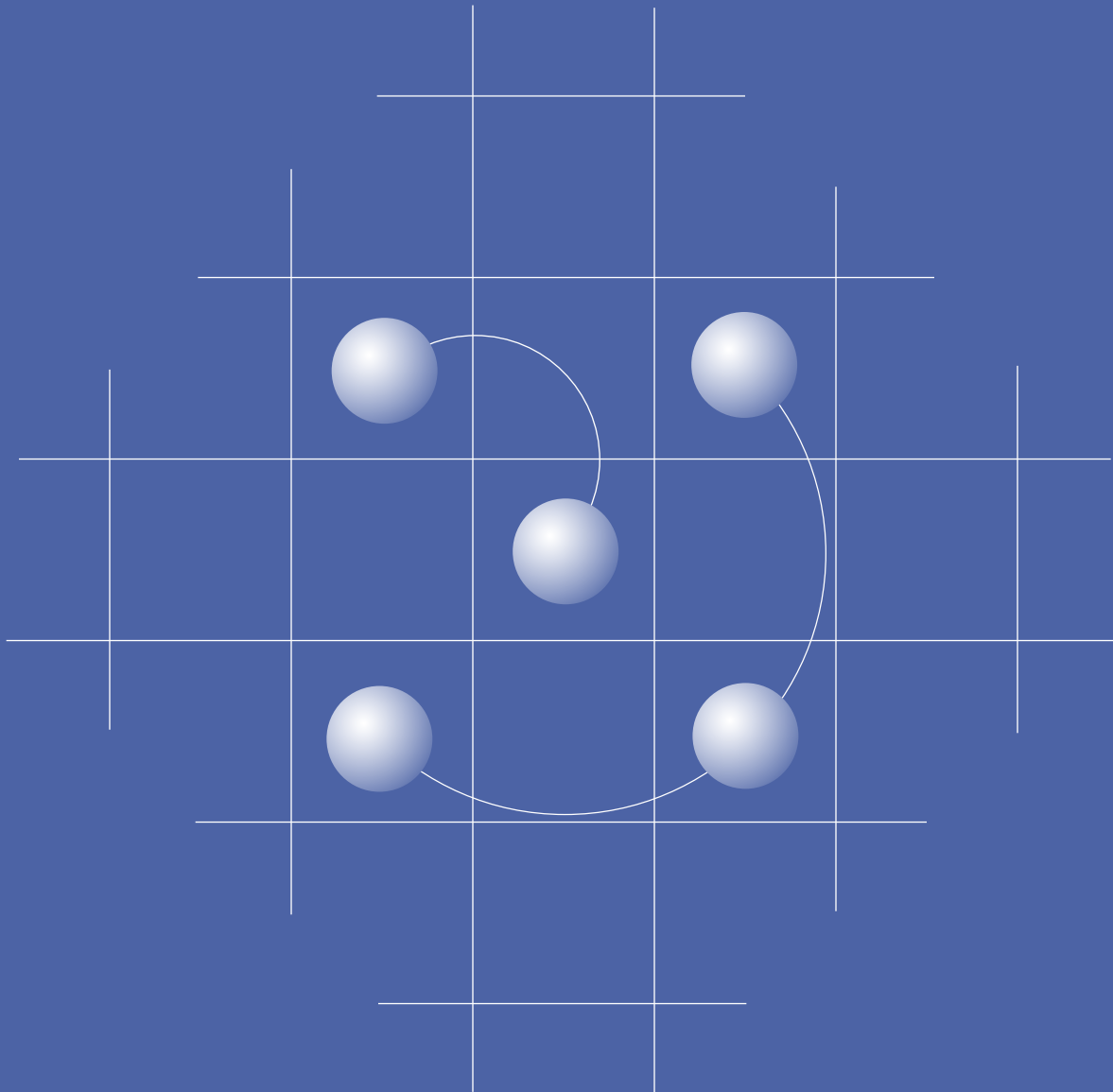


Guidelines for Training of Trainers: A Curriculum





Guidelines for Training of Trainers: A Curriculum

How to use this training of trainers curriculum

This six-day training of trainers (TOT) curriculum is designed for approximately 25 participants (see page 26 for an overview of the agenda). Trainees can use the material and exercises in this curriculum when designing future TOT workshops. In addition, as noted in the description of each exercise, some of them may be suitable for the training of peer educators and for field work, where peer educators work with target groups of young people.

The exercises that follow might also be used in refresher trainings. Once trained, trainers need continuing support, including further training. This provides a way to help trainers stay aware of new material and sharpen their training skills.

Many topics and techniques described in this curriculum are accompanied by **training notes**. These provide information to help trainers understand why a topic is important or how specific techniques will contribute to the objectives of the peer education training of trainers.

Key components of a training of trainers workshop

Each peer education TOT will be unique and should be flexible enough to meet the needs of each group of participants. Even so, these trainings should include the following key components:

- **Rationale for peer education, including its benefits and barriers.** It may seem reasonable to expect that future trainers of trainers are familiar with the practice of peer education. However, it is essential to ensure at the start of training that trainees not only understand the concept and benefits of this approach, but are also aware of its limitations or pitfalls.
- **Background knowledge about skills-based health education and behaviour change interventions.** Peer education clearly goes beyond information sharing, into the realm of behaviour change. It is essential that trainees learn the principles of comprehensive, skills-based health education and behaviour change interventions and understand how they relate to peer education.
- **Basic knowledge of the programme's technical content.** A trainer of trainers needs basic knowledge about the health issues that the programme addresses. Whenever questions related to the programme's content arise – whether during

training or when supervising peer educators in their field work – the trainer should be capable of responding adequately.

- **Exploration of personal values about the health issues being addressed, including attitudes towards gender-based norms and biases.** Trainers of trainers must recognize their own values and biases so they can help the trainees begin to understand their own. It is difficult to lead a group through a process of self-awareness without having already done this same work oneself.
- **Methodologies for skills building, such as role play.** Building skills is an essential part of peer education. A good peer education programme will include role plays and other theatre-based techniques as an approach to developing skills. However, delivering constructive, believable theatre and role plays requires some training.
- **Communication and group-work skills.** Facilitating a training course and working interactively with a group of trainees requires a thorough knowledge of communication techniques. Future trainers must be able to serve as a model for communication and group work, since the best training is conducted by example.
- **Basic guidelines for planning, implementing, monitoring, and evaluating peer education programmes.** Planning and implementing a peer education programme is not just the responsibility of the project manager. It is essential that all those involved in the programme, including the trainer and the peer educators, have a basic understanding of processes such as needs assessment or monitoring and evaluation. Future trainers also need solid guidelines on how to select, supervise, and support peer educators.
- **Strategies for outreach to vulnerable young people.** Peer education can be used either as an educational approach among mainstream youth or as an outreach approach to reach groups of especially vulnerable young people. Future trainers of trainers need to be able to inform the trainees about the challenges of reaching vulnerable populations (legal, ethical, and logistical issues) and specific techniques for working with them.
- **Information about peer education resources.** Trainers need to be familiar with resources that can complement their knowledge of peer education, such as peer education training guides, textbooks on peer education and behaviour change, and resources on content areas of peer education (e.g., reproductive health, STIs and HIV/AIDS, or information on drugs). A TOT workshop should offer opportunities to explore these resources.
- **Information about youth health services.** Peer education programmes do not operate in a vacuum, but instead are components of a larger framework of resources. Trainers should be aware of the clinics, information sources, pharmacies, and supportive services available in their area and should include this information as part of a comprehensive peer education programme. They

should instruct both peer educators and other members of the community about how to access these resources.

■ A sample six-day training of trainers workshop

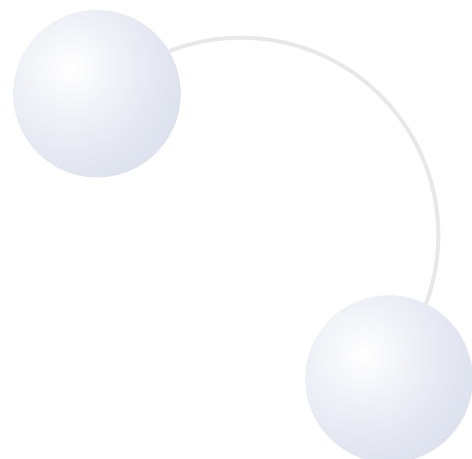
The **overall objective** of the training of trainers workshop described here is to build the capacity of peer education trainers to design and deliver a peer education training programme.

The **specific objectives** of the workshop are to enable participants to:

- Better understand the concepts of skills-based health education and related peer-led health education methodologies
- Acquire accurate information about reproductive and sexual health issues, including HIV/AIDS
- Discuss their own attitudes and values regarding youth health education
- Develop interpersonal and group communication skills
- Acquire the skills to facilitate a range of interactive methodologies used in the training of peer educators
- Acquire basic knowledge in peer education programme development

The **expected outcome** of this training is the development of confident, competent peer education trainers with the skills to design and implement a training programme for peer educators.

The **expected time** needed may vary from training to training. The topics and exercises presented here are organized into day-long sessions. There are flexible amounts of time allocated, so no exact timetable is presented for each day. A trainer should review the material ahead of time and plan the amount of time that fits the needs of the particular training.



The workshop agenda: an overview

Day 1

Workshop opening, introductions, expectations, pre-test questionnaire, selection of daily feedback teams

Introduction to icebreakers, warm-ups, and energizers

Setting ground rules

Peer education – theory and practice

Using topic lead-ins in training programmes

Introduction to public speaking

Introduction to team building and trust building

Use of role play

Wrap-up

Day 4

Stretching and warm-up

Feedback on Day 3

Trust building

Working with especially vulnerable youth

Wrap-up

Group excursion (optional)

Day 2

Stretching and warm-up

Feedback on Day 1

Icebreaker and team-building exercise

Techniques for sharing information

Techniques for exploring values and attitudes

Gender awareness and sensitivity

Wrap-up

Day 5

Stretching and warm-up

Feedback on Day 4

Team building

Co-facilitation skills

Recruitment and retention of peer educators

Counselling versus education

Wrap-up

Day 3

Stretching and warm-up

Feedback on Day 2

Icebreaker/warm-up exercise

Techniques for building skills

Motivational tools and techniques

Role play again

Wrap-up

Day 6

Stretching and warm-up

Feedback on Day 5

Icebreakers suggested by participants

Monitoring and evaluation

Youth-adult partnerships in action

Wrap-up

Closing ceremony

Getting started

- Workshop opening
- Introduction of trainers and participants
- Pre-test questionnaire
- Introduction to the training methodology
- Participants' expectations and concerns
- What to expect during this week
- Selection of daily feedback teams

Training Topic: Introduction to icebreakers, warm-ups, and energizers

- Pass the beat
- Ball toss name game

Training Topic: Setting ground rules

Training Topic: Peer education – theory and practice

- Peer education – what and why?
- Theory – practise it
- Information, motivation, behavioural skills, and resources

Training Topic: Using topic lead-ins in training programmes

- How careful are we with our health?

Training Topic: Introduction to public speaking

- Public-speaking skills
- Thirty seconds of fame

Training Topic: Introduction to team building and trust building

- Moving sculptures
- The human knot
- Aha, and I was there

Training Topic: Use of role play

- Role play revolution

Wrap-up



Getting Started

Workshop opening

The workshop starts with a brief welcome from the host organization. This gives organizers an opportunity to explain the purpose of the workshop and to give the participants any additional information about the training sessions or about special arrangements and housekeeping issues (for example, accommodations, meals, or excursions).

A welcome session can vary depending on the style of the host organization and on local traditions. Sometimes opening ceremonies are conducted along very traditional and formal lines. Trainers should try to avoid situations where the trainees have to sit through several speeches that are of little interest to them, resulting in boredom and concern about the format for the rest of the training. Trainers should make sure that the trainees are given a voice during this important first meeting. At the very least, the trainees should each be invited to introduce themselves to the whole group, stating their names and their home towns or organizations.

Introduction of trainers and participants

Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to work with this group.

Members of the training team should include:

- Males and females, to model equal participation and promote gender sensitivity in the programme
- Experts in areas relevant to the focus of the peer education programme, such as medical doctors who treat HIV-positive patients or counsellors with experience in gender-based violence and substance abuse
- Young women and men who have extensive experience in peer education
- Drama teachers, volunteer actors, or senior drama teachers, since theatre-based techniques play an important role in peer education

Word sense

In this manual, we refer to the **training team** both as trainers and as facilitators.

Training note**Trainers in a peer education workshop play several roles:**

- ▼ Expert: the trainer transmits knowledge and skills, answers questions (or promises to obtain information later), and clarifies misconceptions.
- ▼ Socializing agent: the trainer strives to share values and ideals – for example, that adolescents and adults should treat both female and male peers as equals and take responsibility for promoting gender equity.
- ▼ Facilitator: the trainer leads the sessions in such a way that participants are encouraged to participate fully in acquiring the new knowledge and skills introduced in the workshop.

Trainers can facilitate different types of learning:

- ▼ Learning about subject matter – for example, what is gender or sexual orientation?
- ▼ Learning about the relationship between the subject matter and real life – for example, how do gender roles affect adolescent boys' and girls' relationships?
- ▼ Learning how to apply knowledge acquired – for example, how can adolescents use their gender sensitivity to recognize and avoid health risks?

Group discussions play a major role in an interactive training programme. To lead group discussions effectively, facilitators will need various **facilitation skills**. They should know how to deal with different types of participants and uncomfortable discussions. More guidelines on facilitating group discussions can be found in the session on facilitation skills (Day 5, page 98).

Pre-test questionnaire

A pre-test is administered to participants to obtain a baseline level of knowledge, attitudes, and skills (or perceived skills) regarding the issues to be covered in this training. The facilitator should encourage the participants to answer the questions from their own perspectives. A sample pre-test questionnaire is provided in Annex 1.

A pre-test questionnaire, aimed at assessing the initial knowledge, attitudes, and skills of the trainees, is an evaluation tool similar to those used to evaluate the impact of an intervention within the target group of young people. Monitoring and evaluation is a significant aspect of quality control and sustainability of any programme. This issue will be further explored in a session on monitoring and evaluation on Day 6.

● Introduction to the training methodology

The trainer explains very briefly the experiential and highly interactive training that will be used during the six-day session. This is a good time to invoke the old saying: Tell me ... I forget, show me ... I remember, involve me ... I understand. Explain that this training will be one of 'involvement', of experiential learning, as explained in Section 1. The 'Direct Experience' diagram provided in that section (as well as in Handout 1) could be copied and distributed to the participants.

● Participants' expectations and concerns

Participants are given an opportunity to speak about their expectations for the training session and to state any concerns regarding peer education that they would like to have addressed. Responses are recorded on a flip chart.

Assess which expectations are likely to be met in the course of the training workshop and which ones may go beyond its scope.

At the end of the workshop, a review of these initial expectations should be part of the evaluation.

● What to expect during this week

The facilitator provides a brief explanation of the training team's expectations for a successful workshop, being sure to incorporate participants' expectations. The facilitator explains what will happen during the training sessions in the next few days, so that participants are aware of what to expect.

● Selection of daily feedback teams

The facilitator explains that daily feedback from participants on all aspects of the training (not only on the content of the training, but also on organizational and logistical issues) allows the trainers to make changes as needed. She or he suggests appointing an evaluation team made up of two volunteers (called the 'eyes and ears') for each day of training. Their task will be to collect feedback from the group and report to the whole group the next morning.

Training note

Daily feedback is a useful tool for monitoring and evaluating the educational process, as is the pre-test questionnaire.

Training topic

Introduction to icebreakers, warm-ups, and energizers

Objectives of the session

To begin the process of getting to know each other in this workshop and to help participants understand the purpose of icebreakers and get experience using them.

Introduction

The trainer first introduces one of the icebreakers suggested in the exercises below and then leads a group discussion on the use of icebreakers, warm-up activities, and energizers in training and peer education sessions. If there is enough time, trainees could do a second exercise.

When a trainer first walks into a group, participants may not react favourably. By ‘warming up’ the group with enjoyable icebreakers or energizers, trainers help participants relax, be more responsive, and participate more positively.

Icebreakers are also essential for helping participants get to know each other and for relieving the initial tension that is to be expected among a new group of people. Subsequently, it is recommended that training sessions begin with warm-up activities and icebreakers.

Word sense

Icebreakers are activities that are undertaken at the beginning of an exercise to help people feel at ease.

Energizers are activities used to stimulate and motivate participants during training sessions.

Icebreakers help the educators play and learn together and set the stage for continued training together. Warm-up activities are usually used to begin a session on a positive note or to ‘recharge’ if the group’s energy seems to be low. Some groups begin with a simple stretching exercise to get warmed up. At other times, energizers may be introduced. Even when people are interested and concerned about the subject being covered, they can get tired and sleepy. Energizers give people a quick break and may add some humour, contributing to a positive group spirit.

Things to consider when using energizers


- ▼ Use energizers frequently during a training session, whenever people look sleepy or tired or to create a natural break between activities.
- ▼ Try to choose games that are appropriate for the local context. Think carefully, for example, about games that involve touch, particularly of different body parts.
- ▼ Try to select games in which everybody can participate and be sensitive to the needs and circumstances of the group. For example, some games may exclude people with disabilities.
- ▼ Try to ensure the safety of the group, particularly with games that involve running. For example, make sure that there is enough space and that the floor is clear.
- ▼ Try not to use only competitive games, but also include ones that encourage team building.
- ▼ Try to avoid energizers that go on too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up.

Based on: *100 Ways to Energize Groups: Games to Use in Trainings, Meetings and the Community*. London: International HIV/AIDS Alliance, 2002.

Exercise: Pass the beat



5-10
minutes

 Also suitable for
training of peer
educators and
field work

Objectives

To help participants get to know each other and become aware of their dependence upon one another

To raise the group's energy

Materials

None

Process

Have all participants form a circle. To introduce the exercise, say: *'I am going to face and make eye contact with the person on my left, and we will try to clap our hands at the same moment [demonstrate]. Then, she or he will turn to the left and clap hands at the same time with the person next to her or him. We will "pass the beat" around the circle. Let's try it now and remember to make eye contact and try to clap at the same time.'*

The rhythm builds up and the facilitator can call out *'faster'* or *'slower'* to increase the speed. Once the handclaps have passed around the circle, say: *'Now we will try to make the rhythm go faster and faster. Always be ready, because we might send additional rounds of handclaps around the circle, chasing the first.'*

The 'beat' begins to be passed around the circle, from one person to the next. Remind people to keep it going, even if it stops for a moment when someone misses the beat. When the first round of handclaps is well established, start a new round. Eventually there might be three or four beats going around the group at the same time. This will often result in an enjoyable, high-energy chaos with lots of laughter.

