they speak the same language in the same way and identify with the same cultural shorthand that often delineates the margins of a subculture” (Youthnet workshop participant).

The act of sharing information between peer educator and the young person benefits both parties, as each is able to learn from the other's life story and personal experience.

::: Credible because it is based on real experiences

One of the most powerful features of using P2P is the opportunity for participants to get to know each other, to share their stories and experiences. This type of sharing leads to the formation of enduring relationships between peers as people develop a strong sense of connection with the other.



Young people respect wisdom, especially when it involves people like them who have been through or have learnt from others who have been through a difficult situation.

Most people are likely to listen to someone that they can relate to. The people who conceive and run advertisements on TV or at the movies know this and are prepared to spend millions of dollars to back this up. Peer education is based on the same communication principle. People are more likely to listen to and act on information if it is presented to them by someone that they can identify with, respect and model behaviour from. Peer education works because trained peer educators have credibility with other young people. Credible information delivered in a non threatening and honest way (ie. “cutting out the bull...”) can have a tremendous impact. That is why peer education works well as a strategy to promote life skills. Credible real life information delivered by trained peer educators can be very effective. See the box below for an example of a life skills focused P2P project.



“My Future is My Choice” (Namibia)

To counter the growing threat of HIV to young people in Namibia, “My Future is My Choice” (MFMC) was designed to reach young people, through young people, with sexual health information. It is part of a cooperation programme between the Government of Namibia and UNICEF. Young people between the ages of 14 and 21 years receive a 20-hour course providing information and life skills they need to make choices about their future. Using a highly interactive approach, the programme focuses on life skills training specifically for teen pregnancy reduction, HIV/AIDS prevention, substance abuse, and rape. Each MFMC graduate prepares a peer education “action plan” to reach at least 10 friends and/or become a member of an AIDS drama, role play, or debating club. About 600 trained young people around the country are facilitating the 20-hour life skills education and, so far, have reached over 50,000 of their peers (75 per cent in-school-youth and 25 per cent out-of-school youth). Young people are highly involved in the review and planning of the programme.

More information: <<http://www.unicef.org/programme/hiv/youth/nama.htm> > Contact: Paul Peters, Youth Coordinator or Rick Olson, Project Officer—YHDP, UNICEF Namibia, P.O. Box 25531/1706 Windhoek, Namibia. Tel: 264-61-229220

In order to maintain behavioural changes for peer education to become sustainable, ongoing training and support needs to be offered to peer educators so that they themselves become change agents and develop an investment in the change process.

::: *Good way of communicating ideas*

Peer educators know how to communicate with their peers in a way that makes sense.

This is a hallmark of peer education. The same information can be communicated in a number of different ways, depending on which group of peers and peer educators are involved.

For instance, a peer educator talking to a group about drug prevention is able to refer to local situations and stories where prevention has worked or not worked and the reasons behind it.

In many ways, peer education is a very natural and traditional way in which information and knowledge is created and disseminated by societies. People who would learn a new skill or piece of information would tell others about it, so that collectively they would all learn something new. Conversely, a lot of drug use is learnt this way, so why not put this method to good use. See the example in the box below for a P2P project that demonstrates the effectiveness of using this strategy to provide information about drug and HIV/AIDS prevention.



Tsa Banana (Botswana)

Tsa Banana—which means “For Adolescents” in Setswana—was a USAID-funded project to test the impact of youth-oriented social marketing techniques. Though the project ended in 1996, most of the components and strategies of Tsa Banana have continued in Botswana, and have been replicated in Zambia, Malawi, and Namibia. Peer education and promotion (PEP) sessions were 15-30 minute shows that entertained small audiences in schools and public places by dramatizing condom negotiation, holding contests based on audience knowledge of reproductive health topics, and answering audience questions. Initially, headmasters were reluctant to allow the PEP teams to perform at schools during school hours. The teams quickly earned the trust of headmasters, however, by adapting their shows for various age groups and by emphasizing the importance of knowing limits, asking for advice, seeking treatment and resisting peer pressure. By the end of the project, virtually every 13-18 year-old in Lobatse schools had seen an in-school show. (Adapted from project description by John Harris, PSI Namibia)

More information: Meekers D, Stallworth G, Harris J. (1997). “Changing adolescents’ beliefs about protective sexual behaviour: the Botswana Tsa Banana programme .” PSI Research Division Working Paper No. 3, Washington: Population Services International.



3. Characteristics of a good P2P programme

Effective P2P programmes are well grounded in some key principles of good practice. Like the foundation of a building, these principles are fundamental to providing stability and balance to any programme that involves working with a diverse group of young people.

In this section we look at 16 factors that are important to consider when establishing a P2P. These factors have been identified from the literature as well as workshop notes.

The first five key principles have been identified by Kirby [8] in an evaluation of P2P, they are:

1. Culturally appropriate

Young people, no matter what their ethnic background, have a unique culture that is appropriate to their particular peer group in that particular time and space.

This is an important factor to consider when designing a peer education programme, especially around a culturally sensitive subject like drug abuse prevention.

P2P programme designers need to be sensitive to the cultural norms that impact on particular drug use in certain cultures and subcultures. For example, marijuana use by Rastafarian youths is considered to be a part of their religious expression whilst alcohol use is considered taboo among Muslims. In a peer group of mixed cultures, do not assume that all the young people in that group will have the same attitude about alcohol and drugs.

In an increasingly diverse society, this is one of the major challenges facing drug prevention programme managers.

When considering the cultural appropriateness of a particular programme, the designers also need to understand the context of the parents and community's attitudes about drug use and how that affects their children's knowledge, attitudes and beliefs.

2. Developmentally appropriate

Understanding the developmental stage of the young people in the programme is essential in designing effective programmes that can deliver meaningful outcomes, for both the young people involved and the programme managers.

An understanding of developmental psychology by such authors as Piaget or Erikson would be important when working with young people in designing such a programme. For instance, young people in primary school have a different sense of self and their environment than those in middle or senior school. Therefore, designing an HIV/AIDS prevention programme for high school students would be quite different from one that was designed for primary school children. Not necessarily simpler but different.

3. Accuracy in the information provided

When it comes to addressing drug prevention issues, young people are often cynical about the information provided by health authorities. They often feel like the government or other authority figures are trying to manipulate them by providing them with propaganda instead of accurate and balanced information.

One of the worst things that a P2P programme can do is to train its peer educators to promote information that is not accurate or worse still, anti drug use propaganda. Young people will see through this scam and may choose not to participate in the programme. Often, it is these youth that the programme really needs to engage with and involve from the very start.

A better approach is to present a factual and balanced view of the drug and the true consequences of its use. Young people will respect the programme for this and be able to make an informed choice about whether to use or not.

4. Based on experiential learning, including modelling and practising communication, negotiation and refusal skills

Another important principle to consider is the importance of providing peers with an environment that actually facilitates true learning.

Most of us learn new things by watching how other people do it and then trying it out for ourselves and practising it until we get it right.



