

Session 4.1 – Selecting channels, methods and materials for communication

Aim

To develop skills in using communication methods and channels that reach the intended target groups.

Learning objectives

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

- List advantages and disadvantages of different methods of communication
- Understand how to establish which channels and methods of communication are suited for the message and for the intended target audience
- Understand that channels and methods of communication as well as messages have to be tested
- Understand how to develop core messages for each of the key behaviours for the target groups

Session overview

1 hour 45 minutes

Step	Time	Activity/ method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	15	Presentation	Different media, advantages, disadvantages	Overhead and flipchart
3	60	Group work		
4	20	Presentation and feedback		

Resources needed

Flip chart and paper
Markers
Tape
Overhead
Handouts

Facilitator's notes

Step 1:

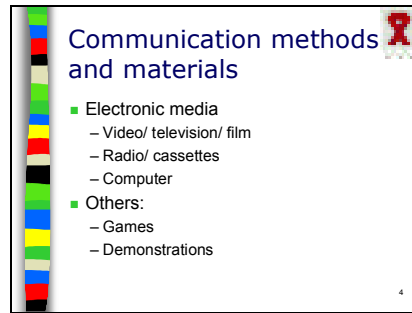
Discuss aims and objectives of the session

Step 2:

Give the presentation. During the presentation, brainstorm on advantages and disadvantages of the communication methods and materials. Write the answers on a flipchart.

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Communication methods and materials

- Electronic media
 - Video/ television/ film
 - Radio/ cassettes
 - Computer
- Others:
 - Games
 - Demonstrations

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Mass communication such as radio and tv are used more and more and though they can reach many people at lower per capita cost, they have a lower capacity to affect behaviour. Generally these media are more used to raise awareness and give information than to change behaviour

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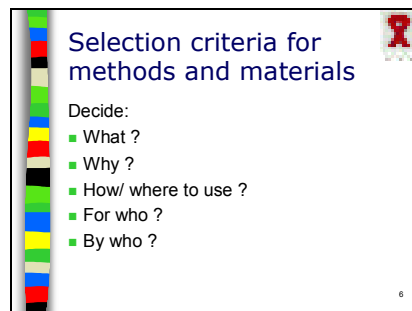


Communication methods and materials

- What are advantages and disadvantages of electronic media and other media?

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Selection criteria for methods and materials

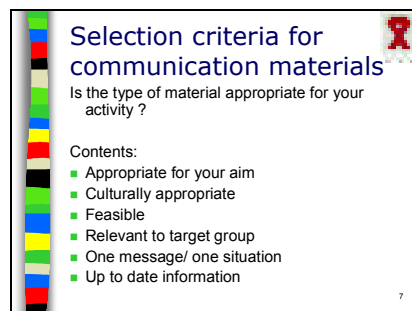
Decide:

- What ?
- Why ?
- How/ where to use ?
- For who ?
- By who ?

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Ask the participants to give examples of selection criteria.

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Selection criteria for communication materials

Is the type of material appropriate for your activity ?

Contents:

- Appropriate for your aim
- Culturally appropriate
- Feasible
- Relevant to target group
- One message/ one situation
- Up to date information

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Ask participants to give examples of appropriate communication materials

Facilitators notes: Day 4

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And what is very important: No scare tactics as this will cause the stigma to increase!

Step 3:

Divide the group into their groups and let them go back to their sheets in which they defined the key behaviour to be addressed.

Ask them in each group to define the core message and ask them to develop a communication strategy for that target group and that message. Do the same for the secondary target group.

Step 4:

The groups present their results, followed by a discussion. Stress that for the development of messages and channels, the target group itself has to be involved and that the messages have to be tested with members of the target group. Ask them to keep in mind that the messages should focus on why the intended target audience would be open to the message – in other words it should portray an advantage to themselves (for instance a brothel owner is only likely to be interested in having his sex workers go for regular checks and paying for this, if he sees the advantage of being known as a ‘healthy’ brothel and hence getting more clients).

Session 4.2 – Selecting and training peer educators

Aim

To develop skills in recruiting appropriate peer educators.

Learning objectives

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

- Define the qualifications that peer educators need to have
- Know what questions to ask in the recruitment process
- Understand what motivates people to become peer educators and what are barriers to become peer educators
- Assess training needs of peer educators

Session overview

1 hour 40 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	40	Presentation	Selecting, recruiting and training of peer educators.	Overhead
2	10	Brainstorm	Reasons (not) to become a peer educator	Overhead and flipchart
3	20	Group work	Responsibilities of a p.e.	
4	10	Presentation and feedback		Flipchart
5	15	Brainstorm	Selection procedure	Flipchart

Resources needed

Flip chart and paper

Markers

Tape

Overhead

Handouts

Facilitator's notes

Step 1:

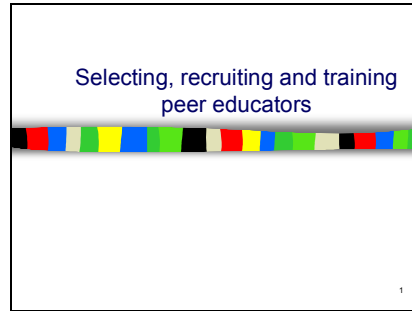
Discuss aims and objectives of the session

Step 2:

Give the short presentation on selecting, recruiting and training of peer educators. Refer to the handout.