Closure

Briefly ask whether participants enjoyed the exercise. Ask the group to describe, without singling anybody out, what happens in an interdependent team game when a player drops the beat. Remind the group that, to get the best results when working as a team, everyone depends on the other team members.



Exercise: Ball toss name game

Objective To help participants learn each other's name while learning a simple metaphor for communication skills

Materials Paper rolled into lightweight balls – enough for each group of approximately 8 to 12 people to have 3 balls

Process

Ask participants to split into smaller groups (about 8 to 12 people in a group) and have each group stand in a circle. Make sure that the circles are positioned with a safety zone of one or two metres of space behind each group, in case the participants move backwards to try to catch a ball. Tell the participants: *'In this exercise, we will try to learn each other's names in the small groups.'* Start by getting everyone in the circle to say his or her name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember more names. Explain that, at the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her. Demonstrate how this is done.

Continue to explain: *'The person who receives the ball makes eye contact with another group member, calls out that person's name, and tosses the ball to them. If you forget someone's name and want to be reminded of it, you can ask her or him to repeat it to you. If you like, you can even throw the ball back to the person who threw it to you.'*



30
minutes

Also suitable for
training of peer
educators and field
work (when played
with a small group)

Begin the game as described above. After a couple of minutes, when the participants start to remember several names, add a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then try to throw and catch the three balls, all the while calling out the receiver's name, 10 or 15 times without dropping the balls; if a ball is dropped, they must start counting again. All three balls must be used in the exercise.

When the ball throwing is done, ask how the players felt playing the game. Then begin to explore how throwing the ball from one person to another can be considered a metaphor for how we communicate as peer educators. Ask the group to consider what actions were necessary both to ensure that the game was successfully completed and to communicate well. These can include making eye contact, calling someone by name, making sure the person was ready to receive the ball (or message), throwing it (or talking) directly to the person, and not throwing it when another ball (or message) was coming in.

Closure

Point out how one of the most fundamental skills in peer education is good communication. Suggest that the peer educators remember this exercise as a guide for asking themselves whether they are using the best possible communication skills in their teaching.



Training topic

Setting ground rules

Objectives of the session

To agree on ground rules for the workshop and to identify common ground rules for peer education.

Introduction

The facilitator and participants first decide upon the ground rules for this training workshop. This activity is followed by a group discussion on the importance of setting ground rules in any training activity.

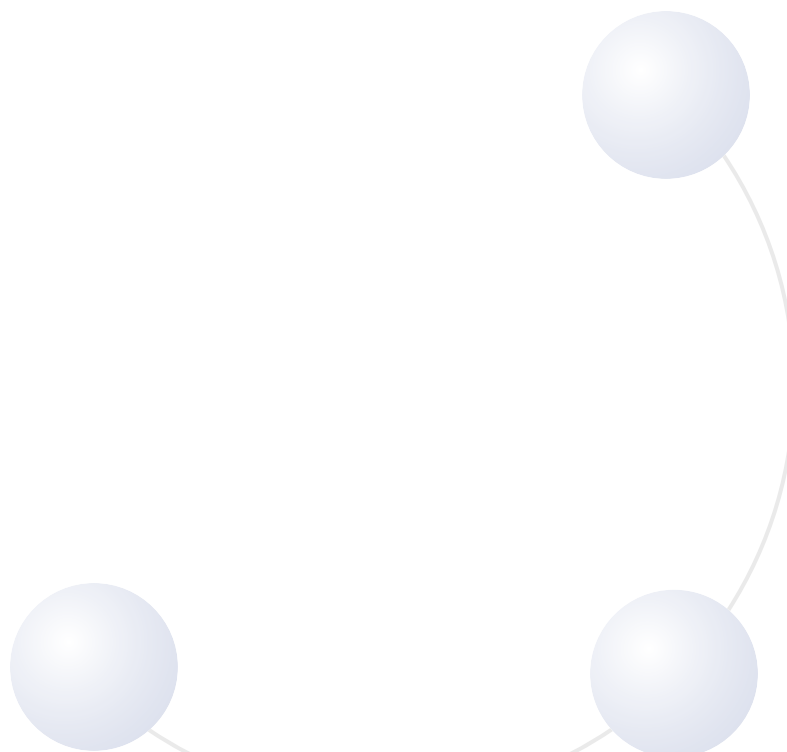
At the beginning of a training session, the group needs to identify and agree upon ground rules or guidelines for its work, and also to understand why rules are important. The trainer should ensure that certain common rules are included (see box on the next page). An especially important rule in a workshop dealing with sensitive issues is to respect all participants' privacy and confidentiality; it should

be made clear that no one is allowed to share personal information about other trainees outside the group. Some groups also operate with a rule encouraging people to share their feelings if they are offended or hurt by someone, so that the offender has a chance to apologize. This can be especially relevant in cases where participants feel hurt or insulted by jokes or remarks related to gender, ethnicity, or personal characteristics.

Once all participants have agreed on a set of rules, the list is posted in the training room for the entire duration of the workshop. At times, it may be necessary to remind participants of the agreed-upon rules.

Common ground rules

- ▼ Respecting each other, even when you disagree
- ▼ Agreeing to participate actively
- ▼ Having the right not to participate in an activity that makes you feel uncomfortable
- ▼ Listening to what other people say without interrupting them
- ▼ Using sentences that begin with 'I' when sharing values and feelings (as opposed to 'you')
- ▼ Not using 'put-downs' (i.e., snubbing or humiliating people on purpose)
- ▼ Respecting confidentiality
- ▼ Being on time
- ▼ Turning off cell phones



Objectives of the session

To help participants to understand the nature and purpose of peer education and to gain insight into the mechanisms of behaviour change and how these relate to peer education.

Exercise: Peer education – what and why?



30 minutes

Also suitable for training of peer educators

Objectives To have a common understanding of the concept of peer education

To identify the benefits and the limits of peer education

Materials Three flip charts and markers

Process

Prior to this exercise, review the content in Section 1.

Conduct three consecutive group ‘call-outs’ (an activity similar to brainstorming, in which participants call out their responses) on the following questions:

- What do we mean when we say ‘peer education’?
- What are the possible advantages of peer education?
- What are the possible disadvantages of peer education?

Record all responses on the flip charts.

When agreeing on a working definition of peer education, it is important to come as close as possible to the following description:

Word sense

A **peer** is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors.

Education refers to the development of a person’s knowledge, attitudes, beliefs, or behaviour as a result of the learning process.

‘Peer (health) education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers (those similar to themselves in age, background, or interests). These activities, occurring over an extended period of time, are aimed at developing young people’s knowledge, attitudes, beliefs, and skills and at enabling them to be responsible for and to protect their own health.’

When discussing major advantages and disadvantages of peer education over other forms of education, have the following table at hand to add essential points if necessary:

Advantages

- ▼ Young people take on programmatic responsibilities
- ▼ Educators and target group members often use the same slang terms
- ▼ Peer educators gain skills that are important for their continued personal development
- ▼ Peer education can supplement other educational interventions, such as the work of teachers, social workers, and health service providers
- ▼ Peer education is a community-level intervention that can provide a link to other community services
- ▼ Peer educators can gain access to groups that are otherwise difficult to reach
- ▼ Peer education can be relatively inexpensive when compared to other interventions

Disadvantages

- ▼ As peer educators age, they grow out of their role; new people always have to be recruited and trained
- ▼ Peer education programmes pose large management burdens on NGOs, schools, etc., and require skilled supervisors to be on the staff of a programme
- ▼ It is difficult to evaluate the impact of peer education, especially when proper monitoring and evaluation budgets have not been set aside for the programme
- ▼ If educators are not well trained, peer education can have a harmful effect (misinformation and unprofessional advice)
- ▼ If not properly targeted, activities called peer education may really be outreach or general education interventions

Closure

At the end of this activity, the trainers should emphasize that peer education is not the solution to every problem, and sometimes it may be better to use other approaches. The objectives of the intervention, the characteristics of the target group, and the specific setting are all elements when considering whether peer education is appropriate.





30
minutes

Exercise: Theory – practise it

Objective To help participants understand the practical application of theoretical and other methodological approaches to behaviour change

Materials Markers, tape, flip chart paper, and *Handout 2. Peer Education and Behaviour Change Theories*

Process
Distribute the handout and give a brief presentation on the theories and models for behaviour change. Instruct participants to separate into three groups, each with flip chart paper and markers.

Ask participants to choose a programme in which one of their group members is involved and analyse all aspects of it. Then ask them to outline the programme on the paper and to identify the theories and models (or parts of theories and models) that are being used in it. Emphasize that multiple theories and models may be used in the same programme and that only some aspects of theories and models may be used. Ask each group to present its discussion to all other participants.

Closure
Point out that without realizing it, everyone uses theories and models of behaviour change in their everyday work. Initiate a discussion on the topic of why organized theoretical and methodological approaches to behaviour change should be included in training programmes. Emphasize once again that a theory or a model does not have to be used in its entirety and that different parts of different theories and models can be used in one programme. Nevertheless, it is important that programmes be rooted in appropriate theories and models.



Exercise: Information, motivation, behavioural skills, and resources

Objective To identify information, motivation, behavioural skills, and resources as the four primary components of successful peer education

Materials Flip chart and markers



20
minutes

Process

Draw four columns (untitled at this stage) on the flip chart and lead a group call-out, asking participants what they consider to be the essential components of successful peer education programmes.

The participants are still not aware of the identification of the columns, but you should record their responses on the flip chart according to where they belong in the following four categories:

- Providing information
- Creating motivation
- Building behavioural skills
- Referring to resources

It is best not to name the categories beforehand, but to list the participants' suggestions in the untitled columns. Once all the responses have been included, the four categories can be identified and the trainees' responses discussed within that context.

Closure

Point out that these are four complementary components.

**Training topic****Using topic lead-ins in training programmes****Objective of the session**

To introduce the use of a 'topic lead-in' and get experience with a topic lead-in related to health education training.

Introduction

There are several ways to introduce a new theme or topic to a group of peer educators. A topic lead-in can play a number of functions. It can:

- Generate interest in the topic
- Activate participants' prior knowledge of the subject
- Encourage the sharing of information and resources
- Reverse resistance to discussion or learning

The exercise below, *How Careful Are We with Our Health?*, can be used as a topic lead-in to health education. Another example of a topic lead-in is the use of 'buzzwords'. The trainer writes a key word on a flip chart and gets the participants to call out words or ideas that they associate with the buzzword, which are also

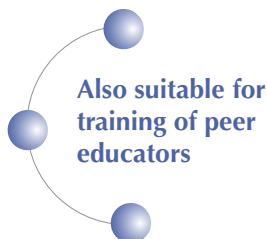
written on the flip chart (if they are appropriate). For an example, see the *Gender, Not Sex* exercise (page 67).

Another way to introduce a topic could be to get participants to fill in a brief questionnaire on the subject. Sometimes a facilitator may choose to use some improvisational role plays as an introduction to a topic. For other examples, see the exercises, *Role Play Revolution* on page 50 and *Peer Education Password* on page 54).

Exercise: How careful are we with our health?



10-15
minutes



Also suitable for
training of peer
educators

Objectives To encourage participants to consider that many people behave in a manner that is not in the best interest of their health

To help increase participants' understanding about human behaviour and the discrepancy between what we know and how we behave

Materials A chair for each participant

Process

Have all participants stand in front of their chairs. Introduce the exercise by saying: *'To start this exercise, you all need to stand in front of your chairs. I'm going to read out some statements. If your answer to one of them is "no", you have to sit down. As long as you can reply "yes" to the statements, you remain standing. But once you are seated, you remain seated, even if your answer to following statements is yes. For example, if the first statement is "I get regular medical check-ups" and you do not have regular medical check-ups, you have to sit down and remain seated.'*

Explain two additional rules: *'Sometimes someone has to sit down right away, after the first or second statement. If the order of statements had been different, they might have still been standing. They might ask if they can stand up again. But participants may not stand up once they have had to sit down. This might not seem fair, but that is how this exercise works. Also, someone may say, for example, "Oh, sure, I get regular medical check-ups. Let's see, I think my last one was in 1998!" We have to decide together how frequent "regular" is in this exercise, but it must be reasonable; regular is not once every ten years!'*

Ask the participants to stand up. Then quickly read out the statements from the list below, in a clear, audible voice:

- I get regular medical check-ups.
- I don't smoke cigarettes.
- I get regular exercise.
- I stick to healthy food.
- I never drink alcohol to excess.
- I get vaccinations I need.

When everyone is seated, ask the participants what these statements have in common. If no one says it, point out that they are all health-related behaviours. Explain that while we all might know what is in the best interest of our health, we do not always use this information as well as we could. For example, even though we know we shouldn't eat lots of sweet things, our will power is not always strong when we need it. That second portion of ice cream or cake might just be calling us too loudly from the refrigerator!

Training note

Trainers are strongly encouraged to adapt this (and all exercises) to the local context if necessary.

Closure

Point out that in our work, we may come across people who are consistently putting their health at risk. It is important to remember that most of us have put ourselves in harm's way at some point, and usually we have been lucky to suffer no bad consequences. This is not true for everyone.

Training topic

Introduction to public speaking

Objective of the session

To allow participants to identify and practise skills in public speaking and facilitation.

Introduction

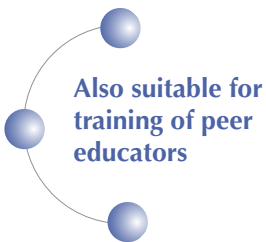
Peer educators might be nervous about speaking in public or being in the spotlight. To ensure that tasks are carried out successfully, educators should not be asked to undertake activities that are beyond their limits.

The following exercises will help participants gain experience in speaking in public and improve their public speaking skills.

Exercise: Public-speaking skills



20
minutes



Also suitable for
training of peer
educators

Objective To help participants identify and practise their skills in public speaking and facilitation

Materials None unless a participant chooses to use relevant materials, such as a flip chart

Process

Tell participants that they are now going to focus on public speaking techniques. Discuss the major features of effective public speaking, such as:

- Use of engaging and interactive techniques
- Movement into and out of the audience
- Use of gestures
- Eye contact (of appropriate duration)
- Modulation of intonation
- Appropriate use of humour

Practise these techniques as you explain them, and ask participants to watch closely. This allows the group to see how theory of good public speaking is actually applied. Then ask for feedback: *'How would you describe what I'm doing at this moment?'* Make sure the main components of good public speaking are mentioned.

After this, start a discussion about other factors that aid effective public speaking. Be sure to bring up the following areas:

- Use of storytelling as a technique to capture attention
- Caution about inappropriate use of slang terms or other unacceptable language
- Creation and maintenance of a safe learning environment for the audience
- Ways to respond to incorrect answers from the audience

Closure

Tell the participants that they will receive feedback on how they use their public-speaking skills throughout the training session.

Exercise: Thirty seconds of fame

Objectives To give participants an opportunity to speak in public

To make the experience as positive as possible in order to build confidence

Materials Chairs for all participants

Process

Explain that each participant will be given 30 seconds to speak to the group about anything she or he would like. Tell the participants that: *'At the end of the 30 seconds, I will start to applaud to show appreciation for your effort. Don't be alarmed if you are in mid-sentence. My applause will be the signal for everyone else to begin applauding, which will show positive appreciation for your effort. During your 30 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 30 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted, enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first, and for everyone in between.'*

Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal before they begin clapping.

Closure

After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed effective public-speaking skills? How can these skills be applied to peer education training?



30
minutes

Also suitable for
training of peer
educators

Objectives of the session

To start a process of team building in the workshop, to allow participants to understand the importance of team building in training, and to get experience with appropriate team-building techniques.

Introduction

After the group has experienced the first team-building exercise (*Moving Sculptures*, below), the facilitator should discuss the importance of team and trust building in a training workshop. The other examples of team-building exercises (*The Human Knot* and *Aha, and I Was There*) could be included in a future workshop or used as an energizer at another point in the training.

Early in a peer educators’ training session, it is important that the trainees develop a sense of teamwork and trust. Team-building and trust-building exercises help create working relationships among peer educators who, in their future work, must be able to collaborate and sometimes rely on each other for support. They must trust each other enough to work successfully as a team.

Exercise: Moving sculptures



20-45 minutes
(often repeatable with variations)

Also suitable for training of peer educators

Objectives

To energize participants and encourage them to be spontaneous and ‘get outside themselves’ while performing

To help participants work towards building a team and developing trust

Materials

None

Process

Designate an open space at the front of the room as the ‘stage’ area. Tell the group, *‘In this exercise we will make some human team sculptures and poems together. It’s a team-building and group creativity exercise.’*

Ask for a volunteer to come up to the stage and strike a pose of his or her choice (demonstrate). Once this first person is in a pose, ask for another volunteer to come up and strike a different pose that in some way touches the first pose. (Make sure that everyone is comfortable with the physical contact.) Ask more participants

to come up voluntarily, strike a pose that connects with those already on the stage, and freeze in that position.

Explain to participants that when you say the word 'change' (let the word last a few seconds: chaaaaange), they should change to a new pose. Remind them to stay touching at least one other participant, even while changing poses. Tell them that, as soon as you finish saying the drawn-out chaaaaange, they should freeze in their new positions.

Watch the group carefully and advise them whenever you see that someone is not in contact with at least one other person in the group. If you notice that male and female participants feel uncomfortable touching one another, help rearrange the sculpture so that people of the same sex are closer to each other. You can also play with the group by changing the length of the word 'change', so that sometimes they have a long time to find their pose, while at other times they must rearrange themselves very quickly (in two to three seconds). This makes the exercise more challenging and entertaining. Allow more teams to come up after the first group has made a few poses.

Closure

If possible, take some photos of the wonderful group poses that will emerge in this exercise. Giving copies of the photos to the trainees can help make them feel part of a team.

Variations on the exercise

Say a Word (no theme). Ask participants to say a word (any word) as they come onto the stage to pose. Once the group is in a pose, ask participants to repeat their words one after the other, in the order that they got on stage. Encourage them to try to say their words in a sequence, so that they flow like a sentence.

