

Session 2.1 – What is peer education

Aim

To allow participants to understand the nature and purpose of peer education

Learning objectives

At the end of this session participants will be able to:

- To explain the concept of peer education
- To identify the benefits and limits of peer education
- To describe the difference between peer education and (peer) outreach

Session overview:

1 hour

Step	Time	Activity/ method	Content	Resources needed
1	5	Plenary	Aim and objective of the session	Manual
3	25	Presentation	Theories underlying peer education	Overhead
3	30	Group work and discussion	Advantages and disadvantages of peer education	

Resources needed:

Flip chart and paper

Markers

Tape

Facilitator's notes

Step 1:

Discuss aims and objectives of the session

Step 2:

- Ask the participants what they understand by peer. List the answers on a flipchart and agree. (In what way does a peer have to be similar to their intended audience to be considered a peer (age, sex, educational level, place of residence)
- Then ask the participants what they understand by education. List the answers on a flipchart and agree.
- Then ask the participants what they understand by peer education. List the answers on a flipchart and agree.

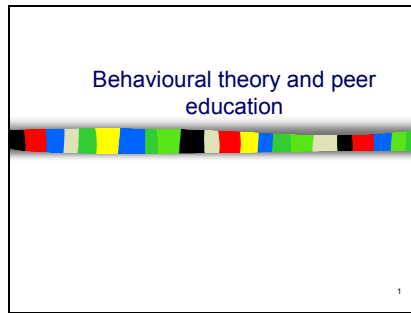
Step 3:

Present the overheads on the three behavioural theories that form a basis for peer education and discuss. Ask participants what theories they use in their peer education programmes (usually a mix of different theories is used).

Presentation and notes with the slides

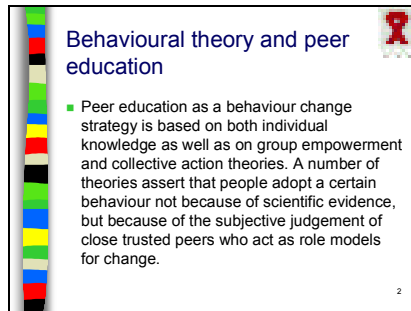
Facilitators notes: Day 2

Slide 1



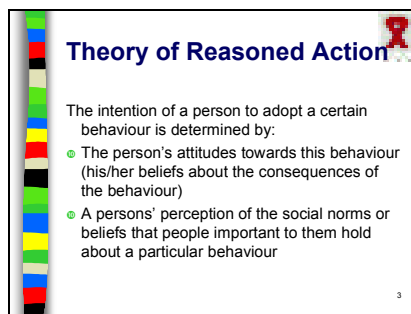
Because many of you will work with peer education, we will have a short look at the theories that are the basis of peer education strategies.

Slide 2



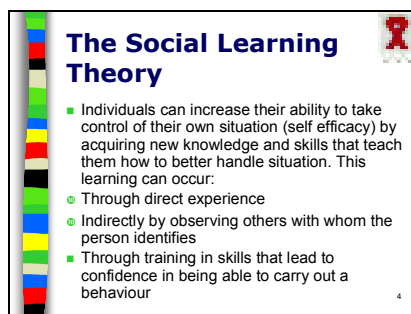
Ask the group to give an example of behaviour based on peer pressure rather than scientific information (for instance youth taking up smoking because of peer pressure although they know it is bad for their health).

Slide 3



Again ask the participants to give examples. Prepare examples for yourself as well.

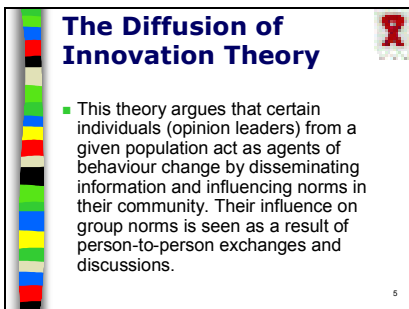
Slide 4



An adolescent is likely to copy the behaviour of a young adult that he or she admires – whether this behaviour is bad or good. Acquiring new skills is done by exercising these skills in an environment that can be trusted and is confidential. Often this is not in school!

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Slide 5



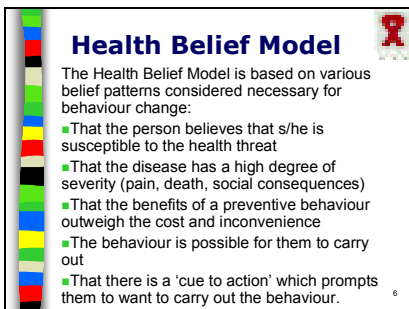
The Diffusion of Innovation Theory

- This theory argues that certain individuals (opinion leaders) from a given population act as agents of behaviour change by disseminating information and influencing norms in their community. Their influence on group norms is seen as a result of person-to-person exchanges and discussions.

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Ask participants to give examples of different types of opinion leaders and how they can act as agents for change. (for instance respected religious leaders who come forward to protect the interest of a specific vulnerable group – such as intravenous drug users as is done by brother Martin in the Drop in centre in Karachi).

Slide 6



Health Belief Model

The Health Belief Model is based on various belief patterns considered necessary for behaviour change:

- That the person believes that s/he is susceptible to the health threat
- That the disease has a high degree of severity (pain, death, social consequences)
- That the benefits of a preventive behaviour outweigh the cost and inconvenience
- The behaviour is possible for them to carry out
- That there is a 'cue to action' which prompts them to want to carry out the behaviour.

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This model is based on the belief that behaviour change is an individual decision. While this may be partly true, we see in the other models that the environment is possibly even more determinant. However, the cost benefit analysis is made up by every individual.