Think about how you learnt to ride a bike or swim or even break a move on the dance floor. You didn't learn it from just reading about it in a book did you? The same goes for social situations. You didn't learn about how to ask someone out on a date by reading about it in a book did you? Well maybe you did read a few books or articles first, but the time did come when you eventually had to get out there and do it.

The same goes for drug prevention. Reading or listening to a lecture about drug use or learning how to say no is only effective for providing you with information on how to say no. A young person must still learn how to deal with these situations in real life.

Akers suggests that drug use involves a complex interaction between peer modelling and imitation, parental modelling and how young people define an experience for themselves [9]. Humans are programmed to learn by imitation, that is why instructional videos on just about any subject are so popular, from golf to martial arts to cooking. People learn best when they can imitate others who are good at what they are trying to learn and talk about their shared experience afterwards to make sense of it all.

Using this principle, a P2P programme can engage young people in a way that shows them how to deal with risky situations that correlate closely to the real life encounters that they are likely to experience.

5. Professionalism shown by staff

The fifth principle identified by Kirby is that the success or otherwise of the programme is dependent on the people who are delivering the programme. Though this may seem like stating the obvious, it is easy to forget this principle. Often, P2P programmes are so focused on addressing the needs of the young people attending the programme that the workers and peer educators whose role it is to deliver the programme are forgotten. It is important to maintain professionalism in the programme. This means scheduling training, supervision, debriefing and regular planning and quality assurance activities for the agency and its staff.

In their study, Caputo et al [10], recommend that the agency:

- Maintains consistency of staff members involved in the P2P;
- Ensures that the relationship between staff in the agency and the peer educators is consistent and ongoing;
- Develop means of ensuring that the agency staff not directly involved in the programme are kept updated on a regular basis;

- Ensure that staff working with the peer educators are provided with consistent, ongoing support and encouragement.

::: Peer led

The most important factor here is that P2P programmes involve young people in more than just token ways. This means that young people should be consulted and involved as partners all along the way.

Young people should be involved in designing the programme, have leadership roles in running it, be involved in monitoring and evaluating the effectiveness of the programme and even redesigning it as needed.

::: Adequate investment by the youth/sponsoring agency

Caputo et al [10] also discussed the importance of getting the sponsoring youth agency to be committed to the P2P project.

This commitment must extend from just lip-service to actual tangible actions like offering support to apply for funding for the programme, making space available, committing adequate resources so that the programme doesn't fail in the first few months and being willing to let young people make mistakes and to learn from those mistakes.

::: Supported by the community

Caputo et al [10] also offer the following recommendations:

- Educate people in the community about out-of-the-mainstream youth to help gain community support for peer helping initiatives.
- Attempt to establish a network of support in the broader community for peer helper initiatives.
- Provide ongoing public education on the agency's peer helper initiative.

::: Fun and creative

Programmes for and by young people should be flexible in their design and delivery. Fun, creative and interactive programmes that use a number of delivery methods, including theatre, sport, internet, dance, drama, etc., can be effective ways of involving young people in the programme.



::: Gives young people enough time to achieve their goals

Some of the biggest, best and most successful programmes in the world have taken a long time to get to where they are. In fact, most things of substance such as grand cathedrals and mosques or indeed beautiful gardens have taken years to get to become what they are today. So too we should expect all good programmes to take some time to develop to their full potential. It is easy to forget this natural phenomenon in a society that favours instant gratification. As one young person said, “a tree takes time from when it is a seed to become a tree and to eventually bear fruit” (workshop notes).

P2P programmes can be supported through having funding or donor agencies recognize this phenomena and adjust their funding accordingly. Expecting major outcomes after the first 6 to 12 months can be unrealistic and potentially set the programme up for failure, as programme organizers strive for results before the participants are ready to deliver.

So remember, most good things take time to develop.

::: Youth friendly space

A P2P programme should be located within a youth friendly space. This youth friendly space should be conceived with multiple uses and users in mind [11]. This type of flexibility will enable more young people to feel a greater sense of ownership in the programme and improve participation in the programme.

Privacy is another important issue to consider in choosing a space for the programme. Young people might want to go somewhere and have a private conversation with their friends or need a spot to discuss a personal issue with a worker.

::: Supervised environment

P2P programmes also need to be conducted in supervised environments. A supervised environment means that the youth agency running the P2P programme is concerned about the physical and emotional safety of the participants.

Young people, particularly those going through adolescence, will want to test boundaries. Sometimes these boundaries might be physical (how high

up this tree can I climb), social (playing a practical joke on someone) or psychological (arguing a point about drug use). This testing of boundaries is an essential part of the socialization process and how we learn to function as human beings in civilized society. It should not be seen as a sign of failure in the programme.

It is important though to make the boundaries very clear and to enforce them in a clear and transparent way. Young people appreciate it when boundaries are clearly defined and enforced. Supervision is the process in which the boundaries of appropriate vs. inappropriate behaviour are explained and enforced where necessary. Make sure that the agency has clearly stated policies and rules for addressing such breaches. It would be even more effective if young people themselves were involved in the development of the rules and the consequences for breaking the rules.

::: Availability of back-up support services

Back-up services like access to medical or counselling services should also be made available for those who need it. In a well-supervised programme, the trained worker will be able to refer a young person to such a service the moment a need is identified. Due to the nature of alcohol and other drug use, trained workers will be able to identify signs of danger before those who are untrained or inexperienced.

This also applies to situations where young people might need to see a counsellor because of an issue that might have been uncovered during a group activity. For instance, some people repress problems like sexual abuse, especially if it has happened to them at a very young age. They might not be consciously aware of the problem until a group activity accidentally uncovers it for them. A young person in this situation can be very vulnerable and can be at risk of “self harm” unless otherwise supported and managed in a professional manner. An effective P2P programme should anticipate such an event and have a protocol in place to address it when it does occur.

::: Professional support for staff

Peer educators can sometimes be involved in difficult projects, especially if they find themselves having to counsel or support a peer through a difficult and/or dangerous situation. While it is best for peer counsellors not to be involved in such situations to begin with, some things are difficult to plan for and have to be addressed after the fact.



As part of good practice, it is important for those responsible for running peer education programmes to structure in a debrief for every peer educator, as a normal part of the programme. Do not wait for a peer educator to ask you for help with this; sometimes counsellors (especially inexperienced ones) do not realize that they need to talk to an experienced counsellor about their work as an important part of maintaining good practice.

The debrief should always be carried out by a trained and experienced counsellor who is able to provide a safe, supportive and objective environment for the peer educator. During a debrief, the supervisor will systematically review the peer education session with the peer educator. They will focus on what worked and what did not and how the peer educator felt about the whole experience. A debrief allows peer educators to not only learn from their own experience but to also address any negative feelings that they might have had during the session so as to put it in its proper professional perspective and start afresh for their next peer education activity.

::: Clear and realistic goals

A successful P2P programme is based on clear and realistic goals that are timely and measurable. With clear and realistic goals, programmes can demonstrate success, more easily as the indicators of a successful programme are easier to identify and measure.