Make a Poem (words in line with a theme). Do the exercise as described above, only this time, ask participants to use a word that fits a certain theme (which can be selected by a participant). Once the group has done this a few times, as a sort of a poem, they can be invited to shout out their words in a random sequence, repeating them simultaneously.

Vary the Exit Process. You can vary the way in which the participants leave the sculpture. They can say their words in the original order and leave the sculpture one by one as they do so. Or they can say their words as they leave the pose in reverse order (i.e., the participant who came up last and has the last word now leaves first).



Exercise: The human knot



10-15
minutes



Also suitable for
training of peer
educators

Objectives To work on trust building, team building, and problem solving.

To learn to respect people's bodies by exercising self-control and trying to accomplish a group task without hurting anyone

Materials A room in which participants can move around comfortably

Caution: Before beginning, warn participants that they need to be very careful not to hurt anyone by twisting a wrist, stepping on others, etc.

Process

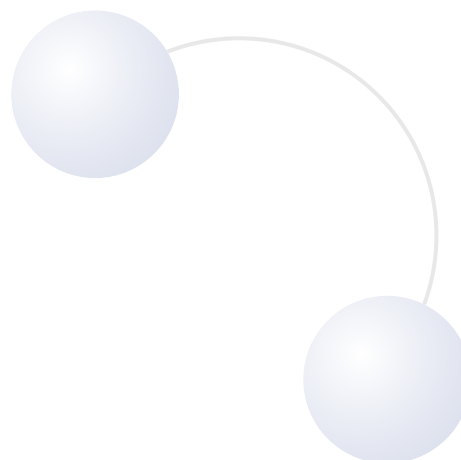
Clear a space in which to form a circle of about eight to ten people (or several such circles, depending on the number of participants). Explain that for this exercise, it is very important to follow instructions and listen to each other carefully so that no one gets hurt.

Explain that everyone will stand in a circle, reach into the middle of the circle with both hands, and join hands with two other people. Their job will be to untangle the resulting 'rope' without letting go, and form a circle again.

Now, tell the participants to take the right hand of one person and the left hand of another person. Next, ask them to try – slowly and carefully – to unravel until they can form a circle without letting go of the hands they are holding. If the group gets very good at this, try variations like not talking during the exercise, or only whispering.

Closure

Talk to the group briefly about how they felt playing the game.



Exercise: Aha, and I was there

Objective To work on team and trust building

Materials A room in which participants can move around comfortably

Process

Prepare the room so that participants have enough space to move around a little. Chairs should be moved out of the way.

Explain that one participant will tell a story and act it out at the same time. Other participants will then respond to the narrator by engaging in the same actions, as if they also were the narrator's character in the story.

Begin by saying, *'Someone will begin to tell a story and act out her or his part while telling it. Everyone in the group must do the same actions, as if they also were the narrator's character in the story. For example, if I, as the first narrator, were to begin by saying, "One day I was walking down the street ...," while I walk, you all walk as well. I might then continue, "I saw a giant tree and began to climb it." All of you begin climbing the tree as well. At any time, anyone in the group can shout, "Aha, and I was there!" At this moment everyone in the group responds together, calling out, "And what did you see, my friend?" The person who interrupted takes over the narration and the exercise continues like before.'*

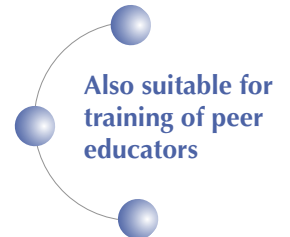
Explain to participants that they should try to support each other as much as possible. For example, ask the group what they think should happen if the narrator is obviously stuck and cannot think of anything else to say. You can ask what they would like to have happen at that point if they were the narrator. They will probably reply that they would like someone else to jump in. This is an appropriate time to point out that everyone in a team should be ready to jump in and 'save' someone who appears stuck or uncomfortable, just as others would like someone to help if they were in an awkward situation.

Explain that the group's job is only to say or do whatever the narrator's character says or does in the story, even if there are other characters described in the story. If, as the facilitator, you realize that people are describing less active behaviours, such as thinking, waiting, or watching, point out that the exercise is more fun if the choices involve a lot of action.

Bring the exercise to an end when most participants have had an opportunity to be the narrator.



30
minutes



Also suitable for
training of peer
educators

Closure

Lead a discussion about how people felt during the exercise. For example, ask if anyone remembers feeling 'saved' by the person who took over the narration or if they helped a narrator who appeared stuck. Point out that working well as a team requires paying careful attention to how group members are doing. Also explain that it is important to learn how and when to help them, without dominating others or trying to take over too quickly or at the wrong time. You can end by saying, *'Things work much better when you know people will be there for you if you need help.'*



Training topic

Use of role play

Objective of the session

To introduce role play as a highly interactive method that can be used effectively in health education.

Introduction

The facilitator first highlights the importance of acting skills in peer education. She or he points out that this session will introduce the technique of role play. During the rest of the full workshop, role play will be used frequently as an educational tool and participants will have opportunities to develop their acting skills further.

Role play is a multi-purpose tool in peer education (see also Section 1, page 21). Many peer education programmes use role plays to illustrate challenges and to model important skills. Effective role play engages the hearts and minds of the audience and motivates them to begin the all-important move towards real behavioural change.

When setting up a role play for presentation by trainees, the following guidelines are important:

- Usually two or more people are asked to take on the roles of certain characters and then act out a scene focusing on a predetermined situation. In some cases, details might be given about how a situation should unfold, and role players are asked only to create an ending.
- Make sure that no one is bullied or forced to act in a role play by other participants; some young people may not feel comfortable acting. However, if a group member only seems to be a little shy or reluctant, encourage her or him – gently, not forcefully – to try acting a role.
- Suggest that male participants play female roles and female participants play

male roles from time to time so that they have a chance to place themselves in situations encountered by members of the opposite sex.

- Visit small groups as they are creating a role play to make sure that they are developing a scene that is no longer than five to seven minutes long and to ensure that all members of the group are involved in some way.
- Make sure that the group does not spend all the exercise time devising a script – they need to practise their role play as well.
- Create sufficient space for the performance so that all other participants can see it when it is presented.
- Encourage the players to speak loudly so that the whole audience can hear the dialogue.
- If the role play goes on too long or seems to get ‘stuck’, invite the players to stop so that everyone can discuss the situation.
- Allow the other participants to offer their observations after each group has performed. For example, you might ask the audience what they saw and then ask the actors whether they intended to portray that.
- Sometimes, when doing a very serious or emotional role play, it might be necessary to ‘de-role’, so that the actors can acknowledge who they are in real life, outside the role of the character they just played.
- If you have time, ask the participants how the role play relates to their own lives.

Suggestions for role play scenarios

- ▼ **Condom demonstration.** You are about to engage in a sexual encounter with someone who is applying a condom incorrectly. Show your partner how to do it correctly, while not ‘spoiling the moment’.
- ▼ **Not ready for sex.** A group of girls are debating when the right time to have sex might be. At least one member of the group feels that the time is not right for her.
- ▼ **Drug or alcohol use.** A good friend has decided to try a drug her boyfriend has been using for a while. Her boyfriend told her how wonderful it feels and that she will forget all her school and family problems. How would you handle this situation?
- ▼ **Parents find a condom.** Parents find a condom in their teenage daughter’s bedroom. What are the subjects and issues that may come up in conversation? Role play both the parents’ and daughter’s part.
- ▼ **Drunkness, parties, and sex.** Your teenage friend is bragging to you about drinking alcohol and having sex with a woman he met at a party. He hints that he does not remember all the details of that night. Similar incidents happen almost every weekend. What would you say to him?
- ▼ **Being there for someone who is HIV-positive.** A friend confides in you that he or she is HIV-positive. How would you handle this situation?

The scenarios described above may offer opportunities to provide information on numerous topics, such as:

- ▼ When is the right time to have sex?
- ▼ What is the window period of HIV infection?
- ▼ Who should be tested for HIV?
- ▼ Can STIs be treated?
- ▼ What is the difference between a latex and lambskin condom?
- ▼ What are spermicides and lubricants?
- ▼ What are the effects of ecstasy (or a drug used in your community) on sexual decision-making?

Exercise: Role play revolution



20
minutes

Also suitable for
training of peer
educators

Objectives To serve as a topic lead-in to introduce various sides of an issue

To provide information, motivate people to change behaviour, and demonstrate a variety of negotiation and decision-making skills

To model appropriate behaviour

To provide information about accessing resources

Others as may be identified by trainer

Materials Two chairs

Process

Have eight to ten volunteers stand in a semi-circle behind the backs of two chairs. Ask two volunteers to sit on the chairs; explain that they will do a little acting. Ask one of the players sitting on the chairs to start an improvised role play by saying something to which the other player responds. Explain that at any point, one of the participants standing behind the chairs can 'tap in' and take over by simply lightly tapping the shoulder of one of the actors in the improvisation (provided this kind of touch is acceptable in the local culture). The participant who taps in can either continue the story or start a new scene.

Closure

After most or all of the participants have had a chance to act, end the role play and start a discussion about what the participants experienced while playing their roles.

Make sure to explain the benefits of this type of role play. It can generate realistic dialogue that could be used to develop scenes in the future or to develop the skills of peer educators. For example, if the group began by brainstorming the ways to negotiate safer sex, the group could practice using those communication skills with this type of role play. The role play would continue until participants didn't have any new ways of asking a partner to use a condom. When finished, they may have even identified additional ways to convey the same message.

Any incomplete or incorrect information that appeared in the story can be discussed. It is very important to note that the actors were 'in character' and not necessarily playing themselves.

Training note

This exercise is a valuable example of how peer educators can practise supporting each other as a team. For example, make clear to them that when they are standing in the background, behind the chairs, they need to be quiet. They can be instructed to behave in such a way that it appears as though the role play is 'the most fascinating thing happening at this moment on the planet!'

Wrap-up

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day's activities and discuss some of the central themes. They can give feedback on how they feel the training is going.

Getting started

Stretching and warm-up

Feedback on Day 1

Icebreaker and team-building exercise: A cold wind blows

Training Topic: Techniques for sharing information

- Peer education password
- STI challenge

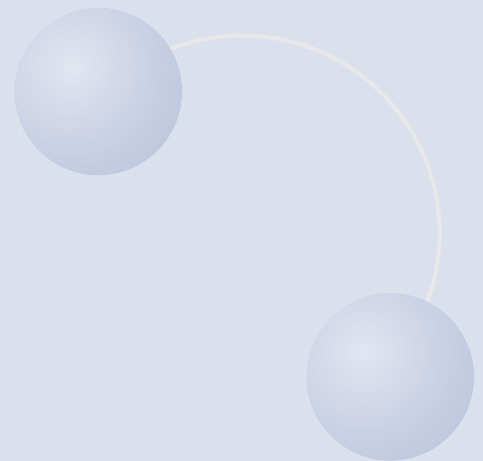
Training Topic: Techniques for exploring values and attitudes

- Language of sex
- Privacy squares
- Brainstorming on four topics
- Do you agree?

Training Topic: Gender awareness and sensitivity

- Gender, not sex

Wrap-up



Getting Started

● Stretching and warm-up

Participants are invited to lead the group in some stretching exercises. Several trainees can take turns demonstrating which muscles to stretch. Trainers might make the exercise more fun by asking participants to ‘try to reach the ceiling (or the floor)’ when stretching. Invite participants to pay attention to their breathing, which can help them relax and prepare for the day’s work.

● Feedback on Day 1

The feedback team delivers a summary of the feedback they collected on the training programme in general and on the previous day’s activities.

● Icebreaker and team-building exercise: A cold wind blows

Objective To raise participants’ energy level

Materials A circle of chairs

Process

Prepare a circle of chairs in which there is one fewer chair than the number of participants.

Caution: For safety purposes, make sure that there are no sharp edges on the chairs or around the exercise area, in case, in the excitement of the game, someone slides the chair backwards into another participant or runs into the chair. Also, make sure the chairs are strong enough to handle this type of activity, since participants will be jumping onto them.

Ask all but one of the participants to take a seat. Have the remaining person stand in the centre of the circle. Explain that the objective of the game is for that person to get a seat. The player standing in the middle of the circle starts a sentence by saying, ‘*A cold wind blows for anyone who ...*’ and ends it with a fact that is true about herself or himself. For example, if the player in the centre is wearing black shoes, he or she might say, ‘*A cold wind blows for anyone who is wearing black shoes.*’ Everyone about whom that fact is also true – in this case people wearing black shoes – must then immediately get up and run to find a seat left empty by someone else. Participants may not take the seat next to them unless there is **only** one other person who is changing seats. The person in the middle also rushes to find a seat so that there is one person left standing. Whoever is left in the middle then repeats the process, and the game continues.



10-20
minutes



Also suitable for
all training and
field work

Explain that the choices for ending the sentence do not have to be limited to physical things. For example, participants could include attitudes about things or life experiences. If someone believes in helping support people who wish to abstain from sex, they could say, *'A cold wind blows for anyone who believes people choosing to be abstinent should be supported in their decision.'* Or they might say, *'A cold wind blows for anyone who thinks you should make condoms available in secondary school.'* The game ends whenever the facilitator (or group) chooses to end it.

Closure

Ask whether participants enjoyed the game and how they felt about it.

Training topic

Techniques for sharing information

Objectives of the session

To build participants' knowledge in content areas of peer education, such as sexuality, STI/HIV prevention, and substance abuse prevention and to build their capacities in using techniques for sharing information on these subjects.

Introduction

The facilitator stands up and (perhaps using a flip chart) begins a traditional style lecture, talking about some technical information in a factual manner. The lecture may last a few minutes – enough time to demonstrate the drawbacks of using an old-fashioned lecture style. This demonstration could be followed by a brief group discussion on more interesting and creative information-sharing techniques that require the active participation of the trainees.

Exercise: Peer education password

Objective To learn and share information in a way that is fun and appealing

Materials Two rows of chairs for participants, large index cards with words related to peer education subjects written on them, one word per card. Examples of these 'peer education passwords' include mucous membranes, clitoris, penis, and other words related to sexuality, HIV/AIDS, or substance abuse.



20-40
minutes

Also suitable for
training of peer
educators and
field work

Process

Set up two rows of chairs so that they face each other and ask the participants to sit on them. Have the stack of index cards with words ready to use, but do not let the participants see the words yet. Explain to the group that the goal of the exercise they are about to play is to give each other clues so they can try to guess the 'peer educator password' written on the cards. Tell them that the clues can only contain one word, but the answers may have more than one word. The clue should not contain part of the answer in it. Ask the group to avoid 'cheap shots' such as a clue that contains nothing about the true meaning of the word. For example, if the answer is 'penis', the clue should not be someone pointing to her or his lap and saying 'Venus'. In fact, rhyming clues are also discouraged.

Now, stand behind one row and tell everyone to look straight ahead. Show the 'password' on the card to the people in the line facing you. One person at the beginning of the line that has seen the word gives a clue, and the person sitting directly opposite him or her tries to guess the password. If he or she is wrong, the next person gives a clue, and the participant sitting opposite tries to guess the password. This continues until someone guesses the word. Ask the person who guesses correctly to hold the card for a discussion at the end of the exercise.

Closure

After 15 to 20 minutes, sit with the group and ask participants, one at a time, to tell the group whatever they can about the word on the card they are holding. Then, invite others to add any information that they think might be relevant. As the facilitator, you can then correct any misinformation and fill in any information gaps. Try to get through as many of the cards as possible or review them later. You can also use them in the game some other time.



To introduce the next exercise, the facilitator explains how a simple quiz can be used as a springboard for discussions with peer educators. Including one or two difficult questions might also generate additional interest among participants who initially thought they knew everything there was to know about a specific topic. (See *Handout 3. HIV/AIDS Quiz* and *Handout 4. STI Challenge*.)

Training note

When preparing a quiz on STIs or HIV/AIDS for peer educators or trainers, the quiz questions may be somewhat more difficult than those you would include in a quiz for field activities with young people. However, keep in mind that neither peer educators nor trainers are expected to be as knowledgeable about infectious diseases as are professional health workers.

Exercise: STI challenge



20-40
minutes

Also suitable for
training of peer
educators and
field work

Objective To learn and share information in a way that is fun and appealing

Materials Chart on which to keep score

Process

Prepare a list of questions and answers (see *Handout 3. HIV/AIDS Quiz* and *Handout 4. STI Challenge*).

Divide the participants into two, three, or more teams (depending on the total number of participants) and tell each group to select a name and a speaker for their team. All team members should work together to find an answer, but only one person will be allowed to say the answer out loud. Explain that you will be asking questions to each team. If the first team does not know or does not give the correct answer within three minutes, the next team will get a chance to answer it. A point is awarded for each correct answer. For the final question, the participants will have a chance to 'bet' all their accumulated points. They will receive double points if they answer the final question correctly or lose all of their points if they do not.

Begin asking the questions. After each correct answer is given, ask or explain why it is correct. Also, address the incorrect answers, especially if they are common misconceptions.

Closure

After the game, ask participants if they have any questions about any of the questions or answers. If so, deal with their questions immediately.

Training topic

Techniques for exploring values and attitudes

Objectives of the session

To provide participants with experience in techniques that explore values and attitudes and to create awareness of how difficult it is to discuss sexual and reproductive health issues openly.

Introduction

To introduce this session, the facilitator explains that participants will be exploring their own values and attitudes about human sexuality through discussion and

activities. The trainer points out that although the teaching may cover sensitive issues in some detail, it is in no way intended to tell people how to live their lives.

These sessions are meant to give people information with which to make educated decisions and to build their capacity to help and protect others on the road to health.

Word sense

Values represent what a person appreciates and esteems. If young people have learned to value their health, for example, they will be more likely to delay having sex or to practise safe sex.

Attitudes are a person's feelings towards something or someone. In the context of AIDS, tolerance of different lifestyles, rejection of discrimination and prejudice, as well as compassion and care, are very important attitudes.

Most of our notions about human sexuality are influenced by sexual and gender norms, as well as by family and cultural messages that we received while growing up. It is important to recognize that our religious or non-religious upbringing may also play a significant role in our personal attitudes towards peer education and the issues with which it deals. All trainers and peer educators should therefore examine their own values and attitudes.