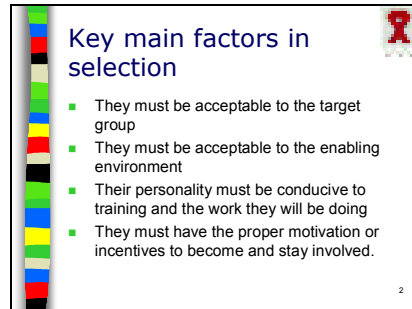
Facilitators notes: Day 4

Slide 1



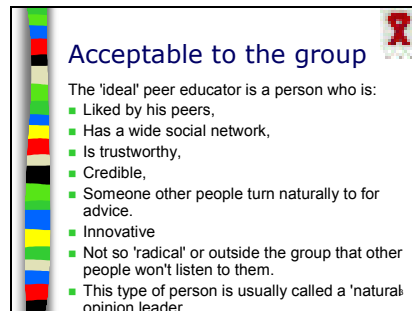
Selecting, recruiting and keeping peer educators is perhaps the most difficult aspect of working with peer educators. This is why we have a special session on this. Read the handout 4.2.1 before the session and refer to it.

Slide 2



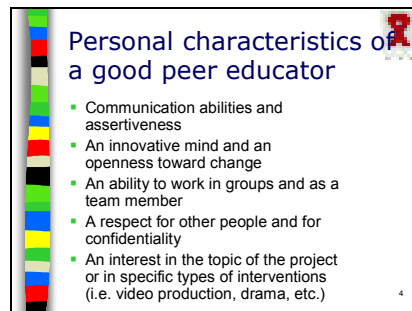
Are there any other?

Slide 3



Any other? What about difference between males and females, for instance for youth peer educators.

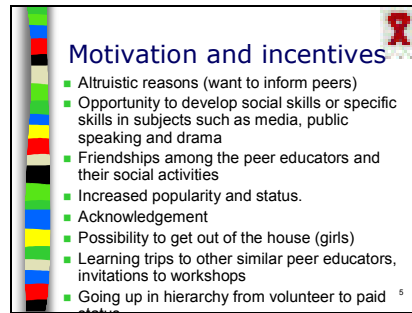
Slide 4



Any other?

Facilitators notes: Day 4

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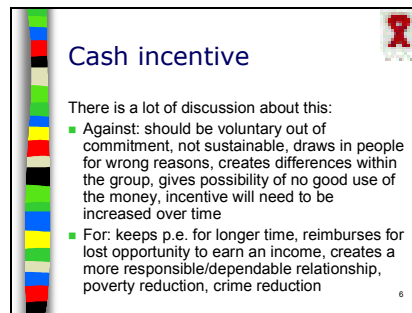


Motivation and incentives

- Altruistic reasons (want to inform peers)
- Opportunity to develop social skills or specific skills in subjects such as media, public speaking and drama
- Friendships among the peer educators and their social activities
- Increased popularity and status.
- Acknowledgement
- Possibility to get out of the house (girls)
- Learning trips to other similar peer educators, invitations to workshops
- Going up in hierarchy from volunteer to paid

Any other?

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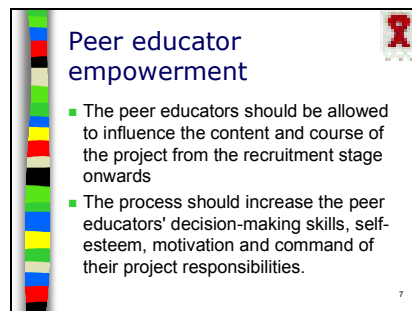
Cash incentive

There is a lot of discussion about this:

- Against: should be voluntary out of commitment, not sustainable, draws in people for wrong reasons, creates differences within the group, gives possibility of no good use of the money, incentive will need to be increased over time
- For: keeps p.e. for longer time, reimburses for lost opportunity to earn an income, creates a more responsible/dependable relationship, poverty reduction, crime reduction

What is your experience here in Pakistan?

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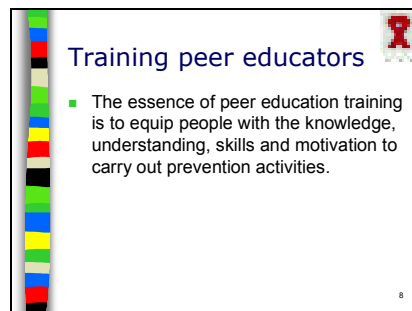


Peer educator empowerment

- The peer educators should be allowed to influence the content and course of the project from the recruitment stage onwards
- The process should increase the peer educators' decision-making skills, self-esteem, motivation and command of their project responsibilities.