It is important that young people participating in the programme have opportunities to provide input while developing the programme goals. This will assist in the framing of clear and realistic goals as young people will be able to filter out any goals that are not going to be achievable.

An example of this in practice is the story of the Pine Rivers Rapid Festival. A group of young people planned to put on a live rock music festival but were faced with the challenge of putting on a no-alcohol event in a community where youth alcohol abuse was quite high. The planning group of about 10 young people decided that they needed to break their project up into a number of smaller projects with more achievable goals. They identified four sub projects. The first was to survey groups of young people to find out if a no alcohol music event would be something they would be willing to attend. The second was to programme bands and other activities that the local youth would support. The third was to design the festival site to be youth friendly. The fourth was to evaluate all aspects of the festival and to feed that information back to

the whole community so that future youth events could learn from the experience. The Rapid Festival was a success, achieving all of its objectives, with a lot of peer education done by the planning group with other young people around the recreational use of alcohol and other drugs. In fact, more and more local young people were recruited to event jobs so that it gave them a stake in the overall success of the event. The learning from this case study could be that the planning group had a clear and realistic goal to find out the level of support for their no-alcohol policy. Thus, they were able to build a quality event around the information they received and to involve more young people along the way.

::: Long term planning

Finally, many good programmes disappear because planners do not develop long-term strategies for funding and sustainability. The more supporters and partnerships a programme can gain, the greater its opportunities for attracting visibility and funding [12].



4. How to design and plan a good P2P programme

This section looks at designing, planning and implementing a P2P project. A P2P planning matrix is discussed as a tool for doing this. The matrix considers the developmental stages of designing and implementing a P2P project against the key principles of good practice of effective P2P projects discussed in the previous section.

Peer educators and youth workers can use this tool as a checklist to develop effective and comprehensive P2P programmes.

Stages of programme development based on good practice principles	a) Planning	b) Building alliances	c) Assigning roles	d) Implementation	e) Monitoring	f) Reflection	g) Evaluation	h) Implement changes
Culturally appropriate								
Developmentally appropriate								
Accuracy in information								
Based in experiential learning								
Professionalism by staff								
Peer led								
Adequate investment by agency								
Community support								
Fun and creative								
Time to achieve goals								
Youth friendly space								
Supervised environment								
Back-up support for youth								
Professional support for staff								
Clear and realistic goals								
Plan for the long term								

::: Planning

Planning a P2P programme is probably the most important step in any P2P project. A badly planned project can cause long-term damage resulting in a bad reputation, not only for the young people involved but also for future groups. Planning needs to take into account the cultural and developmental needs of the young people that the programme is being designed for.

Plan for programmes that will provide young people with a positive drug free experience such as the Natural High programme [13], which involves the youth target group from the outset, and be led by them. Plan to include fun and creative programmes that are fact-based and offered in a non-formal setting.

Planning needs to also involve youth workers and the staff with the P2P project in order to gain their support and commitment. The sponsoring agency needs to have its management board on-side and project plans tabled at all agency management meetings.

Also involve members of the community in the planning phase, especially key stakeholders or community gatekeepers like local government, businesses and non-profit welfare organizations.

A neat way of doing this is to establish a P2P project reference group, made up of all the relevant people mentioned here with young people being in the chair and secretarial roles. Make sure that the project has clear and realistic goals. This is useful for a number of reasons. First, the project is more likely to be achieved successfully and second, you have a better chance of keeping all team members motivated.

Finally, make sure that back up support is made available for both the young people and staff. P2P activities can sometimes bring up complex personal issues for both peers and workers that need to be addressed quickly, in a professional and confidential manner.

::: Building alliances

The strength of a P2P programme can be determined by the alliances it has with other groups.



The most obvious alliance is with the young people in the community, especially members of the target group. Also needed are alliances with other agency staff and management and members of the community.

Methods of building alliances include hosting a barbeque for the youth and community; attending other agency meetings and making presentations about gaining support in various fora like the local Chamber of Commerce meeting.

::: Assigning roles to encourage participation

In order to foster full participation by the young people in your programme you will need to allocate a set of roles that peers play in the design and implementation of the project.

Roles need to include young people, agency staff and community members. Roles can be found for factual presentations, non-formal, fun and creative activities.

A high participation rate by young people, workers and the community is another strategy for ensuring the success of the P2P programme. This will further ensure that the programme remains culturally and developmentally appropriate.

::: Implementation

The implementation phase of the project involves careful balancing of the various project activities. Strategic and operational decisions must be made when sequencing the programme of activities.

For instance, it is important for programme organizers to mix the fun and creative activities with the more serious activities. Perhaps, have formal activities in non-formal settings, if it is appropriate.

Apart from the sequencing and execution of the various activities, it is important for the project coordinator to have a good mix of young people and workers and community members assigned to different activities as well.

A good project management plan will ensure that the implementation phase will go well. See section 10 for an example of a good project management plan.

::: *Monitoring*

The young people in consultation with agency workers and community representatives should lead the monitoring task of the P2P project.

The aim of the monitoring phase is not only to check that the project is being implemented correctly but also to identify opportunities for improvement.

Monitoring should be done systematically by using the action plans documented in the project management plan. Activities and roles must be measured against the documented activities and roles and noted for the evaluation phase.

::: *Self improvement/reflection*

In an action research project, the reflection phase is crucial for the participants to take stock of how the project is progressing and how to improve things. In participatory action research (PAR, see section 7 for a description of this method) the reflection phase involves people from the project itself, in this case, young people who would get together and talked about what worked, what didn't and what could be changed.

The planning matrix allows the PAR participants to structure their reflection across the categories identified as factors for effective P2P programming:

- Peer led
- Fun and creative
- Factual
- Non formal
- Staff support
- Agency support
- Community support

In PAR, the reflection phase is continuous throughout the project. It is common for the reflection team or reflection circle (RC) to meet daily during high activity parts of the project.



::: Evaluation

The evaluation phase is the more formal part of the project. Conventional evaluation looks at the programme's goals and objectives and ascertains how effectively and efficiently the programme has been able to meet them. This typically happens at the end of the project. However, the evaluation plan needs to be designed even before the project begins.

An example of an evaluation plan for a P2P project would be a combination of participant action research with some quantitative and qualitative data collected before and after the project to measure some key changes on attitudes and behaviour associated with alcohol and other drug use.

A small team of young people with agency and community worker support should be established from the outset as the evaluation team (ET). For purposes of research integrity, the ET should not meet with the reflection circle except after the project is over. The reflection circle group collects process evaluation information, basically on how the project functions on a day-to-day or week-to-week basis. This type of information could bias the more formal evaluation results if the reflection circle shared members with the ET.

In order for the ET to form a more comprehensive picture of the effectiveness of the project, process evaluation from the regular reflection circles can be used to complete the final evaluation report.

::: Implement changes

Once the evaluation results have been completed and discussed with the young people, a re-planning process begins.

The new changes are implemented, monitored and reviewed for any changes in programme outcomes and effectiveness.