Attitudes and values are not easy to teach or to measure. However, there are techniques, such as group discussion, case studies, or 'values-voting', that can help explore and influence people's attitudes and values. Another technique is personal example – peer educators can act as 'role models'. If, for example, one of the aims of a peer education programme is to encourage young people to be tolerant, the peer educators' personal behaviour should reflect this attitude.

Before beginning a peer education programme in any community, it is important to learn about the prevailing culture(s), traditions, and social norms. Without such awareness, there is a great risk of offending people and losing their respect for you and your programme. A damaged reputation can have far-reaching consequences, and the impact may last for a long time.

In some communities, a certain importance is placed on modesty regarding sexual matters. Immediately talking about sexual issues in very frank and detailed language might be a mistake. Some communities may also have concerns about programmes in which young women and young men participate together. It is best to move into this area one small step at a time.

Training note

The following are examples of how to learn about the community and avoid activities that may upset them:

- ▼ Find out what issues might concern the organization with which you will be working.
- ▼ Conduct an assessment of the target community if one is not available. Find out whether young women will be able to participate in your programme or what barriers may prevent them from doing so.
- ▼ Discuss with the leaders or the administration of the organization you will be working with which topics you propose to cover and how they will be taught.
- ▼ Move into the discussion on issues of sexuality and gender gradually and with care.
- ▼ If possible, organize a training session for the administration so that they can better understand the problems you are addressing (e.g., reproductive health, gender biases).
- ▼ If you are working with young people in a school, first try to inform or train the administration, then the teachers, and then the parents, before going on to the training programme for young people. In this way, you will obtain input and approval from the community.
- ▼ To show your respect for the community in which you are working, ask for feedback about how the programme has been received.

Working with religious leaders

It is very important to consider the religious teachings and norms that influence the target community with which you will be working. Peer education programmes are often more successful if religious organizations and leaders have collaborated in developing the curriculum and materials. If the leaders are properly sensitized to and educated about the target group's needs (for example, they have seen the results of needs assessments) and issues (having heard about them personally from the affected group), they may become important allies in helping you achieve your programme's educational objectives. It is particularly important to seek out religious leaders who are gender-sensitive, since their support can contribute greatly to enabling young women and young men to participate equally in your programme.

Historically, religious leaders have been expected to help counsel and support people who are ill. You should take a sensitive approach in helping them see that by advocating for education, they can also help prevent people from becoming sick in the first place. When they understand this, religious leaders and experts can also help you to justify why it is important to address reproductive health matters by explaining where and how religious teachings permit such education.

For example, although some religions stress the value of modesty regarding sexual matters, they also teach that protecting or saving a life takes precedence over other rules. Those who adhere to these beliefs feel that rules must be applied when they help people live and stay healthy, but not when observing the rules might cause them to die. They teach that life is sacred, that we must warn others of danger, that we must be compassionate towards people, and that we must attend to those who are ill. Thus, in some religions, it is said that when someone saves a single life, 'It is as if she (or he) has saved the entire world'.

Exercise: Language of sex

Objective To become more comfortable when talking about sexuality

Materials Lists of words related to sexuality, flip chart paper, markers

Process

Divide the participants into groups of three people; give each group flip chart paper and a marker.

Explain that many people find it embarrassing to discuss subjects that touch on sexuality and its consequences. However, when dealing with topics such as sexual health and HIV/AIDS, we must be able to talk about sexual attitudes, behaviours, and the consequences of unprotected sex.

Ask the participants to put aside their fears of saying taboo words during this exercise, explaining that we must learn to talk about various sexual parts of the body and different sexual acts in order to protect our health.

Give each group a handout that contains a list of terms related to sexuality. (Examples include vagina, breasts, menstruation, sperm, penis, abstinence, intercourse, orgasm, pleasure, STI, HIV/AIDS, masturbation, condoms.) Ask each group to choose two terms (or you can assign them).



25
minutes

Also suitable for
training of peer
educators

Ask each group to write on the flip chart paper synonyms (similar terms) used in their community for each term they have chosen or been assigned. Post the lists on the wall for others to see and ask the group to answer the following questions:

- Which synonyms are most acceptable for public use and which are considered unacceptable?
- Which words do young people use most when they talk amongst themselves?
- Which words do young people use most when talking with their parents and other adults?
- Which words have negative meanings for women or men?
- Do you think that the negative words can be harmful when they are used to embarrass or insult people? If so, why do we use them?
- Why do people use words that are not respectful of women and men?

Closure

Point out that it is important to talk to adolescents in their own language – or at least allow them to use the words that they know best so that they feel comfortable in talking about sex and its consequences.

Emphasize that we must adjust our use of language to our audience; this means we may use certain words with our friends and other words with adults, such as parents and teachers.

Explain that to be able to talk about sexuality, we need to overcome our own sensitivity to using sexually explicit words. If we cannot communicate clearly to other people what we like and do not like, what we want and do not want, misunderstandings will occur.

Tell the participants that we need to be able to say words that clearly refer to sex and sexuality when we want to ask for help – for example, when visiting a health worker.

Stress that disrespectful words can be harmful. For example, in many places, there are lots of negative words for women who have sex outside marriage (e.g., slut, whore), while the words for men who have sex outside marriage or with many partners (e.g., real man, stud) are viewed as positive. This use of language reinforces double standards and inequality between men and women.

Also point out any words on the list that are violent in nature (e.g., bat, gun, spear) and explain how using such words can contribute to ideas that violence in sex is permissible.



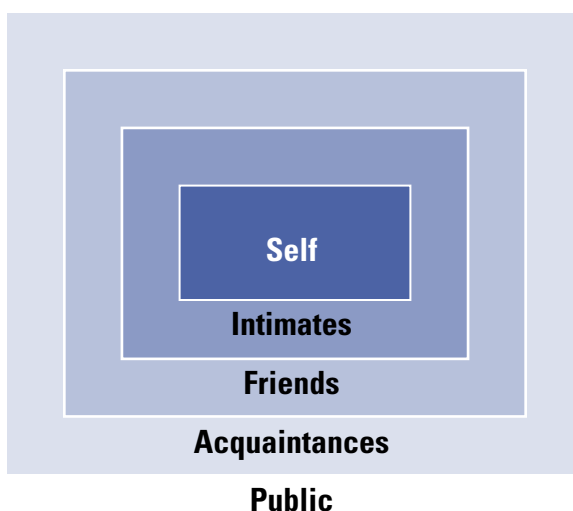
Exercise: Privacy squares

Objective To help participants think about how individuals share information when thinking about sexual health and HIV/AIDS

Materials For each participant: *Handout 5. Privacy Squares* and a pen or pencil. You will also need flip chart paper, markers, and a list of 'privacy square items' (see list in the 'Process' section).

Process

Give each participant a copy of Handout 5 and a pen or pencil. Display a large flip chart paper with the concentric privacy squares.



List the following 'privacy squares' items on the flip chart.

With whom would you share:

- Your height (ht)
- Your weight (wt)
- Your dissatisfaction with some part of your body (body)
- Your method of contraception (contra)
- The extent of your sexual experience (extent)
- Your sexual fantasies (fantasies)
- Whether you enjoy erotic material (X)
- Whether you have fantasized about a homosexual relationship (gay-fan)
- Whether you have had a homosexual relationship (gay-exp)
- Your feelings about oral sex (oral)
- Whether you have considered being tested for HIV (considered)
- Whether you have been tested for HIV (tested)
- Whether you tested positive for HIV (+)



20-25
minutes

Explain to participants that when educating about sexuality, they must respect the privacy of others. To explore what privacy means to each of us, participants should write the privacy square items listed above in the appropriate square, indicating with whom they would share each type of information. (They can use the symbols or abbreviations instead of the whole phrase.)

Ask participants to also think about people in their lives who might 'fit' into the respective squares. Help define terms such as 'acquaintance' and 'intimates'.

You can begin by saying, for example: *'Let's start with your height. Think about with whom you would be able to share information about how tall you are. Would you share it with the people you consider your intimates? Acquaintances? Or in a public setting with people you do not know?'*

Point out that some of the experiences will not apply to some participants. Explain that for those questions, the participants should try to consider with whom they would share the information if those experiences did apply to them.

When reading out questions about privacy, be careful to allow enough time for participants to think about the question and their answer to it.

Closure

Ask the participants what they felt about the exercise. Did they learn anything about themselves? Point out that because we are used to working in the world of sex education and to talking and thinking about it, we may forget how private certain issues are to some people.



Exercise: Brainstorming on four topics

Objective To explore personal values with regard to sexual relationships

Materials Four flip charts, four markers, and tape

Process

Tape four flip chart sheets on the wall, each with one of the following questions written at the top of each:

- Why do young people engage in sexual relationships?
- What could be their reasons for waiting or abstaining from having sex?
- Why should one use protection when having sex?
- What are the alternatives to having sex?



approx.
75 minutes

Split the group into four teams, give each group a marker, and tell each group to choose one of the question sheets. Tell them they will have five minutes to write down as many items or ideas as they can on each sheet. Give them a one-minute warning when time is nearly up.

After the first sheet, ask the groups to move on to the next sheet. Tell them to read the other groups' responses to avoid repetition before they write down their own ideas. Repeat until each group has written responses to each of the topics and then ask the participants to reassemble as one group.

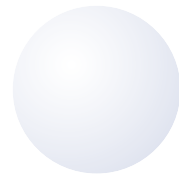
Ask them to evaluate the lists. Are some reasons better than others? How do they know? How do the reasons affect the ways in which peer educators try to influence the decisions their friends make?

If you think the participants have overlooked an important reason, tell them your idea now. If they agree, add it to the list.

At this point, start a discussion with the participants. Using their responses to the questions about possible alternatives to sex and why protection should be used, ask them to suggest ways to encourage a friend or peer to have safer sex (or to abstain from sex). As a group, decide which strategies would be most effective and positive.

If you have enough time, ask the participants to split into pairs and role play. Tell them one is the peer educator, the other is a friend or peer. Ask them to practise encouraging the friend not to indulge in risky behaviour.

Note: Trainees must keep in mind that a discussion on these questions may be considered inappropriate by members of some cultures. This exercise should only be used where it is culturally acceptable, and even then, must be handled with great sensitivity.



Exercise: Do you agree?



45
minutes

Also suitable for
any training or
field work with
young people
ages 16
years
and older and in
small groups

Objective To explore values and attitudes related to issues such as sexuality, HIV/AIDS, and substance use

Materials Two sheets of flip chart paper, on one of which is written the word 'agree' and on the other, 'disagree'

Process

Put the two pieces of paper on opposite walls of the room. Ask participants to stand together in the middle of the room.

Explain that you will read aloud some controversial statements, and participants have to take a stand on the imaginary line somewhere between 'agree' and 'disagree' according to their response to this statement.

Examples of statements include:

- All young people should remain virgins until they are married.
- Teenagers should know about condom use and have free access to condoms.
- I would accept a friend who is homosexual.
- I would accept my brother or sister if he or she were homosexual.
- Those infected with HIV have only themselves to blame.
- Prostitution should be banned to prevent the spread of HIV/AIDS.
- Clean needles should be made available on request to drug users who inject their drugs.

After you have read the first statement, the participants should go to the spot that best describes their response to it. When they are all standing somewhere along the line, ask a volunteer to explain why he or she is standing there. Let three volunteers give their viewpoint; then let the other participants react to these opinions.

Continue with the next statement.

After reading and reviewing all the statements, you can ask the participants how they felt about exposing their values to other participants, especially if they were in the minority.

You can also give group members the opportunity, after listening to the views of some participants, to move to the position that best expresses their feelings now. Ask them if it was easy to change their position.

Closure

Be sensitive towards your participants' needs before, during, and after this exercise. Some of them might feel vulnerable, but may not show it. Make sure that they feel comfortable sharing – or not sharing – information. After the exercise is officially finished, make yourself available to discuss any possible problems with the participants individually.

Training topic**Gender awareness and sensitivity****Objective of the session**

To create greater awareness of why it is important to integrate a gender perspective into peer education work.

Word sense

Gender refers to the socially constructed roles, responsibilities, and expectations of males and females in a given culture or society. These roles, responsibilities, and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising, and the media. They are also influenced by custom, law, class, ethnicity, and individual or institutional bias. The definitions of what it means to be female or male are learned, vary among cultures, and change over time.

Introduction

Young men and women can help reduce some of the risk factors that contribute to the health issues they face, if they are equipped to recognize and deal with them.

Negative gender norms are one such risk factor. People who work in the field of adolescent health need to understand the concept of gender and how they are influenced by their own cultures, traditions, and prejudices, sometimes without even realizing it. Everyone is taught – both as children and adults – to behave in certain ways and believe certain things according to gender-based norms.

Once young people recognize these gender-based norms, they can begin to learn how to change them and to resist expectations and situations that put them at risk. Peer educators can also help to challenge gender-based norms and stereotypes by being more aware of how gender influences their own and their peers' behaviour.

Training note

When integrating a gender perspective into a peer education programme, peer educators should keep the following points in mind:

- ▼ Incorporating a gender perspective into activities with young people requires continual effort and awareness-raising. It is not a one-time action or simply a matter of using correct terminology (e.g., speaking about both young men and young women or using 'she and he' instead of just 'he' in documents).
- ▼ Gender has to do with relationships, not only between the sexes but also among women and among men. For example, mothers teach daughters not to contradict men; fathers teach sons 'not to act like women' by crying when they are hurt.
- ▼ A quick way to remember the difference between sex and gender is that sex is biological and gender is social. This means that the term 'sex' refers to physical characteristics we are born with, while gender roles are learned gradually and can change.
- ▼ Gender does not only apply to people who are heterosexual; it also affects people who are bisexual or homosexual (male and female), or who choose to abstain from sex.
- ▼ Men and women can manipulate gender-based ideas and behaviours for their own benefit, perhaps without harming anyone but at the same time reinforcing stereotypes (e.g., women crying or flirting or men 'pouring on the charm' to get something done).
- ▼ It is difficult to be 100 percent gender-sensitive; all of us are influenced by gender in our ideas and actions. However, as a peer educator, you must try to model gender-sensitive behaviour by not reinforcing gender stereotypes. Peer educators should aim to treat young men and women equally and to address power imbalances, where possible.
- ▼ Gender sensitivity does not mean that we no longer recognize differences between men and women. Some differences remain because of biology; we may choose to retain others even in equal relationships (for example, men opening doors for women to be polite).

Additional gender exercises may be found in Annex 2, page 186.



Exercise: Gender, not sex

Objective To help participants understand the difference between ‘sex’ and ‘gender’

To recognize gender stereotypes

Materials Flip chart, markers, and tape; a flip chart sheet or overhead transparency on which definitions related to sexual orientation will be outlined; *Handout 6. Sex and Gender*

Process

Draw three columns on the paper. Label the first column ‘woman’ and leave the other two blank.

Ask participants to identify personality traits, abilities, and roles (‘attributes’) that are often associated with women; these may include stereotypes prevalent in the participants’ communities. Write down their suggestions in the ‘woman’ column.

Next, label the third column ‘man’ and ask participants to again make a list of personality traits, abilities, and roles that are often associated with men. These may include stereotypes prevalent in the participants’ communities. Write down their suggestions in the ‘man’ column.

Ensure that participants provide examples related to reproductive health. Here is an example.

Girls and young women:

- Are biologically more susceptible to STIs and HIV
- Are at greater risk of morbidity and mortality
- Experience higher rates of sexual violence and coercion
- Are expected to care for children
- Are unable to negotiate condom use effectively

Boys and young men:

- Experience peer pressure to be sexually active
- Are taught to dominate and control
- Do not feel comfortable using reproductive health services
- Tend to avoid responsibility



30
minutes



Also suitable for
all training and
field work

Ensure that both columns include positive and negative words or phrases. Also, add biological characteristics (such as women have vaginas, men can grow beards, men have penises, women can breastfeed, men experience wet dreams, etc.) if none are suggested by the participants.

Now reverse the headings of the first and third columns by writing 'man' above the first column and 'woman' above the third column. Working down the list, ask the participants whether men can exhibit the characteristics and behaviours attributed to women and vice versa. Place those attributes usually not considered interchangeable into the middle column, and label this column 'sex'.

To save time, it is not necessary to discuss each term separately. However, make sure that all the words in the 'sex' column are discussed.

Expect participants to debate the meanings of some words – one of the goals of this exercise is to demonstrate that people assign different meanings to most characteristics that are gender-based.

Be prepared to handle discussions about different types of sexuality. It can be useful to distinguish 'sexual orientation' or 'sexual identity' from gender. If necessary, provide simple definitions for 'sexual orientation' and 'sexual identity' on a flip chart or an overhead transparency. Point out that no matter what individuals' sexual orientation or identity is, everyone is influenced by social expectations regarding their behaviour and roles according to their biological sex.

Explain that sex has to do with biological and genetic matters, whereas gender refers to socially constructed roles, responsibilities, and expectations of males and females in a given culture or society. These roles, responsibilities, and expectations are learned from family, friends, communities, opinion leaders, religious institutions, schools, the workplace, advertising, and media. They are also influenced by custom, law, class, ethnicity and individual or institutional bias. The definitions of what it means to be female or male are learned, vary among cultures, and change over time.

Point out that many people confuse sex with gender or vice versa. The word 'gender' is also often used inappropriately instead of 'sex' (for example, when people are asked their gender instead of their sex on application forms).

Closure

Stress that stereotyped ideas about female and male qualities can be damaging, because they limit our potential to develop the full range of possible human capacities. By accepting these stereotypes, we restrict our own actions and lose the ability to determine our own behaviour, interests, or skills. For example, as a result of gender stereotyping, men are discouraged from participating in 'women's work' (such as childcare), while women are dissuaded from choosing careers that are traditionally male-dominated (such as engineering).

Emphasize that refusing to be stereotyped does not mean that we cannot enjoy displaying qualities that are usually associated with our own sex, but that it is important for all of us to make our own decisions about what we do.

**Wrap-up**

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day's activities and discuss some of the central themes. They can give feedback on how they feel the training is going.