It also creates ownership and therefore the chance that the peer educators remain motivated for a longer time to do this work.

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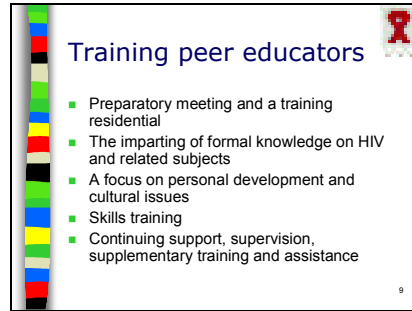
Training peer educators

- The essence of peer education training is to equip people with the knowledge, understanding, skills and motivation to carry out prevention activities.

Very often training of p.e. is not sufficient. It is necessary to do refresher courses and training on issues that the p.e. get confronted with in their work and do not know how to handle. Thus there needs to be a possibility to ask for training.

Facilitators notes: Day 4

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Training peer educators

- Preparatory meeting and a training residential
- The imparting of formal knowledge on HIV and related subjects
- A focus on personal development and cultural issues
- Skills training
- Continuing support, supervision, supplementary training and assistance

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HIV/AIDS and the topics related to its transmission are closely associated with personal and cultural values (sexuality, sexual behaviours, religious faith, gender roles, family) and taboo subjects. Peer educators have to become aware of their own value systems and how this impacts on their work. They also have to become skilled in talking about these subjects in a non judgemental manner. They have to be a role model themselves. In the handout all aspects of this training are described.

Slide 10



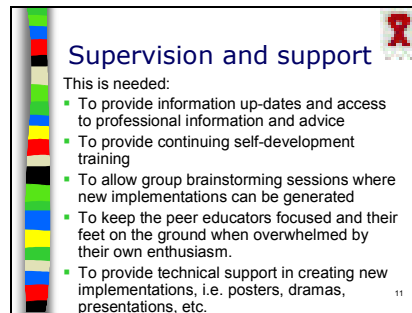
Knowledge on specific issues for target group

- Harm reduction, all knowledge related to safe injecting, drug treatment, substitution, rehabilitation etc
- STIs, condoms, negotiation skills
- Truckers issues
- Migrants issues
- Etc.

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What skills would be needed? Likely the peer educators know very well what specific issues are, but they still need to think how they can best be discussed.

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Supervision and support

This is needed:

- To provide information up-dates and access to professional information and advice
- To provide continuing self-development training
- To allow group brainstorming sessions where new implementations can be generated
- To keep the peer educators focused and their feet on the ground when overwhelmed by their own enthusiasm.
- To provide technical support in creating new implementations, i.e. posters, dramas, presentations, etc.

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When supervision and support is not well organised, peer educators do not feel valued and motivation gets lost very quickly. It is necessary to attend session and give feedback.

Step 3:

Ask the group to give you suggestions on why people want to become a peer educator. Write down answers on a flipchart. Then ask them why people would not want to become a peer educator. Write down answers on a flipchart. The discuss what arguments to use to ask reluctant people to become peer educators.

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Step 4:

Ask the group to split up in their groups and to make a list of responsibilities of a peer educator.

Step 4:

Ask one group to present the result, ask the other groups to add what they have.

Step 5:

After this, brainstorm with the whole group on the selection criteria, what questions to ask in the recruitment process and where potential candidates may be found.

Session 4.4 – Developing linkages and partnerships

Aim

To provide participants with an overview in the steps of mapping a referral and support network (enabling environment and service provision) to support peer education and behaviour change interventions.

Learning objectives

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

- Understand how to map linkages/partners based on the needs of the target group
- Identify ways to establish linkages for referral
- Understand the obstacles for referral
- Identify gaps in service provision and possible ways to address these

Session overview

1 hour 10 minutes

Step	Time	Activity/method	Content	Resources needed
1	5	Plenary	Aims and objectives of session	Manual
2	30	Group work	Partnerships and linkages	Flipchart
3	20	Presentation and feedback		Flipchart
4	15	Brainstorm	How to approach partners	Flipchart

Resources needed

Flip chart and paper
Markers
Tape
Overhead
Handouts

Step 1:

Discuss aims and objectives of the session

Step 2:

Ask the group to split up in their groups and ask them to develop a VENN diagramme (see session 3.1) in which they put all service providers and institutions that (could/should) have links with the programme.

Step 3:

Groups present the results. Discuss what links have been missed and add.

Facilitators notes: Day 4

Step 4:

Now brainstorm on how to approach these prospective partners. What would motivate them to become involved. Why would they not want to be involved? How can these barriers be overcome?