5. How to select peer educators

A complex job like setting up a programme requires teamwork. The people who go into your team are your human resource; let us look at some of the issues in this area. At the P2P workshop, the participants characterized a good peer worker as someone who is:

- A peer of the young people in the target group;
- Willing to learn and be open to new ideas and ways of doing things;
- Understands how groups work, knows about ground rules and the need for confidentiality;
- Is capable of being a good listener;
- Is a good communicator, capable of expressing themselves in a clear and non confrontational manner;
- Able to express themselves creatively and/or enable young people to express themselves creatively;
- Is capable of self reflection;
- Has a good factual knowledge about drugs;
- Is able to be supervised and receive feedback and act on that to improve themselves;
- Understands and practices the “at first do no harm” principle in all dealings with young people;
- Commitment to young people and the project (workshop notes).

Peer educators need to possess and project a positive attitude about their work with young people. They need to be able to be good listeners as well as have the ability to communicate their ideas and feelings in a positive and non-judgmental way.

Another important characteristic for a peer educator to possess is the ability to empathize with their fellow peers. Often within a P2P programme, a peer educator will be seen as a role model. The ability to understand how another young person is feeling and the ability to communicate positive drug prevention messages to that person can be a significant opportunity to bring about some changes in that person’s life.



A peer educator needs to recognize that they too are on a journey of learning and discovery and that their education or learning does not end when they become peer educators.

Peer educators need to be able to reflect on their own practice and to learn from that through supervision from experienced staff and other peer educators. Peer educators need to understand how a group works as this is the most common method in P2P programmes for delivering education. In particular, they need to be kept updated on alcohol and other drug information, so that the information that they provide is scientifically accurate and not based on someone's uninformed opinion or hearsay. In fact, it is only the beginning.

Workers should also receive regular training and supervision. Training should be a core part of a culture of continuous improvement in any organization that works closely with young people. Topics to be covered in peer educator training should include skills training in communication, understanding and respecting boundaries between professional practice and private life, client confidentiality, regular updates on drug use issues, group work, legal/policy updates and other issues specific to the peer group.

These same skills need to be developed in peer educators as well. A training plan for each peer educator should be developed as a key part of his or her recruitment and induction. The training plan, which will cover all of the above issues, should be sensitive to picking up knowledge and skill deficits and address them in as efficient and effective a way as possible.

A common problem facing P2P programmes is the high rate of turnover of peer educators, thus making the programmes difficult to sustain. To a certain extent this is a natural problem, especially in the youth area, as young people grow older and no longer identify themselves as youth. For other peer educators, the experience of doing peer education work might lead to further study or new employment opportunities or study. Thus, becoming a peer educator has the potential to achieve long term positive benefits for the individual young people taking part in the programme.

It still leaves the youth agency running the programme with a set of problems that need to be addressed. How do we find new peer educators to replace the ones who leave?

To a certain extent a good professional supervision and training programme for your peer educators will hopefully stop them leaving for

the wrong reasons, i.e. dissatisfaction with the programme, unresolved conflicts, lack of motivation and so on. Other strategies to consider might be to plan for a next phase to follow up from the initial programme with short-term contract jobs for the peer educators. Another is to involve them in your programme management as committee members or to maintain a pool of skilled educators to call on when projects need to be done.

Remember your peer educators are a very valuable resource, whose value lasts long after the completion of the project. Let them know that and support them with training, short term jobs and references for other local community jobs, for above all, they are also a valuable resource for your local community.



6. How to match peers to the right P2P programme

The most important part of a P2P programme are the peers themselves.

It is however important to acknowledge from the outset that not all young people are able to function effectively in a P2P programme.

For instance, young people with severe mental health and/or alcohol and drug addiction will find it very difficult to function in a structured programme. What they need is skilled case management by a trained and experienced worker with the aim of getting treatment for their mental health and/or drug problem.

When choosing peers for your P2P programme, try to include young people who are stable and able to commit to the period of the programme. Other ideal characteristics are to choose peers who are motivated, empathic, non judgmental, honest and cooperative, all characteristics that help a young person to function in a group setting.

Some workers also think that people from similar backgrounds should be placed together in a programme, like with like. This should be determined by the nature of the programme's goals and objectives. A programme that seeks to "build bridges" between various ethnic groups, for example, should try to have many different groups represented in its programme whilst a programme aimed at helping young single mothers to cope might have a more homogenous group membership. It all depends on the agency's brief and the P2P programme's goal and objective.

7. Important skills for developing a good P2P programme

In this section we will look at the tools and techniques that are useful to consider when establishing a P2P programme. We will discuss the effectiveness of using groups, games, participatory action research, experiential learning, factual presentations, and food.

::: Know how to run a group

The ability to facilitate small groups is essential for any worker or peer educator involved in a P2P programme. This will probably be one of the most used skills for the youth worker. Check out this website for more information about group work skills [14]:

<http://hun.k12.nj.us/learning/classwork/groupwork.htm>

An understanding of how groups work will enable workers and peer educators to effectively plan and develop P2P programmes, so that they do not place unrealistic demands on the group to deliver results before they are ready. Such skills as understanding about the stages of group development, client confidentiality and facilitation are core competencies that a group worker should possess.

The process of group work can be summarized as:

- Forming (group learns about each other);
- Norming (group rules are developed, formally and informally);
- Storming (conflict arises and group learns how to deal with it);
- Performing (group starts to deliver on tasks works well);
- Mourning (as the time comes to wind up the programme, closure needs to be brought to the group process, including celebrating results and exchanging contact details).

Apply this simple rule of thumb when you are next planning your group programme and you will discover that you will have a more interesting and effective programme.



:: Use games to facilitate group bonding and learning

Games are one of the most effective ways for peer educators to work with young people around drug prevention issues. Games are great for forming young people into a group and developing a sense of identity for that group. Games can be used in a group or individual situation. There are games to engage young people in just about every drug prevention issue. With a skilled facilitator, games can be particularly useful as a fun and creative method of fostering active learning and self-reflection. See section 12 for a list of online resources.

:: Use participatory-action-research to design and run the programme

One of the best and widely used tools to achieve this self reflection in practice is participatory-action-research (PAR). PAR is widely used in peer education because it enables both youth workers and young people to collaborate on designing and implementing youth programmes.

The PAR process is a five stage cyclical process, as represented below:

- Plan;
- Act;
- Observe;
- Evaluate;
- Review Plan (Wadsworth, 1998)[15].

:: Use “experiential learning” to facilitate teaching and learning of new skills

Another peer-centred technique that allows young people to learn effectively is “experiential learning” or “action learning”. Essentially, this technique encourages learning by doing. Below is a five-step method of structuring an “experiential learning” lesson.

An “experiential learning” lesson plan is structured on a five-step plan:

- Explain and contextualise the learning experience;
- Provide an experiential presentation, a demonstration, video, role play etc;

- Reflect and discuss in small groups;
- Present the main concept of the lesson;
- Practice the concept and personalize it to youth's own situation.