Getting started

Stretching and warm-up

Feedback on Day 2

Icebreaker exercise: Pass the mask

Training Topic: Techniques for building skills

- Introduction to life-skills-based education
- Saying 'no' role play
- Condom relay race

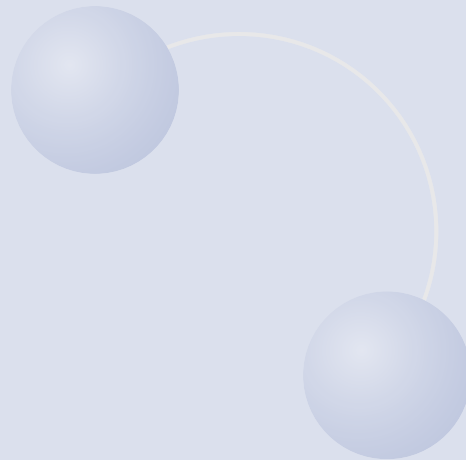
Training Topic: Motivational tools and techniques

- Why do we do this work?
- Visual imagery – HIV testing

Training Topic: Role play again

- Triads – competing for attention

Wrap-up



Getting Started

● Stretching and warm-up

Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

● Feedback on Day 2

The feedback team delivers a summary of the feedback collected from all participants the day before.

● Icebreaker/warm-up

Participants are reminded how important it is to use icebreakers, warm-up activities, energizers, and team-building exercises continuously in training. Consider doing an energizer every day during the training, about half-way through the day.

● Exercise: Pass the mask

Objectives To break the ice, raise the group's energy level, and take steps towards team building

To help participants relax by being able to appear silly with each other

Materials None

Process

Ask all the participants to stand in a circle, facing inwards.

Explain that each person is going to receive and then make a facial 'mask' that he or she will pass on to the next person, who will make a new one to pass on, etc.

Tell participants the following: *'I am going to make a face or a "mask" and make eye contact with the person on my left. She or he must try to copy the exact same mask, with her or his face, as if she or he were looking in a mirror [demonstrate]. Then, that person will turn to the left and create a new mask to pass on to the next person. We will "pass the mask" around the circle. Let's try it now, and remember to make eye contact and give the person enough time to make a really good copy of your mask.'*

Closure

Allow the group to discuss how they felt during the exercise.



5-10
minutes



Also suitable for
training of
peer educators

Objective of the session

To help participants understand why skills-building is an essential component of a health education programme. It provides an opportunity to explore the concept of life skills and to experience common techniques for building skills with young people.

Introduction

Various studies have shown that knowledge alone does not lead to behaviour change. Most people know, for example, that cigarettes can cause lung cancer. But that does not necessarily keep them from starting to smoke or continuing

the habit. In the same manner, being aware of how HIV and other STIs are transmitted or knowing how to protect oneself does not always lead to safer behaviour. So, activities that only impart information should not dominate a training programme.

Knowledge is only a base upon which to build positive skills, attitudes, and values.

Training note

To adopt and practise safe sexual behaviour, young people need to develop important life or behavioural skills, such as:

- ▼ Self-awareness
- ▼ Decision-making skills
- ▼ Assertiveness (for example, to be able to resist pressure to use drugs or to have sex)
- ▼ Negotiating skills (to insist upon protected sex)
- ▼ Practical skills (for efficient condom use)
- ▼ Recognizing, avoiding, or managing situations that may lead to violence or abuse

Word sense

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.

30
minutes

Exercise: Introduction to life-skills-based education

- Objective**
- To enable participants to identify what life skills are and what they are useful for
 - To introduce the concept of skills-based education and identify the role of peer educators in facilitating life-skills-based education

Materials Two flip charts

Process

Divide participants into four small groups, and ask each group to discuss two questions, the first of which is, 'What are life skills?'

Then, have each group choose one of the following questions as the second issue for discussion:

- Who can teach life skills?
- Where can life skills be taught?
- How can life skills be taught?

After this, reconvene the whole group to discuss the answers to the four questions.

Read out loud (or give the participants) the definition of life skills (see Word Sense box, page 72) and discuss how this fits into what the participants have said.

Ask the participants to share with the group their own experience of building skills when working with young people and what they consider appropriate techniques for building skills.

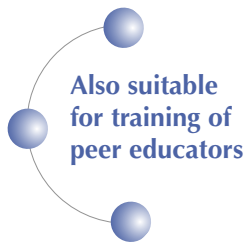
Training note

The following exercise on saying 'no' is an example of an activity to help build skills. It is aimed at developing assertiveness in non-sexual situations and is very suitable for a young target audience. It can also be used as an introduction to an activity aimed at developing safer-sex negotiation skills.

Exercise: Saying 'no' role play



45
minutes



Also suitable
for training of
peer educators

Objective To help young people develop assertiveness in non-sexual situations

To help participants find ways of dealing with peer pressure

Materials None

Process

Ask participants to think of a situation in which someone their own age asked them to do something they did not want to do. Select a few examples, such as:

- A friend asked if he or she could borrow your brand-new motorbike for a ride far away on a bad road.
- A friend asked you to try a cigarette or a joint.
- A friend dared you to steal an item in a store.

Ask two volunteers to act out one of these situations in a role play.

Discuss the way in which the person in the role play said 'no' to the person who plays the friend or peer. Ask the actors how they felt refusing what the other asked. Was it easy?

Emphasize that it is not always easy to say no, especially to a friend. It is normal to feel confused or to think there is something wrong with you when others are putting pressure on you. But you can learn different ways of refusing to do something you do not like or do not want to do, while remaining true to yourself and to the things you believe.

Ask the participants to think of different ways of saying no. Examples of assertive ways of saying no include:

- You refuse politely.
- You can give a reason for your refusal (this doesn't mean you have to apologize).
- You walk away.
- You give an alternative.
- You disagree with the other person.
- You take the offensive.
- You avoid the situation.

Ask two volunteers to act out a second situation proposed at the beginning of the activity. Ask them to try using a few of the ways of refusal you just discussed.

Discuss with the whole group how well the actors resisted pressure.

Exercise: Condom relay race

Objectives To present participants an opportunity to touch and feel a condom in a non-threatening atmosphere

To help participants practise the proper way to put on a condom

Materials Two condom demonstration models (e.g., bananas or penis models), enough condoms for all the participants, flip chart, and markers

Process

Divide the group into two teams. If you have equal numbers of male and female participants, consider making single-sex teams. Ask two volunteers (participants or co-facilitators) to hold the two penis models. Explain that these volunteers will serve as judges and that they will determine whether others have completed the exercise correctly.

Tell the teams that each member will briefly demonstrate correct condom use. In turn, each participant should open a condom package, put the condom on the model, and then remove it. The winning team is the first to have everyone complete the task. Lots of cheering and encouragement make this exercise fun.

When the relay is over, ask the judges if everyone correctly demonstrated how to open the package and put on and take off the condom. Go over the correct steps of condom use and summarize these steps on a flip chart:

- Check the expiry date printed on the package.
- Open the package carefully so that the condom does not tear. Do not unroll the condom before putting it on.
- Squeeze the tip of the condom, so that you leave a centimetre of empty space at the top for semen.
- Still holding the tip, unroll the condom until it covers the entire erect penis.
- After ejaculation, pull the penis out before erection is lost, holding the rim of the condom to prevent spilling.
- Dispose of the condom in a safe place.

Also mention the importance of storing condoms properly in a cool, dry place.

Closure

Without singling anyone out, point out some mistakes people made in the condom relay. Use this opportunity to reinforce the correct steps. Tell the group that with a little practice, putting on a condom correctly can be done very quickly.



30
minutes

Also suitable for
training of
peer educators

Training note

Remember that abstaining from sex or using condoms during sexual relations are the only ways to protect individuals both from unwanted pregnancy and from HIV and other STIs. Many surveys, however, show that young people do not use condoms at all or use them inconsistently, even if they are aware that condoms provide protection. This can be due to lack of skill in using condoms with a partner, lack of self-confidence when it comes to buying them, or negative attitudes towards condom use. Therefore, it is important to include condom activities in your prevention programme whenever possible. It is also useful to be able to answer the questions that young people frequently ask about condoms (see box below).

Frequently asked questions about condoms

▼ **Can a condom be used again?**

No, a condom should only be used once.

▼ **Should you use a lubricant with a condom?**

Lubrication helps to avoid tearing the condom. Most condoms are already lubricated when manufactured. If the condom is not lubricated, use water-based lubricants – never use oil or grease, as these can cause the condom to tear.

▼ **Do condoms reduce sensation?**

Condoms are very thin but very strong. Thicker does not mean stronger. These days, condoms hardly reduce sensation.

▼ **Can a condom slip off inside a vagina or anus?**

Yes, but not if you have put it on properly – read the instructions carefully and practise on your own!

▼ **Do condoms come in different sizes?**

While there are several sizes of condoms, usually one size fits all.

▼ **What is a female condom?**

A female condom is a strong, soft, transparent sheath made of polyurethane. It fits inside the vagina and prevents any contact with the man's semen. It can be inserted manually at any time before intercourse and removed afterwards.

Training topic

Motivational tools and techniques

Objectives of the session

To motivate participants to continue to work in the area of youth health education and to provide a collective feeling of why this work is important.

Introduction

As a way of introducing this topic, participants are given an opportunity to talk about the meaning of peer education work in their personal lives, in order to explore and increase trainees' motivations for working in the field of youth health education.

The session continues with a discussion of tools and techniques that can encourage young people to take health prevention seriously, whether to protect their own health or to care for others. Examples of useful techniques and tools include inviting a guest speaker to share his or her experience with the audience, involving people from vulnerable groups in the programme, or showing all or part of an appropriate film.

 **Exercise: Why do we do this work?**
Objectives

To increase participants' awareness about their motivation for working in peer education

To share feelings with other group members in an open discussion session and help participants feel part of a group

To help participants recognize as a group that the work they do is important

To increase trainees' motivation to carry on that work

To encourage them to remain a member of their peer education network

Materials

A comfortable place without distractions where participants can sit in a group



45
minutes



Also suitable for
training of
peer educators

Process

Begin the exercise with a reminder of the ground rules about respecting privacy and confidentiality. Explain that although the participants will have opportunities to speak about their personal experiences, under no circumstances should they feel pressured to disclose more than they are comfortable sharing. They should use some judgement about how much to divulge, since this is an educational workshop and not a therapeutic clinical situation.

Share some personal feelings about how important peer education and health promotion are in your own life. You could mention some experiences that were responsible for your choice to pursue this type of work or talk about the professional career path that led you to this job.

Your comments help show participants that during this exercise speaking personally is acceptable. The group may be ready for this level of interaction, particularly if workshop activities have made them feel part of a group. An ideal scenario would be to organize a fun social activity the evening before this exercise, so that participants can relax with each other.

Some participants will probably follow your example and share personal experiences about events or losses that they have experienced and that helped them become interested in working in peer education.

Closure

Thank the trainees for participating so openly in the discussion. Explain that peer educators can use a discussion of why they work in peer education as an introduction to a workshop (a session sometimes called 'Why We Are Here'). This is likely to increase their credibility with the participants and help the audience to better identify with them.



Exercise: Visual imagery – HIV testing

Objective

To help participants develop a deeper understanding of what people experience when they go for an HIV test.

Materials

A bag or hat containing small pieces of paper in two different colours with a few pieces of a third colour



45
minutes

Process

Explain to the participants that they are going to do a visual imagery exercise that will help them imagine what it would be like to experience HIV counseling and testing. Be certain to adapt the imagery to the local context.

Ask each participant to take a piece of paper out of the bag or hat, remember the colour, and hold onto it. Say the following (adapt the text if necessary): *'This will work better if you close your eyes. I'd like you to imagine that you are in bed at home in the morning. The alarm clock is ringing and, as you fumble around to turn it off, you slowly wake up. You are still feeling tired, and you notice that your head is feeling heavy, a little heavier than usual. In fact, you realize that you probably have a fever, and you ache just trying to move your body. As you get up to wash, you decide that you won't go to school or work today but that you will go to the doctor to see whether you are sick.*

'At the doctor's office, you are finally examined and the doctor says that everything will be fine, you just have the flu (influenza). On your way home, however, you remember thinking in the waiting room about the fact that you have never had an HIV test. Maybe now is the time to do it. So when you get home, you call the doctor's office to make an appointment to have an HIV test.

'It's the day of the test now. Think about your journey to the clinic. Perhaps you have to take a bus, go in a car, or walk there. Imagine what the clinic looks like when you get to the door. Perhaps there is a sign on the door with the clinic's name or perhaps it's an anonymous place. You walk in, and they give you a number and you wait your turn. Finally a counsellor greets you, asks you some questions about your past behaviour, drug use, and sexual history. Then you have a blood or saliva sample drawn, and you are given an appointment to return to the clinic to receive your test results.

'The time goes slowly. Now it's the day you go for your test results. In the morning, as you wash or take a shower, you wonder what it would be like to receive a positive test result. You remember the familiar journey to the clinic. On the way you might remember an experience from your past when somehow you might have risked being infected with HIV. You enter the clinic and tell the receptionist your name. While you wait, you see the counsellors go in and out of the office with other clients.

'Now the counselor greets you and asks you to follow him or her into the office. You are shown a number to compare with the one you are carrying to confirm that the test results you are about to receive are definitely yours. Once you see that the numbers match, the counsellor opens up your file to give you your results.

Those of you who selected the paper that is [name a colour] tested positive. Those of you who selected the [name another colour] paper tested negative. If you took a piece of the [name the third colour], you had an inconclusive test result.'

Allow a few moments of silence again and then continue: *'Think about whether you would say anything or ask the counsellor any questions. Maybe you are wondering with whom you might share the news.'*

'Now I'd like you to come back to the present, to this room, and remember that you are in a training exercise and not really in a clinic. When you are ready, you can open your eyes, and we will share some thoughts and feelings.'

Allow the group to discuss their experience. Be ready for considerable emotion from the group members, particularly as you might have some participants who have already had an HIV test and tested positive. Allow participants to discuss their feelings, while reminding them that some of the people in the room might be affected by HIV/AIDS.

Closure

Point out that sometimes people might send others to take an HIV test without thinking about or understanding the implications. Mention that sometimes people who get a positive test result first tend to tell several people about it quickly. When the emotional impact of the news really sinks in, they sometimes regret telling some of those people. Therefore, individuals should be told to consider carefully whom they trust enough to tell the news.



Training note

Make sure that you allocate at least 45 minutes for this session and try to avoid making it the last exercise of the day or a workshop, as some participants might need some time afterwards to collect themselves emotionally. An alternative exercise, *Singles Party Weekend*, is provided in Annex 2.

Training topic

Role play again

Objective of the session

To build participants' skills in using role plays, a technique that is often used in peer education.


Exercise: Triads – competing for attention

Objective To practise listening and giving selective attention through role play

Materials Three chairs

Process

Ask the participants to sit in a semicircle. Place the three chairs side by side and slightly removed from the participants. Ask three volunteers to sit in the chairs facing the rest of the group.

Begin the exercise by saying: *'The person sitting in the centre of the three chairs is the "listener", whose job is to try to listen and be attentive to the people on both sides. The person in the chair on the right must continually try to attract and keep the listener's attention. Do this by telling the person in the center about some problem that you make up. The person in the chair on the left must also try to keep the listener's interest and attention by telling the listener about your job, the wonderful, amazing job you have that you love so much. You can make up any kind of job you want. Neither of the people trying to get the listener's attention should pay attention to the other one, but focus **only** on the listener.'*

All participants in the group rotate through all three positions in sequence, moving over one seat at a time as in a big, moving circle. During this activity, you may help a participant whom you think needs some coaching – for example, encouraging him or her to try harder to capture the listener's attention. You can also stop the game temporarily to demonstrate how to work very hard to get the listener's attention. This might involve turning up the emotional 'volume', such as by showing how desperate you are to capture the listener's attention.



30-40
minutes



Closure

Allow the participants to talk about their experience with the exercise, asking them whether there were any moments that clearly stand out in their memory. Ask the group whether there were any particularly effective strategies used to get the listener's attention.



Wrap-up

The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day's activities and discuss some of the central themes. They can give feedback on how they feel the training is going.

Getting started

Stretching and warm-up

Feedback on Day 3

Trust-building exercise: Willow in the wind

Training Topic: Working with especially vulnerable youth

- Power walk
- One day in my life
- Problem tree analysis
- Who is at risk?
- Peer-to-peer approaches to reaching especially vulnerable youth

Wrap-up

Getting Started

● Stretching exercise and warm-up

Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

● Feedback on Day 3

The feedback team delivers a summary of the feedback collected from all participants on Day 3.

● Trust-building exercise: Willow in the wind



30
minutes

Objective

To help participants learn how to build trust

Materials

An area in which participants have enough room to move around comfortably and to make about three circles of eight people. An area with a soft (carpeted) floor is preferable, but not essential.

Training note

Some people may be afraid to play this game. Never force or pressure them to participate. Always respect the right-to-pass rule.

Process

Arrange the participants in three circles, making sure there is a little extra room around the outside of each circle. Move chairs out of the way.

Explain that the exercise is aimed at building trust and requires careful attention to instructions. It is important that everyone carries out the instructions carefully; if they do not, someone could get hurt. Every participant will have a chance to be in the centre, but only if he or she wants to be.

Ask for a volunteer to stand in the centre. Have the other participants stand in a circle, shoulder to shoulder, facing the person in the middle. Explain that the person in the centre is the 'willow'. The willow will be blown around but will also be supported by the wind.

Tell everyone standing in the circle to hold their hands up, with palms facing the person, just below chest height of the person in the middle. Their legs should be apart, with one slightly in front of the other, and their knees bent a little, so that they will not be thrown off balance if someone leans heavily on them.



Also suitable for
training of
peer educators

Demonstrate how they should stand. Carefully check and monitor the circle as much as possible.

Explain that the person in the centre must remain standing as stiff as a board the whole time, with their arms crossed at chest level and hands under the armpits. When she or he is ready to begin, she or he should say, 'Ready to fall.' The circle should reply, 'Ready to catch.' The person then says, 'I'm falling,' and the circle responds, 'Fall away.'

As the 'willow' falls out towards the circle, make sure he or she remains stiff and doesn't bend at the waist. The participants support the 'willow' and slowly move him or her around, back and forth. Invite people in the circle to make very soft blowing sounds, passing air between their lips to sound like a gentle wind.

Closure

After the 'willow' has been moved around in the 'wind' for a couple of minutes, ask the group to help the person stand upright. Ask another participant to volunteer to stand in the centre.

Discuss with the participants what they felt during this exercise.