Step 4:

Split the group in 4 small groups and ask each group to list on a flipchart the advantages and disadvantages of peer education. Give them 10 minutes for this. Then ask the first group to present and after this is done ask other groups if they have other/more advantages and disadvantages, add these on the first flip chart. Discuss what this means for a peer education programme.

Advantages	Disadvantages
<ul style="list-style-type: none"> • (Young) people taking responsibilities • Educators and target group speak the same language • Peer educators gain skills which are important for their further personal development • Peer education is a community level intervention which can provide a link to other services • Peer educators can gain access to groups which are otherwise difficult to reach • Peer education is relatively cheap 	<ul style="list-style-type: none"> • As (young) peer educators grow up, they grow out of their role • Recruiting and keeping peer educators is a difficult problem • Finding a type of compensation that is sufficient to motivate is not very easy. • The behaviour of the peer educator may not be a role model • If educators are not well trained, peer education can have a harmful effect (misinformation, unprofessional advice)

Session 2.2 – Steps in developing a peer education and behaviour change communication strategy

Aim

To provide participants with an overview of all steps that need to be taken in the development of a peer education and a behaviour change communication programme.

Learning objectives

At the end of this session participants will be able to:

- List the different steps in the development of a peer education and behaviour change programme and strategy
- Understand how all sessions in the workshop fit into these steps and in the overall strategy

Session overview

2 hour 25 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	20	Individual	Reading of handouts	Handouts
3	60	Group work	Components of BCC and PE programme, why, expected outcome	Flipcharts
4	45	Presentation and discussion	BCC and PE components for different target groups	Flipcharts
5	15	Plenary	Link back to programme of the workshop	Flipchart

Resources needed

Flip chart and paper
Markers
Tape
Handouts

Facilitator's notes

Step 1:

Discuss aims and objectives of the session

Step 2:

Ask everybody to read the handouts

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Step 3:

Divide in the same three groups.

Ask each group to list essential components of a BCC programme and of a peer education programme for their specific target group. Make sure they understand that at this moment we do not want to have the answers to the different sections (for instance we do not want them to give us the objective of their programme but want them to list setting aims and objectives as a step in the programme). They should think of their own programmes and experiences and use the two handouts as a checklist. They may want to add or delete some of the steps/components that these programmes have. We do not want just a copy of the list that is given in the handout, but want the participants to really think about the steps/components that need to be undertaken, why they need to be undertaken and what the expected outcome of the step/component will be (for instance as a result of identification of target population may be an overview of the different categories of people making up the target population such as male, female IDUs, IDUs using different types of drugs, IDUs living in the streets, those living with their families etc., and they all may require a different approach which is why they need to be identified).

Step 4:

In plenary, ask all groups to present their results. Compare the lists for each component, discuss the reasons given for the steps/components as well as the expected outcome. See if the group can agree on one list for PE and one list for BCC.

Compare the components of BCC and of PE – where are they different?

Step 5:

Relate the components/ steps with the different subjects that are covered in the programme of the workshop.

Session 2.4 – Setting aims and objectives

Aim

To provide participants with the knowledge and skills for developing aims and objectives for peer education and behaviour change communication.

Learning objectives

At the end of this session participants will be able to:

- Explain the need for clear aims and objectives
- Develop objectives that are specific, measurable, achievable, relevant and time constrained.

Session overview

1 hour 10 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	20	Presentation	Setting aims and objectives	Overhead
3	25	Groupwork	Setting aims and objectives	Handout
4	20	Presentation and discussion	Setting aims and objectives	Flipchart

Resources needed

Flip chart and paper

Markers

Tape

Handouts

Facilitator's notes

Step 1:

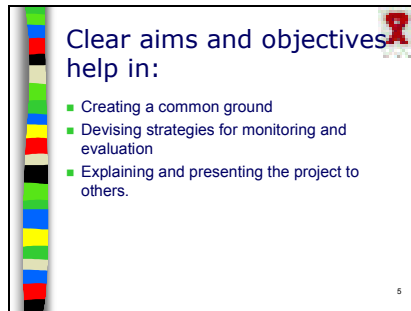
Discuss aims and objectives of the session

Step 2:

Give short presentation. Read the handout carefully before the session.

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Slide 5



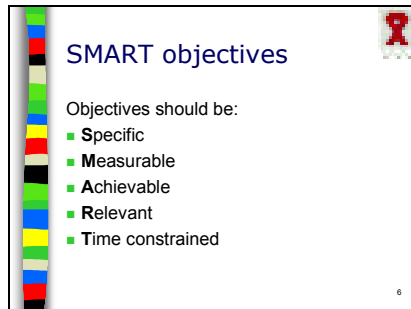
Clear aims and objectives help in:

- Creating a common ground
- Devising strategies for monitoring and evaluation
- Explaining and presenting the project to others.

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Ask participants if they can come up with other reasons to have aim and objectives.

Slide 6



SMART objectives

Objectives should be:

- Specific
- Measurable
- Achievable
- Relevant
- Time constrained

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Use the handout to give examples. Make the link to indicators (which will be discussed in session 5.1). Sometimes it may not be possible to already have a measurable objective. Examples of objectives can also be found in the manual as they are stated for each session.

Step 3: (25 minutes)

Participants now split up in their 3 groups, and develop aims and objectives for their target group (FSW, IDU, vulnerable youth). If there is time they may also want to look at the kind of information that would be needed from an assessment in order to be able to develop better objectives.

Step 4: (20 minutes)

Ask each group to present – discuss.