::: Provide factual information to enable informed decision making

Providing factual information about alcohol and drug issues is a crucial part of any P2P programme. The goal of any programme should at least be directed towards empowering young people to make informed decisions about alcohol and other drugs. The best way for them to make these decisions is to base them on factual information (as opposed to myth and propaganda).

Two of the more important areas for information are the medical and legal consequences of using drugs.

Good quality information about the medical consequences of using various drugs can be found at this website; www.zombiedruginfo.com or www.adf.org.au. Perhaps you might be able to encourage a local doctor or nurse with a youth-friendly approach to make a presentation for you on the subject.

Legal consequences of use will differ from one country to another and even between different states and provinces within the same country. The local police department is a good starting point to get information about which laws apply to your particular area. You might even be able to encourage a “youth-friendly” police officer to make a presentation about the legal consequences of using particular drugs.

An aim of the P2P programme should be to train a cadre of peer educators whose speciality will be to learn about the medico-legal consequences of various drug use and to keep themselves up to date with this information. Using medical and law students is a good starting point, say within a “train the trainer” approach with other peer educators.

::: Use the preparation and sharing of food to build group identity and learn healthy behaviour

Finally a technique that is often overlooked in these type of discussions is the providing or making of food together with young people for all to share.



This is a great way to “break the ice” with a new group of young people and to build a sense of group identity. Many youth workers or peer educators have good stories to tell about how they built a sense of trust and fellowship with a young person over a slice of pizza or two.

The serving and preparing of food also allows the peer educator to model some good eating habits to their peers. Many youth living in poverty have a fairly poor diet of potato chips and Coke or some other fast/junk food combination. The peer educator can provide them with a variety of foods like fresh fruit, water, pasta/rice, fish to list a few of the foods that young people typically don't include in their diet.

:: Scenario-behaviour rehearsal—choosing from a range of options

The aim of this particular methodology is to place young people directly in a realistic situation where they may be offered drugs and to teach them appropriate methods of dealing with these situations.

A strong point of this method is its realism and the opportunity it allows for young people to apply theory to practice.

The main weakness with this method, in the past, has been the obviously unrealistic responses that have been taught to young people like “just say no” for instance.

The best way to make this method work for your programme is to make sure that the scenarios and subsequent behaviour rehearsal best reflect the complex nature of real life situations.

Real life is not a simplistic two-step scenario where one person offers another a drug and the other says no and that is the end of that. Rather numerous factors like the presence of other peers, the situation they're in, the history between people and the type of mood that the young person is in, plus more, can all have an impact on the type of responses given and received.

In the following sections we look at two key skills that are often taught as part of behaviour rehearsal work; problem solving and assertiveness training.

::: *Problem solving*

Problem solving is a skill that can be used across a range of life situations, from project management to interpersonal relationships: it literally is a core life skill to have.

Problem solving can be described as a six-step process: A simple memory tool to easily remember these steps uses the letters “DECIDE”.

DEFINE AND DESCRIBE THE PROBLEM. It is best to describe the problem in terms of “needs” met or unmet as opposed to “wants” or “should be’s”, as these preclude the type of solution that is best for that situation.

ENCOURAGE AND BRAINSTORM OPTIONS. Having defined and described the problem, the next stage is to encourage and brainstorm as many ways of addressing the problem. It is important at this stage not to filter out any solutions. Sometimes really crazy solutions can lead to innovative ways of addressing a problem.

CHOOSE AN OPTION. Having looked at all the options, choose one that meets the needs identified in the first step as effectively and efficiently as possible.

IMPLEMENT THE OPTION. Develop an action plan to implement the option chosen in the previous step.

DO IT! Put it in action.

EVALUATE YOUR EFFECTIVENESS. Once the plan has been in action for a while, check to see how effective you've been.

Another methodology that combines problem-solving techniques with behaviour rehearsal concepts is “problem-based-learning” (PBL). In this method, peers develop realistic scenarios with richly drawn characters and dilemmas, which together as a group they problem solve for each other. This method yields high quality information for peers, which they can easily use in real life situations.

::: *Assertiveness training*

Learning how to be assertive, to be able to know and stand up for your rights is thought to be an important skill to deal with negative peer pressure across a range of scenarios.



The key assertiveness training skills are:

- Using “I” statements;
- The “broken record” technique;
- Understanding and standing up for your rights;
- Reframing and diffusing hostile situations.

For a quick summary and explanation of these skills visit the following website at: <http://www.mindspring.com/~ltillman/advocate.htm> [16]

:: Fact based, easy to understand

This point has been made often in this report. Drug abuse prevention information needs to be factually based and presented in a format that is easy to understand and to use.

:: Show them where to get the information

It is also important to equip the young people who attend any P2P programme with the skills to be able to access information about alcohol and other drug issues. This is so that young people will be able to look after themselves once the P2P project is completed.

A good way to do this is by showing the programme participants where they can go to access information, counselling and support for any alcohol and drug issues that they need to address in their lives.

In addition to teaching young people to access information, it would also be useful to teach them how to assess the information they receive. In this age of information overload, access to information can sometimes be more of a problem than lack of access, as there is a lot of inaccurate and inappropriate information out there through media, the internet and popular culture in general.

A well-designed resource that is youth and user friendly can be used to disseminate this information by utilizing the natural “word-of-mouth” methods that young people use to share information.

::: Focus on life skills that promote protective factors

Protective factors are those things in a young person's life that protect them against the risk factors that they might be exposed to.

Examples of “protective factors” are; positive self esteem, ability to solve problems, links to support services, ability to communicate effectively.

Some examples of “risk factors” are; peers who abuse drugs, chaotic home environment, a “blame the world for my problems” attitude, unassertiveness.

P2P programmes can build on the protective factors of their youth participants by running comprehensive life skills programmes that enhance the protective factors whilst developing strategies to negate the “risk factors”.

The National Institute on Drug Abuse [17] has developed a comprehensive guide on developing prevention programmes for adolescents and children at the following web address:

<http://www.drugabuse.gov/Prevention/CONTENT.HTML>



8. How to make sure you have the capacity to deliver the programmes

In order to run a sustainable P2P programme, the youth agency must possess the capacity to deliver its programmes. It can be damaging for the young people involved in a P2P programme if their expectations are compromised by the failure of the agency to deliver due to their reduced capacity. A number of issues can have an impact on the capacity of the youth agency to deliver. We discuss some of these features in the following sections.

::: Psychological support for workers—regular supervision offered

This has been discussed previously. Do not forget about the people who work with the peer educators and the young people themselves.

They need support from their management so that they do not burn out.

This support can be offered through regular supervision, training, time out and rewards for good work.

A youth worker should be made aware of the agency's policy on such practices even before they start working there. An agency's employment practices policy needs to be documented and available to interested staff and reviewed on a regular basis as part of best practice.

::: Medical support

Sometimes young people need access to medical help. An effective P2P programme doesn't only concentrate on drug prevention issues but also has the capacity to deal with the other problems that young people might have which might prevent them from attending the programme.