Training topic

Working with especially vulnerable youth

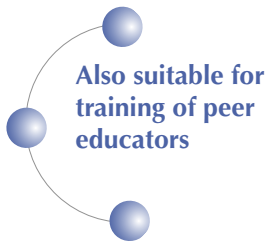
Objectives of the session

To help participants understand how stigma, discrimination, and other risk factors increase young people's vulnerability and to suggest effective ways to work with especially vulnerable youth.

Exercise: Power walk

- Objectives**
- To raise awareness about the inequality of opportunities in society
 - To foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups
 - To help participants identify vulnerable and marginalised groups
 - To promote empathy with those who are different from oneself





Materials

One index card for each participant with a character from a typical community written on each (see list of characters below), tape or CD player and soft/relaxing music, a list of statements (see below), flip chart and markers, and *Handout 7. Problem Tree*

Process

Write each of the characters listed below on an index card or piece of paper.

(Adapt these as necessary for your cultural context.)

- Mayor of a small town (male)
- Social assistance employee in municipality (female)
- Member of the committee for minors (female)
- School teacher (female)
- Boy in detention facility, age 14
- Girl in residential institution, age 13
- Uncle, 'guardian' of a niece
- Single mother with three children, ages 12, 6, and 2
- Girl with disability, age 10
- Boy, intravenous drug user, age 16
- School principal (male)
- Teacher in boarding school (female)
- Street kid, age 10
- HIV-infected pregnant woman, age 23
- Primary school girl, age 13
- Primary school boy, age 14
- Adolescent girl, looking for a job, age 16
- Victim of cross-border trafficking, girl, age 17
- Police officer (male)
- Violent father
- Judge in juvenile justice system
- Medical doctor (female)
- Father with disability
- Migrant worker with a family of four (male)

Prepare a flip chart sheet with this list of characters. Do not display the sheet until you start Part 3 of the exercise.

This exercise requires a big space, so if room is not available indoors, you might want to take the group outside.

Training note

- ▼ Make this exercise relevant by adapting the characters and questions to your local context.
- ▼ When doing this activity outdoors, make sure that the participants can hear you, especially if you are working with a large group.
- ▼ In the imagining phase, some participants may say that they know little about the life of the person they have to role play. Tell them that this does not really matter and that they should use their imagination and do the best they can.
- ▼ The impact of this activity lies in seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not.
- ▼ If you have fewer participants than roles, shorten the list of characters. Be sure that there is a balance in the characters who can take steps forward (i.e., can agree with the statements) and those who cannot. This also applies if you have a large group and have to devise more roles.

Part 1

Create a calm atmosphere by playing soft background music or by asking participants to remain silent. Hand out the role cards at random, one to each participant. Tell them to read their card but not show it to anyone else. Invite them to sit down.

Now ask them to begin to get into the role. To help, read some of the following questions out loud, pausing after each one to give them time to reflect and develop a picture of themselves as this person:

What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?

What excites you? What are you afraid of?

Now, stop the music.

Part 2

Ask participants to remain absolutely silent as they line up beside each other (as if on a starting line). Tell them that you are going to read a list of statements. Every time that their character can agree to the statement, they should take a step forward. Otherwise, they should stay where they are. Ask participants to remember the number of steps they take until the end of the exercise. Now read aloud the statements listed below, one at a time. (Adapt these as necessary for your cultural context.)

- I can influence decisions made at the municipal level.
- I get to meet visiting officials from ministries.
- I get new clothes when I want.
- I have time and access to watch TV, go to the movies, spend time with friends.
- I am not in danger of being sexually abused or exploited.
- I get to see and talk to my parents.
- I can speak at town meetings.
- I can pay for treatment in a private hospital if necessary.
- I went to or expect to go to secondary school.
- I will be consulted on issues affecting children/young people.
- I am not in danger of being physically abused.
- I sometimes attend workshops and seminars.
- I have access to plenty of information about HIV/AIDS.
- I can provide a child what he or she needs.
- I have access to social assistance if necessary.
- I can talk to an adult I trust when I have problems.
- I am not isolated.
- I can report cases of violence, abuse, and neglect of children when I identify them.
- I can provide for and protect my children.

After reading all statements, invite everyone to take note of their final positions: Some participants will have moved a long way forward, while others are further behind. Ask the 'power walkers' (those at the front) to reveal what roles they are playing. Then ask those in the back to reveal their roles.

Give participants a couple of minutes to come out of their roles before debriefing as a group.

Part 3

Bring the group back together for the debriefing. Before they take their seats, ask each participant to record the number of steps each took on a table on the flip chart. When everyone is seated, ask how they felt about the activity. Then, lead a group discussion about the following questions:

How easy or difficult was it to play the different roles? How did they imagine what their character was like?

How did people feel stepping forward? Not stepping forward? How did those who made very few or no steps feel as they watched all the others moving forward? For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

Why are some people at the front and some at the back? Does the exercise mirror society? How?

What factors might account for these disparities?

Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

How does gender account for the different end positions?

Closure

Discuss what first steps could be taken to address inequalities in society. How can we reach the people at the back? How can we reduce their vulnerability?



Exercise: One day in my life



40
minutes

Objectives To create an understanding of vulnerability in society

To raise awareness of stereotypes, stigma, and discrimination towards certain groups in society

Materials Five small sheets of paper, each labeled with one of the following characters:

- HIV-positive young woman
- Homosexual young man
- Street kid
- Young injecting drug user
- Young sex worker

(Adapt these to your country's HIV epidemic.)

Process

Ask five volunteers to wear one of the labels described above and role play that character. As they act the part assigned to them, have the volunteers tell the group briefly what their day has been like since they woke up in the morning.

Invite the audience to ask each 'actor' additional questions about his or her life and have them answer in the voice of whatever role they are playing.

Give the actors a few minutes to come out of role and then discuss the experience with the group. First, ask the actors how it felt to portray their character. Next, ask how they knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? The responses to these questions may offer an opportunity to

introduce how stereotypes and stigma work. Ask the group to identify areas of discrimination experienced by the characters.

Training note

Consider inviting representatives from an organization that works with especially vulnerable young people (or advocates for their rights) to talk to the group. Ask the representatives to share the challenges and successes of their work. This would also be an opportunity to address or review some of the prejudices or stereotypes that were brought up during the discussion in the exercise.

Closure

Emphasize how stereotypes and prejudices towards certain groups may lead to discrimination and violation of basic human rights (for example, right to education, housing, and health services).

About young people and high-risk behaviour

At some point in their lives, many young people are likely to engage in risk behaviour such as unprotected sex, alcohol abuse, smoking, or experimenting with illicit drugs. They are, therefore, more vulnerable to the consequences of such risky behaviour: sexually transmitted infections, transition to injecting drug use, and HIV infection. It is important to recognize, however, that not all young people are equally vulnerable.

Peer educators often stay in the 'comfort zone' of their own life context and experience, and they may not necessarily understand some of the specific needs of more vulnerable populations with whom they do not share certain characteristics, such as a similar socio-economic background. This is one reason why it is important that true 'peers' be the peer educators of especially vulnerable young people, rather than young people from the general population.

**Exercise: Problem tree analysis**

Objectives To help participants identify causes and consequences of a problem a young person is experiencing and of young people's vulnerability in general

To help participants identify possible interventions to solve the problem and identify where peer education might be an appropriate strategy

Materials Three flip charts and enough markers for the group

Process

Draw on each flip chart a tree that has large roots and branches with leaves and fruits. On the trunks of the trees, write the following statements:



75
minutes

- Tanya, age 16, three months pregnant
- Ruslan, age 19, injecting drug user (IDU), HIV-positive for four years
- Anna, age 15, living on the streets

(Adapt these to the situation in your country.)

Part 1

Ask the group members to stand. Give the following instructions while acting them out yourself:

Use your body as an acting tool. Imagine yourself as a small seed; get down on your knees and curl up. While I count to ten, start 'growing' (stand up) to become a tree with your arms as branches and your fingers as fruits.

Feel a gentle breeze blowing the branches back and forth, then a storm, and then the wind dying down. (Move your arms around gently, then roughly, and then gently again.)

Let the tree feel itself. Let the roots move a little (move your toes) and then the branches (hands) and the fruits (fingers).

Now imagine the tree is being poisoned. The poison enters the tree through the roots, moving up to the fruits (fingers die), branches (hands die) and finally the trunk. The whole tree dies. (End up by falling down to the floor.)

Next, ask the group to sit down and explain that a healthy tree gets sufficient nutrients from its roots. But if the fruits begin to turn bad, this indicates that something is not right. The nutrients are insufficient or the tree is being poisoned. What we can see first are the visible signs above the ground – the fruits, leaves, branches, and trunk of the tree begin to show signs of disease and this indicates there might be a problem at the level of the roots. It is the same for life: problems that we see, such as HIV infection or unsafe abortions, are the visible result of other problems that already existed (for example, lack of protection caused by lack of information or lack of access to health services).

Explain that problems can have both indirect and direct causes. Direct causes are more obvious and easier to identify than indirect causes. For example, not using a condom can be a direct cause of HIV infection or unwanted pregnancy. Abuse in childhood that lowers self-esteem can contribute indirectly to a person engaging in unprotected sex. Rape can directly result in unwanted pregnancy; social norms that tolerate violence against women can lead to rape and indirectly contribute to unwanted pregnancy.

Part 2

Divide the participants into three groups and explain that each group will consider a problem of a young person (see the list on page 92).

Ask each group to think about possible causes of the problem and write them on the roots of the tree. They should then do the same for the consequences and write them on the branches and fruit. Also, ask each group to discuss the links among all the factors and use arrows to indicate the links.

Allow approximately 20 minutes for this task.

Allow another 10 minutes to:

- Discuss possible strategies and interventions to solve or reduce the problem
- Identify where peer education might be an appropriate strategy

Ask each small group to present their problem tree to the other participants. Get the entire group to say what they think or ask any questions they may have after each presentation.

Closure

Explain that the roots of many problems may be different for women and men and may have different gender-based consequences. For example, young women who have unprotected sex face many more potential repercussions, both socially and for their health, than young men. Point out that peer education, where appropriate, may complement other strategies or interventions that aim at addressing problems that affect youth.



Exercise: Who is at risk?

Objectives

To help participants understand why some young people are more vulnerable to substance abuse than others

To create awareness of the risk factors and protective factors for substance abuse

Materials

Flip chart and markers



30
minutes

Process

Introduce this exercise to the group with the following question: *'What is the chance that a particular man or woman will fall in love with you?'* You may let participants come up with some answers. Continue with the following explanation: *'Now most of us know that it is not just a matter of coincidence or being decent looking. There are many other factors, some of which will work in your favour and some of which will go against you. For example, does the object of your desire already have a partner, do your interests match, are you in the same school or workplace and so are likely to meet often, do you have common friends who will act as your messengers? Depending on how you answer these questions, there will be a higher or a lower chance that you will get what you want. The same goes for drug abuse: there are a number of factors in one's life that can cause one to start using drugs; these are called "risk factors". At the same time, there are some other factors that prevent one from doing so and these are called "protective factors".'*

Next, ask participants to name as many risk factors as they can think of that could cause a young person to start abusing drugs. Emphasize that such risk factors are different from overall reasons why young people use drugs initially, such as curiosity.

Record the answers on the flip chart. If any of the factors listed on the facilitators' resource are not mentioned, bring these up yourself. Ask if everybody can agree with this list. Next, ask the group to brainstorm on the protective factors and record the answers on the flip chart.

Next, explain that both kinds of factors, risk and protective factors, can be further divided into two. They can be either personal or environmental. Personal factors are those that have to do with the individual, and environmental factors are those that have to do with the social, familial, and physical environment in which a person lives. Ask a volunteer to indicate which factors in the first list are personal and which are environmental. Follow the same procedure for the list of protective factors.

Closure

Emphasize that these factors do not cover all the possible things that contribute to drug use by young people. However, if the risk factors in an individual's life outweigh the protective factors, it is more likely that she or he will start abusing drugs. When working with young people who are at risk for substance abuse, it is most important to look at both risk and protective factors and to try not only to reduce the risk factors but also to reinforce the protective factors.



Exercise: Peer-to-peer approaches to reaching especially vulnerable youth

Objectives

To share experience

To develop an understanding of core characteristics of a peer outreach approach

Materials

Flip chart and markers, *Handout 8. Types of Peer-led Approaches (A)*

Process

On a sheet of flip chart paper, draw a table similar to that in *Handout 8. Types of Peer-led Approaches (A)* but fill in only the labels of the columns and rows for now.

Invite the participants who have experience with peer-led approaches targeting especially vulnerable young people to describe briefly the aims and activities of the projects in which they are or were involved.

Based on the information shared, lead a discussion with the whole group on the main differences between a peer education initiative aimed at mainstream youth (the so-called educational approach) and one that reaches out to especially vulnerable young people (the outreach approach).

Ask the participants to reflect upon the topics that are written on the flip chart:

- Settings
- Type of activities
- Methods
- Focus (type and size of audience)

Discuss these aspects with the participants and write their ideas and conclusions on the flip chart. The goal is to develop on the flip chart a table similar to *Handout 8. Types of Peer-Led Approaches (A)*. In addition, you might also briefly mention specific requirements regarding selection, training, and support of peer educators either in outreach work or in a project with mainstream youth. These issues will be discussed further in other training sessions.

Closure

Distribute *Handout 8. Types of Peer-Led Approaches (A)*.

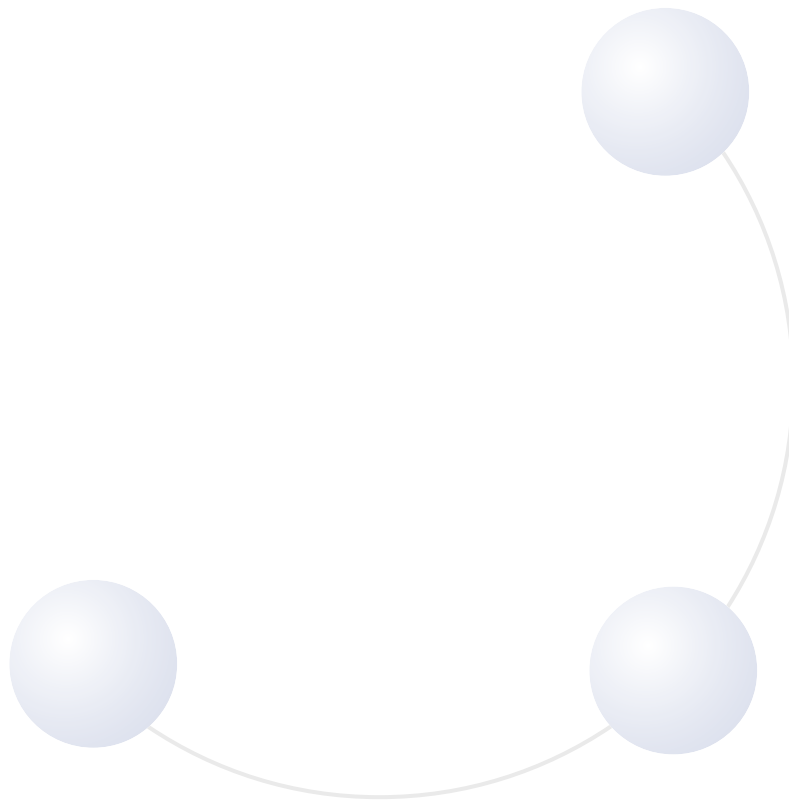


Wrap-up

The facilitator provides a brief review of the activities covered during the day. Participants are asked to think back on the day and discuss some of the central themes. They can give feedback on how they feel the training is going.

Group excursion

It is a good idea to let participants relax at various points throughout the workshop, such as a free afternoon or organized group excursion to a place that is of interest to most of them. Let them decide whether to join the excursion or rest, read, catch up on work or other responsibilities, or explore the area on their own.



Getting started

Stretching and warm-up

Feedback on Day 4

Team-building exercise: Aha, and I was there

Training Topic: Co-facilitation skills

- Poor co-facilitation role play
- What would you do if ...

Training Topic: Recruitment and retention of peer educators

- Selection criteria for recruitment of peer educators
- Debate – how to retain peer educators
- Design of peer education training

Training Topic: Counselling versus education

- Snowball fight

Wrap-up



Getting Started

● **Stretching exercise and warm-up**

Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

● **Feedback on Day 4**

The feedback team delivers a summary of the feedback collected from all participants on Day 4.

● **Team-building exercise: Aha, and I was there**

(See description, Day 1, page 47.)

Training topic

Co-facilitation skills

Objectives of the session

To create awareness that good teamwork contributes to the success of a training programme. The session provides opportunities for exploring and developing co-facilitation skills through interactive exercises.

● **Exercise: Poor co-facilitation role play**



40
minutes

Objectives

To highlight important aspects of co-facilitation

To use humour to demonstrate the effect of poor co-facilitation

Materials

None

Process

Have two trainers role play a situation that highlights poor collaboration, including, for example, frequently interrupting each other, contradicting each other, constantly trying to be the centre of attention, pushing in front of the other, etc.

Closure

Ask participants what they thought of the role play. Ask them to give specific examples of poor co-facilitation. Ask them what should have been done instead.

Exercise: What would you do if ...

Objective To teach participants to think and react instantly about co-facilitation

Materials *Handout 9. Co-Facilitation Styles* and *Handout 10. Co-Facilitation Quiz*

Process

Have the participants pair up and go through the co-facilitation quiz. Let them decide how they will do this task.

Closure

Ask the participants how they decided to do the quiz (e.g., individually, together). What did they find out about co-facilitating with their partner? In what ways would it be difficult to co-facilitate with their partner? How would they overcome these difficulties? Distribute *Handout 9. Co-Facilitation Styles*.



30
minutes

Dos and don'ts of co-facilitating

- ▼ Do go over with your co-facilitator what you will each be covering before you get to a training workshop. Be clear who is doing what and in what time frame.
- ▼ Do be on time. Be early enough to decide how you and your partner want to arrange the room.
- ▼ Do be responsible for your own time. Don't ask your co-facilitator to watch the clock and signal to you when your time is up. Carry a watch with you and check it so you are aware of how much time you have left.
- ▼ Do start and end on time. Don't go over the time agreed upon either with participants or with your co-facilitator. If you run out of time and you haven't covered all that you were supposed to, stop where you are and do better next time. Remember participants can always stay and speak to you after the session is over.
- ▼ Do contribute to your partner's leadership. Don't interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your turn to present – to give correct information or add what you know about the subject.