One recommendation from the P2P workshop was to have medical teams as part of youth outreach work. This strategy is becoming popular with street outreach work, especially in the drug demand reduction/HIV/AIDS

prevention field, where some young people might be too sick to regularly attend groups and workshops.

A major benefit of such a strategy is that a trained peer educator or worker is able to make a better assessment of a youth's situation by visiting them in their own environment. They are thus better able to develop strategies that address that youth's particular situation.

Another related point to this is for youth workers and peer educators to access a network of “youth-friendly” specialists, once they have made the initial assessment. This type of outreach and referral programme thus enables otherwise marginalized youth to access services and treatment in a timely manner therefore preventing them from missing out on potentially life saving help. These links with youth services are one of the few protective factors available to young people at risk.

::: Family support

Where possible, it is important for families to play a role in supporting a P2P programme. They often provide the type of hands-on, behind the scenes support that makes the P2P programme itself run smoothly.

Families can and do play a role in helping with such things as transport to and from programmes, helping out with materials for games or drama, lending their expertise with book-keeping or coaching a team.

Importantly, the support of a family demonstrates to the young person that they are valued and encouraged to be a part of a P2P programme.

::: Youth agency support (i.e. with management issues)— help them with funding, red tape, etc

Youth agencies themselves can offer direct and practical assistance to peer educators by helping them find their way through the red tape that is ever present when working in the community sector.

Many youth agencies try to get funding for a full time manager now, so that they are free to spend more time working with the young people instead of getting bogged down in paperwork.

Similarly, peer educators can be mentored through this administrative nightmare, so that they will learn how to work in the system.



As part of an ongoing culture of instilling good practice habits within peer educators, Youth agencies should be holding regular sessions on teaching peer educators about the various issues that contribute towards the success of a programme. These include grant writing, compliance with health and safety legislation, project management, social research and evaluation.

9. How to get funding

Underpinning the success or otherwise of a P2P programme is its capacity to receive ongoing funding. In an increasingly competitive funding environment, youth agencies must become smarter about the way they attract funding. This means being clear about programme outcomes and the objectives that will deliver those outcomes. Providing funding bodies with the evidence that the programme approach being funded is good practice and will meet the funding bodies criteria.

A good tactic to employ when applying for funds is to find out who else is also applying for funds for a similar project. Try to find out if there is any difference between your projects and if the other organization is willing to consider a partnership or alliance with your agency.

Also try to make contact with the person responsible for administering the funds. These officers will be happy to talk to you if you are honestly trying to get more information about the funding programme. Find out if they would prefer to provide funding to a consortia or partnership of agencies. Most major funding bodies prefer funding consortia, if the project proposal is sound, as it is seen as a more equitable method of providing funding to the field. If you want to learn how to write effective grants, check out this website which has links to over 120 articles on grant writing and fund-raising: <http://www.lib.msu.edu/harris23/grants/4acfrais.htm> [18].

When applying for funds, be aware of the following issues.

::: Different sources of funds

The funding landscape will be different in each country and often different again between states or provinces within that country. Project managers need to spend time getting to know about different funding options available in their local area.

Know about the different sources of funds from within government and the private sector. Youth issues tend to be quite prominent in the media, so a well-written grant proposal might be able to attract funds from a variety of sources.



Be aware that different sources have their different reasons and styles for providing funding. You can apply for different grants for the same purpose but very rarely should you use the same grant proposal for all the sources. Find out what the funding body is after and then honestly provide it for them.

::: *Suitability of various sources*

Different sources of funds will have different conditions. Make sure that you are fully aware of those conditions before applying for the grant. For example, some funding bodies might be very substance specific, i.e. inhalants. So a project addressing alcohol and other drug use might not get funding because it addresses too many issues.

That is why contact with the administrative officer before developing your project proposal is important. Find out what the conditions are and whether your agency (and your partners in the project proposal) can meet them without compromising the values of the agency or the young people it represents.

::: *Make sure you apply for enough funds to run the whole programme*

When applying for funds to run a P2P programme, be careful to budget sufficiently for all project components and contingencies. This includes all the costs associated with running the programme, administration costs like photocopying, postage, secretarial support, salary costs of the workers and peer educators, resource development costs, miscellaneous costs like food, venue hire, transport and taxes (if applicable). As a rule of thumb, administration costs are about 15-20 per cent of the total programme budget.

Make sure that all the cost and expenditure items are listed separately. Funding sources like to see exactly where their funds are going.

::: *Fund raising techniques*

There are several options open to agencies who chose to either not apply for a grant from an external government or private sector organization or to supplement the grant by raising some extra funds of their own.

Firstly, they can run a fund raising campaign. This can involve a lot of time and effort for sometimes little significant gain. To find out some of the common fundraising techniques used, go to this site: <http://www.ncpc.org/publications/charfraud/work1.htm> [19].

Secondly the organization might want to contact a local college or university that runs a course on fund-raising. Often, they are quite willing for student to take on your campaign as a practical assignment. This method could work quite well but is dependent on the type of student your agency is assigned. An unmotivated student could result in a poorly run campaign. Ask to interview the student volunteers before they are assigned and you may have a chance of getting a better student. Perhaps the young people in the programme can work with the student to devise an effective fund-raising programme.

Thirdly you can employ the services of a professional fund-raiser. These people get paid a percentage of the funds raised for your organization. A competent fund-raiser can bring in a lot of money into your organization, so this option is worth considering from a monetary perspective. Your agency might prefer one of the other options for other reasons though.

::: Basic requirements for government/IGO funding

By far however, the government will be the major source of funds for your P2P programme. Most governments have a department that is in charge of youth affairs or is the main funding source for youth programmes. Meet with a departmental officer to find out what the funding situation is like in your area.

Also make time to meet with a worker from the non-government sector that works for the local youth peak body (the agency that provides advocacy and support for the other youth organizations in the area).

You will be able to move faster once you have met with these people and read the documents they recommend.

10. How to know if your programme is working

:: “How do we know if its working?”

That must be a question that all P2P project managers must ask themselves sometime during the course of a project.

Participants from the UNODC Youthnet Workshop on P2P programmes suggested the following five methods of answering this question:

- Quantitative evaluations to get empirical data about the effectiveness of the programme. This is typically done by getting the young people to complete questionnaires and rate various components of the programme. Other quantitative methods include asking the young people in the programme to complete a knowledge/attitude/behaviour measure questionnaire before the start of the programme and then a similar one after. Changes are then noted and measured. Try contacting the social work or psychology department at your local university. They are often looking for projects for their students to be assessed on and your programme might be able to provide them with the right opportunity to achieve this.
- Active participation by the peers and peer educators in the programme. Sometimes, the most obvious answers are also the right ones. A high participation rate in your programme by the target group of young people is often a very good indicator that you're doing something right.
- Polling members of the local community to gauge a change of opinion about the target group of young people in the area is also a good method of tracking the performance of the P2P programme.
- Having ongoing discussions with the young people in the programme, either through informal chats or more formalized interviews is another good way to monitor the performance of the programme.
- Another good method of evaluating the performance of the programme is through monitoring the behaviour of the young people participating in the project. Observable changes in problematic behaviour for the better is what you should be looking for.