- ▼ Do invite your co-facilitator to speak when you need help. Don't assume he or she will rescue you. Say: *'Joe, do you have anything to add?'* or *'Jane, do you know the answer to that?'*
- ▼ Do sit off to the side when your partner is presenting a subject. Don't sit next to your partner or hide where he or she cannot see you. Sit somewhere so that you can both make eye contact but where the person who is presenting can have the spotlight.
- ▼ Do focus on what your partner is saying. Don't do other things while your partner is presenting (like reading the paper or working on your calendar or homework). When presenting after your co-facilitator, try to refer to what he or she has said. If you pay attention to what your co-facilitator is saying, your participants will, too.
- ▼ Do help when needed. Don't give directions for activities that contradict what your partner is trying to do.
- ▼ Do compliment your partner. Don't denigrate him or her. Tell your partner what you liked about his or her presentation (what she said and what she did). Positive feedback on specific actions means that action will be repeated. Don't joke with your partner if it excludes the group or demeans someone. A positive, supportive relationship between co-facilitators creates a safe learning environment for the participants. The relationship between the facilitators is of primary importance to the education of the group.

Training topic

Recruitment and retention of peer educators

Objectives of the session

To improve participants' understanding of the multiple components involved in successfully recruiting and retaining peer educators.

Exercise: Selection criteria for recruitment of peer educators



60
minutes

Objective To provide participants with guidelines on selection criteria and the strategies for recruiting peer educators

Materials Flip chart paper, markers, and tape

Process

Divide participants into four groups and ask each group to discuss one of the following questions:

- What selection criteria should be used when recruiting peer educators?
- What are key personality traits of strong peer educators?

- What strategies can be used to advertise peer education recruitment?
- What methods can be used to choose peer educators?

After each group has discussed and developed lists, ask them to report back to the entire group. Encourage the groups to present their lists by improvising role plays on them.

Ensure that participants have captured the most common responses to the questions (see the table below). After all four groups have reported back, lead a discussion on the advantages and disadvantages of the presented strategies.

<p>Important selection criteria</p> <ul style="list-style-type: none"> ▼ Peers of target audience ▼ Can meet expectations of project (this will vary according to objectives)
<p>Key personality traits</p> <ul style="list-style-type: none"> ▼ Respected by peers ▼ Non-judgemental ▼ Discreet ▼ Tolerant ▼ Role model ▼ Energetic ▼ Interested ▼ Self-confident
<p>Common recruitment strategies</p> <ul style="list-style-type: none"> ▼ Posters and flyers ▼ Television and radio announcements ▼ Website, e-mail ▼ Word of mouth, via existing peer educators and their friends
<p>Methods for selection</p> <ul style="list-style-type: none"> ▼ Application forms ▼ Nomination ▼ Interview ▼ Pre-selection training event

Closure

Explain that no matter what recruitment strategy is used, programmes should seek to represent their target audience and choose recruits based on the objectives of a project. This often means selecting a balance in gender, vulnerability, and age. Emphasize that making recruits and selected individuals aware from the beginning of what is expected will help to decrease turnover or dropping out. Finally, they should look for people who are charismatic facilitators, organized workers, modest observers, and sensitive communicators.



Training note

Building and retaining a peer educator team

After recruiting and training a team of peer educators, it is useful to develop a contract of expectations with them. The contract should be a result of collaboration with peer educators, trainers, and program staff. This contract acts as guidelines to help peer educators understand their roles. It also establishes clear responsibilities from the beginning and a timeline of commitment.

Ask the team to agree to abide by the contract and sign it. The contract should include:

- ▼ Guidelines about attendance, punctuality, and following established ground rules.
- ▼ Notification if team members know they will be absent (for example, if they have a doctor's appointment). Participants should understand that if they miss some training sessions, they are responsible for gathering the relevant information that they have missed. Explain that excessive absences or tardiness might be grounds for reassessing suitability for the team and that participants will be given warnings if their continued participation is in question.

All team members should have certain basic skills, although some might be specialists with a particular talent in a given area. Experience shows that many peer education groups naturally fall into a pattern in which they tend to rely on the same people to do the same things. For example, the group may begin to rely too much on one or two of the educators to provide scientific or medical information. If the group's 'experts' are suddenly unavailable for a training session, the others may feel incompetent or unqualified to present the relevant teaching unit.

It is important, therefore, to make sure that all peer educators in the group begin to increase their confidence and expertise so that they can cover all of the topics taught by your group. How can you make sure this happens? In an ideal world, you would train the group to a point at which you could randomly select any of the topics, and a peer educator could demonstrate how to teach the topic right away. You can teach them early in the training that they are responsible for learning everything required in the programme, perhaps by establishing a certification/qualifying test for which they can prepare. Your group may appreciate receiving a certificate marking their completion of the training, since this will demonstrate an accomplishment about which they can feel pride and which will increase their self-esteem.

As a trainer, you are likely to find yourself having to monitor and respond to the way in which peer educators behave towards one another. As with any group, interpersonal tensions may erupt. It is also common for cliques to form within a peer group. If the programme is well structured from the beginning, the use of trust-building and team-building exercises will be incorporated into the training. During the training, the facilitator should randomly assign participants to small groups and activities, so that the trainees gain maximum exposure to each other. This may help reduce the tendency for sub-groups or cliques to form. When peer educators have more opportunities to discover things they like about each other, there may also be fewer tendencies for cliques to exclude someone or treat a participant in a negative way.

Retention

Turnover, when peer educators leave the project, is to be expected once peer educators or trainers complete their contract and fulfil program expectations. Managers and trainers can help increase rates of retention by good recruitment and management and also by providing regular feedback, information, and incentives. Identifying low cost ways to retain or keep peer educators in programs should be considered an essential part of any training program. Strong youth-adult partnerships can assist in retention, including working with parents, community stakeholders, and program staff.



Exercise: Debate – how to retain peer educators



60
minutes

Objectives

To identify elements of retention in peer education

To explore values related to expectations and incentives for peer educators

Materials

Three sheets of flip chart paper, labelled 'retention', 'agree', and 'disagree'; copies of *Handout 11. Incentives for Peer Educators*

Process

Begin the exercise by posting the flip chart labelled 'retention'. Ask participants to brainstorm the ways that peer educators are retained in programs. List all their answers.

If not mentioned, be sure to add these items:

- Regular updates on information and skills on related education topics
- Regular feedback on the performance (as related to expectations) of the group and individual peer educators
- Peer education experiences linked to future career development opportunities
- Incentives, rewards, compensation

Explain to participants that the next exercise will help them to explore their feelings about expectations of and incentives for peer educators.

Post the two pieces of flip chart labelled 'agree' and 'disagree' at opposite ends of the room. Ask participants to stand together in the middle of the room.

Explain that you will read some statements out loud, and participants will take a position on the imaginary line somewhere between 'agree' and 'disagree' according to their response to the statement.

Examples of statements include:

- Peer educators can be motivated and kept engaged in their work by non-financial incentives.
- Peer educators should be given financial incentives for their work instead of being volunteers.
- Volunteer peer educators should be expected to work when they have time.
- Peer educators who receive financial incentives for their work are the same as volunteer peer educators.

- Peer educators should be expected to work independently, contacting their supervisors rarely.
- Most peer educators leave a program because they do not feel appreciated by their organizations.

After you have read the first statement, the participants should go to the spot that best describes their response to it. When they are all standing somewhere along the line, ask a volunteer to explain why he or she is standing there. Ask participants to provide examples of the types of financial and non-financial incentives that can be used to motivate peer educators. Let three volunteers give their viewpoint, then let the other participants react to these opinions.

Continue with the other statements in the same way. At the end of the session, provide a copy of *Handout 11. Incentives for Peer Educators*.

Closure

After reading and reviewing all the statements, explain important points about motivating and retaining peer educators. (See the box below.)

Tips for managing relationships among peer educators

- ▼ Frequently change the composition of small groups of peer educators to ensure that they all have opportunities to work with each other, separate from their closest friends or cliques.
- ▼ As much as possible, ensure that small groups include equal numbers of male and female participants and make sure that members of both sexes are able to play active roles in the activities.
- ▼ Plan activities that encourage trainees to show 'who they are' early in the training. Sharing vulnerabilities and personal information is likely to lead to increased bonding within the group, provided that the trainees feel their work is taking place in a 'safe space'.
- ▼ To identify issues on which young women and young men may have differing perspectives, ensure that some exercises are done by small groups of only male or female peer educators. They can then present their results to one another, compare their answers, and discuss similarities and differences.
- ▼ Identify and deal with points of stress within group relationships early on. Some interpersonal difficulties are inevitable.
- ▼ Encourage the group to respond collectively to contentious issues that may arise (e.g., a peer educator's irregular attendance). The impact can be greater if decisions on how to deal with the issue emerge from a group consensus.

Stress and self-care

Peer educators may feel especially dedicated to their work because of the severity of the repercussions of HIV/AIDS, especially those in high-prevalence countries and those who work with vulnerable groups. However, even when working in low-prevalence countries and with general-population youth, trainers and peer educators experience stress from the competing demands of work, home, and school.

Stress is physical, mental, or emotional pressure caused by overworking the body or mind. It can lead to physical and emotional symptoms. Common symptoms include:

- ▼ Pain (headaches or backaches)
- ▼ Changes in feelings (such as anger or sadness)
- ▼ Changes in eating habits (overeating or undereating)
- ▼ Social retreating (wanting to be alone)
- ▼ Changes in sleeping habits (insomnia or sleeping too much)
- ▼ Loss of concentration (restlessness)

A few symptoms of stress might be considered normal or fairly common for motivated and committed individuals. But stress can be limited by positive peer support and a commitment to inform trainers and peer educators about ways they can care for themselves. In serious cases, stress can lead to burnout, a serious medical condition. Self-care is a way that individuals can prevent stress from building up (see *Handout 12. Self-Care*).

Exercise: Design of peer education training



45
minutes

Objective To discuss various models and strategies for training peer educators

Materials Flip chart paper, markers, and tape

Process

First, explain that there are many different designs for peer educator training programmes, all with their own advantages and disadvantages. Some programmes use an intensive training schedule over several full days; others employ shorter, individual sessions that extend over a period of weeks or months.

One successful design of a peer educator training programme requires a consistent commitment by the trainees to one evening of training per week throughout the (academic) calendar. In such a training format, the peer educators can, for

example, meet once a week after school for two to three hours. When the group is ready to conduct community education sessions, the same evening time-slot can be used to maximize the number of peer educators who can attend. An advantage of using this programme design is that many students attending school in the daytime should be able to participate. This programme model helps to avoid some of the disadvantages associated with those that require the trainees to be available for several full days of training.

Some training models use full weekends for the initial training. It appears that these models are also often successful and commonly used. One of their advantages is that peer educators can begin their work in the field more quickly. Such programmes also provide an opportunity for intensive team building, which, when successful, results in rapid cohesiveness of the group. However, these models can make it difficult for new peer educators to join after the first sessions.

Next, divide the participants into four groups for a 15-minute brainstorming session on the different designs of peer educator training. They might consider sharing how their programmes are structured and which elements work and which do not.

After each group has finished, ask them to share their results with the entire group. Give each group five minutes to present.

Closure

Reiterate to the group that there is no ONE successful model for peer educator training. They should adapt their training to suit whatever models work in their context.

Training note

This session may also include a discussion on how to evaluate the skills of future peer educators. An example of a skills rating form is provided in Annex 3.

Balancing act – keeping the energy level up

The experience of training peer educators can sometimes feel like walking a tight rope. If you tip too much in either direction, things get wobbly and you might lose your 'balance' during the training session. You must use all of your senses to observe the group's energy level. Sometimes the trainees will give you feedback. For example, if you are talking too much about a particular subject or taking too long to process an exercise rather than moving on to something new, you might hear about it from the trainees. The feedback may be direct or indirect. Sometimes peer educators will ask to move on to something else. At other times, they may become restless, start to fidget, begin to focus their attention elsewhere, and perhaps even begin to disrupt the training segment.

One of the challenges you will face as the trainer is to ensure that you teach new facts without making the programme seem too much like being in traditional school. Watch, listen, and see when the group is finding it difficult to follow what you are saying or doing. If you see this happening, take a break and do something else. It is important, however, to keep track of what information has been covered and to re-visit it, to ensure that the team is absorbing and retaining the information.

Training topic

Counselling versus education

Objectives of the session

To create awareness that counselling is different from peer education and requires specific skills, to emphasize the need to teach peer educators referral skills, and to stress the importance of having competent adults supervise a peer education project.

Word sense

Referral skills are the ability to judge whether a person needs more extensive help or services than you can provide and to get the necessary information about where and how to obtain these additional services.

Exercise: Snowball fight

Objectives To identify the differences between peer counselling and peer education

To identify skills and qualities involved in giving individual peer support

To become aware of challenges, obstacles, and limits of peer counselling activities

To emphasize the importance of referral skills in peer education

Materials One sheet of paper per participant, pens, the text of *Handout 13. Types of Peer-Led Approaches (B)* written on a transparency for overhead projection or copied on flip chart paper, and the handout itself for distribution

Process

Part 1

Ask participants to write on a sheet of paper what they think are the differences between peer counselling and peer education. When they are finished, ask participants to crumple their sheets into a paper ball, and throw the balls around for a few minutes to other participants (having a 'snowball' fight), so that everyone gets someone else's response. Have each person read the response they now hold, ask them to respond, and then ask the group react.

Structure and summarize the discussion around the following issues:

Role of the educator

- Knows the content
- Teaches for a specific amount of time, usually short-term
- Is goal oriented
- Works to improve knowledge, attitudes, and skills to facilitate behaviour change
- Refers to other professionals as needed

Role of a counsellor

- Is trained in counselling skills
- Conducts counselling as a potentially long-term process
- Works with a person's thoughts, feelings, and behaviour
- Has an open-ended relationship with the person being counselled



30
minutes

- Is relationship oriented
- Addresses motivation, denial, and resistance on a personal level

Have the participants brainstorm a working definition for peer counselling, ending with a definition that is close to this one: *'Youth peer counselling is a situation where a young person turns to a trained person of his or her own age for understanding, assurance, and assistance in coping with a personal problem.'*

Part 2

Next, ask participants to brainstorm about the kinds of problems for which young people seek support from a peer. List their responses on the flip chart. You can add the following examples if they are not mentioned: unhappiness (depression), difficulties in relationships with friends or adults (parent, teacher), problems related to school, problems related to sexual behaviour, unwanted pregnancy, substance abuse, etc.

Lead a group discussion and reflection on following issues:

- Do peer educators in your programme all possess the qualities required to give appropriate support in dealing with the problems listed above? Did they get specific training to do so?
- What obstacles might stop them from giving proper support?
- What might the dangers be if peers give inappropriate support?

Closure

Point out that when a peer education programme is delivered, it is not uncommon for a young person from the audience to share a personal problem with one of the peer educators and ask for advice. In such a case, it is crucial that:

- The peer educator is a sensitive listener and has the required referral skills.
- The team of peer educators is supervised by competent adults to whom they can turn for advice.
- Peer educators need to realize that they may face sensitive and difficult issues, when they will need to be able to link to other services, counsellors, and trusted adults.

At the end of this training segment, the facilitator highlights the differences between the three peer-led approaches – peer information, peer education, and peer counselling – which are summarized in *Handout 13. Types of Peer-Led Approaches (B)* (projected on a screen or shown on the flip chart). Distribute the handout.

It should be stressed that the concept of peer counselling sometimes confuses people. In some situations, so-called peer counselling (for example, young people

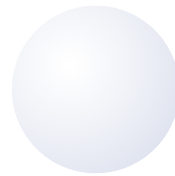
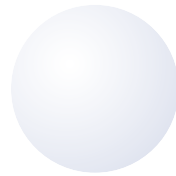
answering a hotline) should be considered as ‘young people providing appropriate information and referral to their peers’.

Although there is little experience of good practice and limited evidence of effectiveness of young people acting as counsellors for their peers, this approach may be appropriate in reaching some groups of especially vulnerable young people. The method is often used in HIV testing and counselling and supporting young people living with HIV.



Wrap-up

The facilitator provides a brief review of the activities covered during the day. Participants are asked to think back on the day and discuss some of the central themes. They can give feedback on how they feel the training is going.



Getting started

Stretching and warm-up

Feedback on Day 5

Icebreakers suggested by participants

Training Topic: Monitoring and evaluation

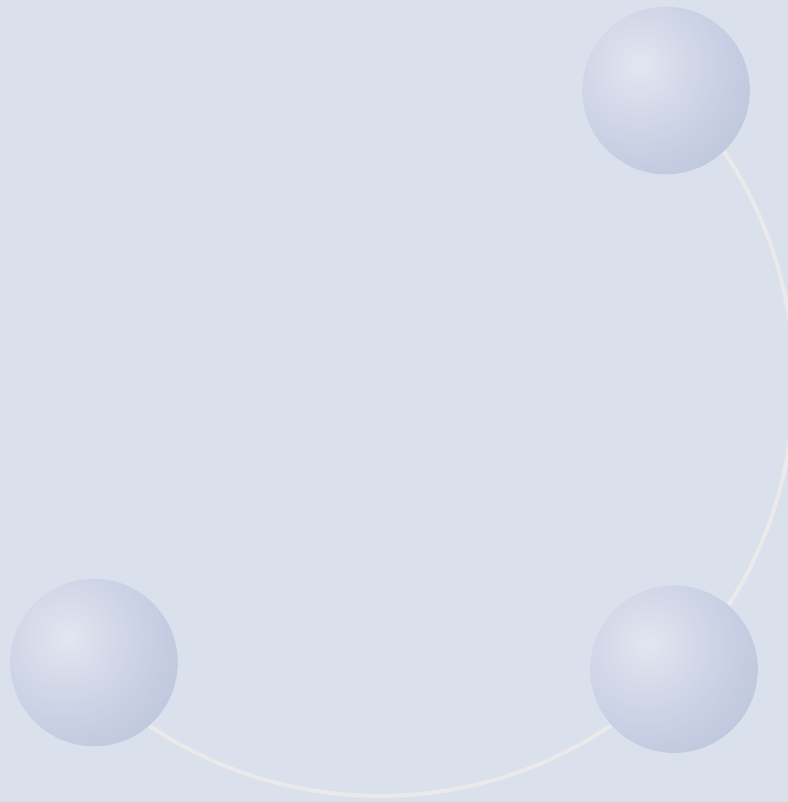
- Introductory presentation and group discussion
- Monitoring and evaluation

Training Topic: Youth-adult partnerships in action

- Defining youth-adult partnerships
- Introduction of the spectrum of attitudes theory
- Role play based on the spectrum of attitudes
- Strategies for effective youth-adult partnerships

Wrap-up and closing ceremony

- What we have covered: feedback and evaluation
- Closing ceremony and distribution of certificates



Getting Started

● Stretching exercise and warm-up

Participants are invited to lead the group in some stretching exercises. Several trainees can demonstrate in turn which muscles to stretch.

● Feedback on Day 5

The feedback team delivers a summary of the feedback collected from all participants on Day 5.

● Icebreakers suggested by participants

Participants have an opportunity to lead an icebreaker or warm-up of their choice.

Training topic

Monitoring and evaluation

Objective of the session

To address basic concepts of monitoring and evaluation (M&E) and why it is important to develop and implement an M&E plan when conducting a peer education project or programme. In-depth training on M&E, however, is outside the scope of this curriculum. The resource list in Annex 4 (page 193) provides some useful references for further reading on the topic.

● Exercise: Introductory presentation and group discussion

Objectives To help build an understanding of the basic principles of M&E relevant to health promotion programmes

To identify the potential effect of monitoring and evaluation on programme quality

Materials PowerPoint slides or overheads

Process

Using PowerPoint slides or overheads, present and discuss the key concepts, principles, and guidelines of monitoring and evaluation, which are provided in *Handout 14. Monitoring and Evaluation of Peer Education Programmes*. Distribute the handout after the session.



30
minutes

To introduce the topic, mention that monitoring and evaluation are not often included in project development, usually because people find it too technical an issue that is beyond their capacities or because they do not make it a priority. They are more interested in the interpersonal and managerial aspects of work than in the measurement aspects. Often, when people are passionate about what they are doing, they believe that their project is progressing well and having a big impact, and they can cite anecdotal or subjective evidence in support of their claim. For example, they can tell you how enthusiastic some participants were about a workshop or educational event. Such indicators, however, are not sufficient to inform us about the real progress and impact of the programme. It is not enough to 'feel and know' intuitively that a project is achieving its objectives. Even though some project members might find M&E boring and painstaking work, it is important to know whether, and to what extent, the project is achieving its objectives and whether it is having the desired impact.

This M&E slide presentation should include the following discussion points:

- What is **monitoring**? What is **evaluation**?
- What do we mean by the terms **process evaluation, outcome evaluation, and impact evaluation**?
- What are the typical peer education **indicators**?
- Why is it necessary to identify suitable indicators?
- Why is measuring behaviour change difficult?

The presentation is followed by a question-and-answer session, which also gives an opportunity to share field practices in M&E and exchange challenges and successes in this area.

Word sense

The principal components common to monitoring and evaluation include input, output, outcome (short-term and long-term), and impact (short-term and long-term).

Monitoring is the routine and systematic process of data collection and measurement of progress towards programme/project objectives. Some of the main questions that monitoring activities seek to answer include: Are planned activities occurring? Are the planned services being provided? Are the objectives being met?

Evaluation is the process of systematically investigating a project's merit, worth, or effectiveness. The question that it answers is: Does the project/programme make a difference? The common types of evaluation include process evaluation, outcome evaluation, and impact evaluation.

Process evaluation consists of quantitative and qualitative assessment to provide data on the strengths and weaknesses of a project's components. It answers questions such as: Are we implementing the programme as planned? What aspects of the programme are strong? Which ones are weak? Are the intended clients being served? What can we do to strengthen the programme? Are we running into unanticipated problems? Were remedial actions developed? Were these actions implemented?

Outcome evaluation consists of quantitative and qualitative assessment of the achievement of specific programme/project outcomes or objectives. Usually conducted at the project-level, it assesses the results of the project. Outcome evaluation addresses questions such as: Were outcomes achieved? How well were they achieved? If any outcomes were not achieved, why were they not? What factors contributed to the outcomes? How are the clients and their community affected by the project? Are there any unintended consequences? What recommendations can be offered to improve future implementation? What are the lessons learned?

Impact evaluation is the systematic identification of a project's effects – positive or negative, intended or unintended – on individuals, households, institutions, and the environment. Impact evaluation is typically carried out at the population level, rather than at the project level. Furthermore, impact evaluation refers to longer-term effects than does the outcome-level evaluation.

Exercise: Monitoring and evaluation

Objectives To identify suitable strategies for monitoring and evaluation of peer education programmes

To exchange personal experiences

Materials Flip charts and markers

Process

Divide participants into small groups of people who work in a similar context (if possible), such as peer education in school settings, in out-of-school settings, with hard-to-reach youth, etc. Ask the groups to brainstorm on the following key questions:



60
minutes

- What do we evaluate in our projects?
- Why do we evaluate?
- How do we evaluate?
- Where do we evaluate?
- When do we evaluate?
- With whom do we evaluate?
- For whom do we evaluate?

When the small groups have had enough time to answer the questions, ask them to report back to the entire group. Then lead a full group discussion, posing the following questions:

- How are we going to use these data?
- What difference could this make to the work that we do?

Closure

Emphasize that a well-conducted evaluation can make a big difference in the following ways:

- It is cost-effective: it allows decision makers to continue successful programmes and improve or abandon unsuccessful ones.
- It can provide support for future funding requests.
- It can contribute to the development of new programmes.
- It can help explain why a programme failed to meet its objects (for example, poor project design, poor implementation, or unreasonable expectations).



Objective of the session

To promote positive attitudes that increase participants' ability to work as partners, with both young people and adults. By working in partnership, adults gain skills relevant to their professional development, youth gain skills for their future professional careers, and the partnership can enhance programs.

Introduction

Peer education is youth-adult partnership in action. Good peer education is indeed about young people and adults working together to reach the common goal of improving the health and well-being of young people.

The concept of youth participation arises from the conviction that young people have a right to participate in developing programmes and policies that affect them. Also, good practice in youth health education shows that young people's full involvement contributes to a programme's sustainability and effectiveness. It ensures that the programme responds to the specific needs, values, and concerns of youth and that the approaches used are interesting and engaging.

Therefore, when developing and implementing a youth peer education project, it is important for the overall success of the programme to build an effective partnership between youth and adults. The process begins on unequal ground because the adults have the dominant position, so the development of true partnership will require a conscious and concerted effort to achieve a balance that is satisfactory to both.

One way to view youth-adult partnership in peer education is to see it as a 'learning partnership' in which each group learns continuously from the other. Adults hold the knowledge, skills, and resources, while young people know the thoughts, feelings, and lifestyles of the youth they represent. The partnership begins by focusing on young people's ideas about how to receive certain problems, even though their thoughts may appear unprofessional or unconventional. Asking young people about their opinions, and being sincerely interested in what they have to say, gives them a sense of ownership in the work being accomplished. They gain power through their partnership with adults when the partnership includes openness and communication, mutual respect, trust, and shared decision-making. In this context, peer education programmes are unique in that youth and adults must cooperate in the common goal of improving the health and well-being of young people.

Youth-adult partnerships arise from the conviction that young people have a right to participate in developing the programmes that will serve them and a right to have a voice in shaping the policies that will affect them. People who support youth-adult partnerships believe that youth are caring and capable. They believe young people have the capacity to make positive and wide-ranging contributions when they receive support and the opportunity to develop their skills. In addition,

Word sense

A **partnership** is a relationship between individuals or groups that is characterized by mutual cooperation and responsibility in achieving a common goal. It is grounded on the quality and quantity of interactions, perceptions held by the partners about each other, and the degree of commitment by the partners to the relationship. Partnerships are relationships among equals, where one partner does not override the choice of the other. Partnership is multi-vocal rather than univocal, and those in the partnership get the opportunity to express their opinions.

they argue that programmes are more sustainable and effective when youth are partners in their design, development, and implementation and assert that evaluation results are more honest and realistic when young people assist in gathering and providing the data on which evaluation is based.

In peer education, young people are given the opportunity to take responsibility for their own health in accordance with their capacities. In partnerships with adults, they are given ownership of the work being accomplished.

Word sense

In the context of youth-adult partnerships, **'tokenism'** means only making a symbolic, rather than substantive, effort to include youth in development and implementation of a programme.

Exercise: Defining youth-adult partnerships



15
minutes

Objectives

To introduce the concept of youth-adult partnerships

To develop a working definition for the purpose of the training

Materials

Definitions (shown below) on PowerPoint slides or overheads, flip chart and markers, *Handout 15. Definitions of Youth and Youth Participation* and *Handout 16. From Youth Participation to Youth-Adult Partnerships*

Process

Ask each participant to think how they would define partnership between youth and adults. Have two or three volunteers share their definitions with the group and write the definitions on the flip chart.

Next, display the following information as a slide or overhead:

Youth-adult partnership is one that:

- 1) Integrates the realistic perspectives and skills of youth with the experience and wisdom of adults
- 2) Offers both parties the opportunity to make suggestions and decisions
- 3) Recognizes and values the contributions of both young people and adults

- 4) Allows youth and adults to work in full partnership – envisioning, developing, implementing, and evaluating programmes

Youth-adult partnerships are **not** simply a checklist that either youth or adults follow.

Ask some volunteers to read that definition out loud and to share their interpretation. Then, continue reading and share with the participants what does **not** constitute youth-adult partnership:

- 1) Youth-adult partnerships are **not** ways to hide the fact that programs are designed, developed, and run by adults.
- 2) Tokenism is not partnership. Examples of tokenism:
 - Having youth present but with no clear role
 - Assigning to youth tasks that adults do not want to do
 - Having youth make appearances without training
 - Having only one youth on a board or council

Closure

Distribute the handouts. If participants are still confused about partnerships between youth and adults, explain that defining such partnerships may become easier as the session proceeds. In that case, you might want to continue with the session and come back to the definitions at the end, if time allows.



Exercise: Introduction of the spectrum of attitudes theory



15
minutes

Objective To introduce a theoretical framework for moving towards effective youth-adult partnerships

Materials Flip chart on which you have written the descriptions of ‘Youth as Objects’, ‘Youth as Recipients,’ and ‘Youth as Partners’ from the bold type below (taken from *Handout 17. Challenges to Building Effective Youth-Adult Partnerships*)

Process

Explain that research in the field of youth development recognizes that skills (especially, communication skills) are important in youth-adult partnerships but that **attitude is even more important**. William Loftquist has developed a theory about a spectrum of attitudes, which shows whether youth-adult partnerships will be successful. If adults hold attitudes that undermine partnership, true partnership will not materialize. Attitudes that support partnership provide the potential for true partnership development.

Next, distribute the handout and point out the description of the spectrum of attitudes. Begin discussion about the first attitude, ‘youth as objects’. Read the text from the handout or the flip chart, or ask a volunteer to do so.

Youth as objects: Adults believe they know what is best and attempt to control all situations in which youth are involved.

If read by a volunteer, ask him or her to give an illustrative example.

If you read the text, illustrate the attitude with the following example: *‘Let’s say that I am working for a non-governmental organization on a peer education project for HIV/AIDS prevention. I have recruited a young artist named David to help me design a poster with HIV/AIDS prevention messages, to be placed in secondary schools in the district. If I hold the attitude of “youth as objects”, I will tell David exactly how the poster should look, what messages it will deliver, and where the poster will be placed. I will control every aspect of the project. It would be understandable if David did not want to work with me anymore since I am wasting his time and talent.’*

Explain that this attitude is often based on the belief that youth are in need of protection from the outside world. Therefore, the adult tells the youth exactly how the programme will run, including all operational details. The adult evaluates the programme without input from youth.

The second attitude is ‘youth as recipients’. Read the text from the handout or the flip chart, or ask a volunteer to do so.

Youth as recipients: Adults allow young people to take part in decision-making because they think the experience will be ‘good for’ the young people.

If read by a volunteer, ask him or her to give an illustrative example.

Explain that some adults have this attitude, which patronizes youth. Adults with this attitude think that involving youth will be a ‘good experience’ for them as they transition into adulthood but that youth participation is only somewhat useful and not important to the programme. Thus, youth are allowed to conduct only trivial activities (‘It won’t matter if they mess up’) or activities that adults do not want to do. In fact, this attitude often results in adults’ treating youth as tokens. An example is remembering at the last moment to include youth on a panel or in a discussion.

Refer the participants to Hart’s Ladder of Participation (*Handout 16. From Youth Participation to Youth-Adult Partnerships*) which depicts participation on a continuum, from manipulation and tokenism, which do not constitute real participation, to higher levels of participation in which young people initiate, direct, and share decisions with adults.

Ask that participants who can relate to this attitude to put up their hands. Ask them if they ever have felt belittled or demeaned by adults simply because they are young.

To further explain the ‘youth as recipients’ attitude, refer back to the previous example: ‘*Let’s say that I hold this attitude. With David, I might plan and develop the poster’s message and layout, and then allow David to choose a colour for the text. Or I might have David put the posters up in schools, because I don’t want to and don’t have time.*’

The third attitude, which is what we are working to achieve, is ‘youth as partners’. Read the text from the handout or flip chart, or ask a volunteer to do so.

Youth as partners: Adults respect young people as having something significant to offer and recognize the great impact youth bring to a project. Youth are encouraged to become involved.

Adults who have this attitude treat youth with respect. As a result, everyone gains from the partnership.

Returning to the example, ask the participants how an adult who believed in youth as partners would work with David.

Possible answers could be: Ask David to design the poster. Ask David to collaborate with some of his peers to develop messages for the poster or ideas for its design. Convene a meeting of many youth, including David, and get their input. Ask David to lead the project and to organize a committee with both youth and adults and assign responsibilities based on abilities, talents, background, and interest.

Closure

Close by saying, *'Remember, partnership is about moving away from seeing youth as objects or recipients. It is about combining the skills of youth and adults in order to develop more effective programmes.'*



Exercise: Role play based on the spectrum of attitudes

Objective To explore theoretical attitudes towards building skills around partnerships

Materials Index cards, tape

Process

Before the exercise, write 'adult' on four index cards and 'youth' on another four cards. Write one of the following attitudes on the back of each adult and youth card, as indicated:

Adult

- You want to control everything.
- You are a caring, committed leader who wants this project to be a success.
- You patronize youth.
- You ignore the youth.



40
minutes

Youth

You want to control everything.

You are a caring, committed leader who wants this project to be a success.

You are negative about everything that is suggested.

You are bored and do not want to work on the project.

The cards should be legible from a distance of half a meter. Depending on the size of your group, you may need several sets of these cards.

Remind participants about the spectrum of attitudes theory discussed in the previous exercise and refer them to *Handout 17. Challenges to Building Effective Youth-Adult Partnerships*. Ask how many youth know of adults who have attitudes that inhibit their efforts to work together. Explain that the group will role play different attitudes by dividing into two to four groups of eight people each (depending on the total group size).

Randomly distribute a card to all participants and ask them not to share their cards with anyone. Have them read the role they will play and then tape the card to their chest so that the youth/adult side is showing.

Ask the group to imagine that they have been assigned the task of planning a benefit concert for World AIDS Day featuring three of the hottest music groups in the country. Tell them they will have 10 minutes to develop their plan while playing their roles, and they must all eventually agree on the plan. Let them know that they should also prepare to give a short presentation of their plan to the entire group.

After 10 minutes, even though they will not have had enough time to finish their plan, stop the role play and ask participants to tell the others in their group what their index card says – that is, what role they were playing.

Next, have each group to share its plan with the entire group. Ask if all members of the group are in agreement about the plan.

Note: No group should really have a complete plan, given the opposing roles they played.

Closure

Ask one participant from each small group to describe to the entire group what process they went through while trying to develop a plan. Then ask each small group the following questions:

- Who was the hardest person to work with?
- What did people do to reach out to this person?
- Did the adults or youth dominate?
- How did it feel to play your role?
- Some people had the same role. Did you find them acting differently if they were a youth or adult?
- What were the most effective strategies for working together towards the plan?



Exercise: Strategies for effective youth-adult partnerships

Objective

To discuss the benefits of youth-adult partnerships, barriers to and challenges of developing them, and strategies for creating effective youth-adult partnerships.

Materials

Flip chart and markers, *Handout 18. Case Study* and *Handout 19. Building Effective Youth-Adult Partnerships*

Process

Before you begin, ask participants to go back into the small groups from the previous exercise.

Distribute Handouts 18 and 19 to each group and ask them to brainstorm solutions to the situation posed in the case study.

Be very clear with the instructions. Ask participants to use the information in the handout, as well as what they have learned from their own experience, to think of solutions to the situation posed by the case study. Ask them to focus on **strategies for better youth-adult partnerships in the situation**, not on ways to make interventions more effective.

Have participants document their discussion on flip chart paper.

Give each group about 15 minutes, with a five-minute warning before their time is up.



45
minutes

Ask one member of the first group that presents to read the case study and another member to share the strategies the group developed. Then give each group about five minutes to make its presentation. When a group has finished, ask other groups to acknowledge the common elements that they share with the previous group and to focus more on elaborating the new ones in order to contribute ideas to solve the situation.

Note: Facilitators should assist with the discussions, but remember to participate rather than dominate the discussions.

Closure

After the last group has presented, say, *'I hope these case studies were realistic and helped you think about the strategies you discussed and ways that you can apply these strategies in your own organizations and programmes.'*



Wrap-up and closing ceremony

What we have covered: feedback and evaluation

The lead facilitator invites the participants to sum up what has been covered in the past six days. Looking back at the initial expectations of the group, and also at the many flip chart sheets which cover the walls of the training room, the facilitator adds important points not mentioned. Participants provide feedback on what they view as the highlights of this training, what was not achieved, and what topics require further training.

The post-test questionnaire (found in Annex 1) is administered.

Closing ceremony and distribution of certificates

Allow enough time for a well-planned closing ceremony, which should include a congratulatory speech by the lead organizer and the facilitators, as well as time for the participants to express themselves. In addition, ensure that professional certificates of completion are distributed. These certificates are very valuable for the participants' professional career and serve as a reward for their hard work in the previous six days.