All of the above points are useful for providing a P2P project manager with some general information about the state of their project. We will now look at how you can provide a little structure to your evaluation by adapting the planning matrix discussed in section 4 to create an evaluation checklist. The primary purpose of the planning matrix is to systematically develop a comprehensive set of programme objectives, strategies and key performance indicators. The evaluation checklist can be used to check if these indicators have been met and to report on their progress. Let us revisit the planning matrix to see how we can use it as an evaluation matrix.

Stages of programme development based on good practice principles	a) Planning	b) Building alliances	c) Assigning roles	d) Implementation	e) Monitoring	f) Reflection	g) Evaluation	h) Implement changes
Culturally appropriate								
Developmentally appropriate								
Accuracy in information								
Based in experiential learning								
Professionalism by staff								
Peer led								
Adequate investment by agency								
Community support								
Fun and creative								
Time to achieve goals								
Youth-friendly space								
Supervised environment								
Back-up support for youth								
Professional support for staff								
Clear and realistic goals								
Plan for the long term								

The evaluation team, using a participatory action research (PAR) can use the questions posed in the following sections to structure their discussions about the effectiveness of the programme. The list of questions is by no means exhaustive and the evaluation team is encouraged to use the evaluation checklist to generate its own questions.



::: Planning

Has the planning for the programme been led by the peers within the programme? How has this information been collected and documented? Has the programme taken into consideration the cultural context in which the peer group operates in and has it been developmentally appropriate for the age of the group?

Has the programme and programme staff used factually based information as opposed to unsubstantiated propaganda? Have fun and creative strategies been used appropriately and allowed for non-formal programming to engage more deeply with the young people?

At an agency level, what was the level of commitment shown by the staff? How was this demonstrated? Was the commitment shown by the staff important to the success of the programme? Explain the link between the commitment and the programme's success.

What was the nature of the agency support for the programme? How did this contribute towards the success of the programme? Is there any room for improvement? How will the changes, if any, be implemented?

What was the level and nature of community support shown towards the programme? What were the factors that made this support possible? Was this type of support helpful or a hindrance to the success of the P2P programme? Have the programme's goals been achieved? Were the goals clear and realistic enough? Are the programme's long term plans on track?

::: Building alliances

Have the young people in the programme been consulted and involved in the alliance building with other groups?

Does the staff in the agency support the alliances and has this been demonstrated by their commitment to attending meetings and collaborating with other agencies on projects of mutual interest?

What types of alliances have been built with the community? How have these alliances been helpful for the young people in the P2P programme? Are there other alliances with other community groups that can be helpful to the young people in the programme?

::: *Assigning roles*

Did the roles assigned to various peers and workers facilitate the participation by the young people in the programme? Are young people encouraged by their peers to participate in the P2P programme? Do the young people participate in activities that are fun and creative, providing them with factual information about alcohol and drugs in a non-formal environment, if appropriate?

What is the participation by staff in the programme? How committed are staff to being involved in the activities with young people? How does the agency support staff who chose to participate in the activities with the young people in the programme? What else could it do? How does the community support young people wanting to be involved in the P2P programme?

::: *Implementation of the programme*

How were young people involved in the implementation of the P2P programme? Were they allocated key decision making roles? Did they have any input into the type of information that was delivered, activities conducted and settings used?

How were agency staff involved in the implementation of the programme? Did they receive support from the agency? How could the support for both staff and young people by the agency be improved? How was the community involved in the implementation of the programme? Are there other ways in which the community could be further involved in the implementation of the programme?

::: *Monitoring*

Were young people involved in the monitoring of various components of the programme? Was their feedback used to change any aspects of the programme? Were activities, information and settings monitored throughout the programme to see if they were being delivered in accordance with the project plan?

How were staff used in the monitoring process? Was the level of commitment by staff involved in the project monitored by management through mechanisms like debriefs and professional supervision? Was



community support for the programme monitored throughout? How was this done and could it be improved?

::: *Self improvement/reflection*

Were young people involved as facilitators of the participatory action research meetings? Were they given the space and opportunity to try new and innovative methods of self-reflection and group reflection?

Were agency staff and management committed to supporting these young people through their learning process? How was this commitment demonstrated? How was the community involved in this process of self improvement and reflection? Were any changes to the programme made as a consequence of community input? Were young people supportive of this input?

::: *Evaluation*

Is the evaluation plan being implemented? Are young people involved and leading the evaluation of the project? How supportive are staff and management of young people's involvement in the evaluation? How is the community involved in the evaluation? How will their input be used to improve the programme?

::: *Implementation of changes*

Was there any mid term monitoring or evaluation? Is there a feedback loop in place to make sure the programme responds to changes in the context? Were there any changes made to the programme due to this feedback? How were these changes implemented?

In summary, let us just recap on the essential points of the evaluation checklist. Firstly, it is meant to act in parallel with the planning matrix. Both the programme plan and the evaluation plan should be developed concurrently before the start of the project. The eight stages that guide the evaluation process are presented here as a guide to aid in the reflection of the project by the evaluation team. Young people, staff and community members that form this team are encouraged to use the questions here as a starting point and to develop further questions that more effectively capture the unique aspects of the P2P project.

11. How to be a part of the Youthnet network

The UNODC Youthnet website has a section available for agencies wanting to share information about their local P2P projects.

Send a brief summary of your project to the Youthnet website by completing a report using the following headings:

- (a) Description of the project
- (b) Methodology used
- (c) Results achieved
- (d) What worked
- (e) What did not work
- (f) Critical success factors (what really made it work)
- (g) Pitfalls to avoid
- (h) Resources produced
- (i) Contact person
- (j) Other contact information including websites, emails etc.

12. Extra resources and case studies

::: **Fundraising Links:**

<http://www.auscharity.org/fundraising.htm>

http://www.communitywealth.org/Mapping_Assets_and_Opportunities.pdf

<http://www.library.on.ca/fund-dev/fundkit.htm>

::: **Drug Abuse Prevention:**

<http://www.ed.gov/pubs/PreventingSubstanceAbuse/Current.html>

::: **Project Management Links:**

http://www.psaproject.com.au/home/default.asp?/pm/pm_checklist.shtm~Main

<http://www.tenstep.com/>

::: **Free Project Management templates, forms, etc**

<http://www.method123.com/>

::: **Peer Education Manuals**

Myrick, R. D. & Erney, T. (1985). *Youth helping youth: A handbook for training peer facilitators*. Minneapolis: Education Media Corporation. A peer leadership programme training resource which includes forty-six activities to support peer learning. The authors details the objectives, purpose, requirements of each activity and give hints for maximizing learning. A student handbook, *Caring and Sharing: Becoming a Peer Facilitator*, is designed to accompany the training programme. (RAC).

National Network of Runaway and Youth Services. (1991). *Youth-reaching-youth implementation guide: A peer programme for alcohol and other drug use prevention*. Norman, Oklahoma: The University of Oklahoma, National Resources Center for Youth Services. This six part, three-ring binder, training programme includes sections on the administrative nuts and bolts of peer programmes, how to plan and evaluate, how to implement a peer programme, a core step by step training module, specific peer activities used by community-based agencies that serve homeless, runaway and other youth in hi-risk situations, and additional resources. (RAC)

Building an effective peer education programme. Peer health education means different things to different people, but in this guide it refers to structured programmes that address some aspect of sexual health, are led by trained teens for teens, with a focus on experiential learning and skills building for both the peer educators and their audiences.

<http://www.youthshakers.org/peereducation/manual/>

13. References

1. J. McDonald, Jill Grove and Youth Advisory Forum Members (2001). "Youth for Youth: Piecing Together the Peer Education Jigsaw", Second International Conference on Drugs and Young People, 4-6 April 2001.
2. UNAIDS: Peer Education and HIV/AIDS: Concepts, users and challenges, 1999.
3. "Knowledge Is The Best Prevention" Graft n' Arts Project, Second Youth Drug Summit 2001.
4. United Nations Population Fund. Youth Participation—"Involving Youth As Educators and Counsellors". Case Study.
<http://www.unfpa.org/adolescents/casestudies/case004.htm>
5. McBrayer S. and Horsely D. (co-chairs), (2001): "Great Ideas for Safer Schools". July 2001, p.3.
6. Dillon J (2001); "The Helping Friends Programme: Building Bridges: Promoting Mental Health for Families and Communities". Fourth National Conference, 28-31 March 2001.
http://www.aicafmha.net.au/conferences/brisbane2001/papers/dillon_j.htm
7. Juntilla J. The HEART Project.
http://clinton4.nara.gov/Initiatives/OneAmerica/Practices/pp_19980729.6766.html
8. Evaluated Peer Health Programmes.
<http://www.advocatesforyouth.org/publications/pag/evaluate.htm>
9. "Social learning theory: The continuing development of a perspective". Symposium on Social Learning and Social Structure, Theoretical Criminology (3) 4; University at Albany, USA.
10. Caputo T, Weiler R and Green L. (1996) "Peer Helper Initiatives for Out-of-the-Mainstream Youth", Ottawa, ON, Health Canada
11. Phil Crane (2002), "Young people and public space: Challenges and options for public space practice", ACT Public Space Seminar, Youth Week, 8 April 2002. School of Humanities and Human Services.
Queensland University of Technology: p.crane@qut.edu.au
<http://www.youthcoalition.net/pdf/publicspace/crane.pdf>
12. Walker S.A. and Avis M. "Common reasons why peer education fails". *Journal of Adolescence* 1999; #22:573-577. Authorized users can access the article online at www.idealibrary.com
13. www.adfq.org.au
14. <http://hun.k12.nj.us/learning/classwork/groupwork.htm>
15. Wadsworth Y. (1998). "What Is Participatory Action Research", Action Research International.
<http://www.scu.edu.au/schools/sawd/ari/ari-wadsworth.html>



16. <http://www.mindspring.com/~ltillman/advocate.htm>
17. "National Institute on Drug Abuse, Preventing Drug Abuse Among Children and Adolescents: A research based guide", (1997)
<http://www.drugabuse.gov/Prevention/CONTENT.HTML>
18. <http://www.lib.msu.edu/harris23/grants/4acfraais.htm>
19. <http://www.ncpc.org/publications/charfraud/work1.htm>



Voices of EuroPeers: A message from Norrköping

We are a group of young people from all over Europe who use peer-to-peer methods for drug abuse prevention. We have met in Norrköping to share our experiences of working in our local communities, to compare our successes and our failures and ultimately to make our work more effective.



Our methods work because messages are given by young people to other young people. The messages are based on facts and delivered in a language that is understood and shared. We express ourselves in similar ways. We listen to and understand each other. Our methods also work because peer-to-peer methods result in mutually supportive relationships, creating a bond among young people and helping them in their personal development.

In our work, we make sure that our peers are involved in and influence each and every part of the process. This allows them to develop their own abilities and confidence, making it much easier for them to work with us.

At the same time, we recognize that we need our parents, teachers and other grown-ups to support us and to be close to us in this process. We need your support, as our ministers of health and education, to make sure that we can prevent drug abuse.

It is vital for us and for society at large to have more facilities and places where young people can meet and talk to each other and to adults freely, in a safe and friendly environment. We also require more resources for training, exchanging experiences, networking, producing educational material and obtaining access to specialized literature.

We are trying our best, but we cannot reach all the people who need our support. In order for our programmes to grow, we need you to recognize our work by including our methods in the national and European drug prevention plans that you develop. We invite you to visit our projects and see us in action and experience what we do.



We believe that if all of us work together with these methods, we will be able to give young people the opportunity and the information that they need to make informed choices. Consequently, it will be less likely that they will abuse drugs; and this in turn will provide health, social and economic benefits to all our countries.

Norrköping, 13 May 2001

What is a peer educator and what do we mean by Peer To Peer (P2P) or Peer Education Programmes and why is it often used as a drug prevention strategy? These questions and more, including how to design and run an effective peer education programme and to evaluate its effectiveness will be briefly described and discussed in this manual.

PEER TO PEER

كيفية الحصول على منشورات الأمم المتحدة
يمكن الحصول على منشورات الأمم المتحدة من المكتبات ودور التوزيع في جميع أنحاء العالم. استعلم
عنها من المكتبة التي تتعامل معها أو اكتب إلى: الأمم المتحدة، قسم البيع في نيويورك أو في جنيف.

如何购取联合国出版物

联合国出版物在全世界各地的书店和经营处均有发售。 请向书店询问或写信到纽约或日内瓦的联合国销售组。

HOW TO OBTAIN UNITED NATIONS PUBLICATIONS

United Nations publications may be obtained from bookstores and distributors throughout the world. Consult your bookstore or write to: United Nations, Sales Section, New York or Geneva.

COMMENT SE PROCURER LES PUBLICATIONS DES NATIONS UNIES

Les publications des Nations Unies sont en vente dans les librairies et les agences dépositaires du monde entier. Informez-vous auprès de votre libraire ou adressez-vous à: Nations Unies, Section des ventes, New York ou Genève.

КАК ПОЛУЧИТЬ ИЗДАНИЯ ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ

Издания Организации Объединенных Наций можно купить в книжных магазинах и агентствах во всех районах мира. Наводите справки об изданиях в вашем книжном магазине или пишите по адресу: Организация Объединенных Наций, Секция по продаже изданий, Нью-Йорк или Женева.

CÓMO CONSEGUIR PUBLICACIONES DE LAS NACIONES UNIDAS

Las publicaciones de las Naciones Unidas están en venta en librerías y casas distribuidoras en todas partes del mundo. Consulte a su librero o diríjase a: Naciones Unidas, Sección de Ventas, Nueva York o Ginebra.

United Nations publication
Sales No. E.03.XI.12
ISBN 92-1-148161-9

Printed in Austria
V.03-82108—July 2003—750

