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THE DiDiRi COLLECTIVE
Advancing Sexual Diversity, Health
and Rights in Southern Africa

Ministry of Foreign Affairs

How to get the MOST out of your LGBTI Peer Education Programme

A Critical Reflection Manual for East and Southern Africa

How to get the most out of your LGBTI Peer Education Programme:

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Acknowledgements

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Within most chapters, there are suggestions and samples of tools/further resources that can be adapted to the needs of your organisation. It is important to find out whether certain tools and formats (for monitoring and evaluation and quality assurance for instance) are required by your funders/donors.

Introduction

LGBTI peer education programmes are an effective way of promoting healthier behaviours and attitudes amongst LGBTI people. Peer educators are generally LGBTI thought leaders within their social networks who are trained to educate people within their own group. Peer educators are trained to offer meaningful information and resources to their peers who generally feel more comfortable getting information from someone they can identify with.

Peer education programmes for LGBTI people may not in essence differ radically from peer education programmes for other target populations such as sex workers, girls, and youth. Also, peer education programmes in one region may look quite similar to those in other regions. However this manual was specifically written for peer education programmes that serve LGBTI people in East and Southern Africa.

Over the last few years many LGBTI organisations in the region have produced lessons learnt documentation on peer education which have provided invaluable insights for this manual. These lessons have emerged from the hard won experience of organisations which include Centre for the Development of People (CEDEP, Malawi), OUT Wellbeing (South Africa), GALZ (Zimbabwe) and Rock of Hope (ROH) (please see Appendices: Further Reading for a list of lessons learnt documents pertinent to peer education).

The focus of this manual is the practical business and process of setting up and running an LGBTI peer education programme. It is designed to trigger critical reflection on what you are currently doing so you can adapt the information herein to your individual context. If you are already implementing a peer education programme, this manual may help you to reflect back on the process and consider what was missed or could be improved on.

Unlike existing manuals, this document specifically addresses the issue of LGBTI. There are a variety of content manuals about programming however which support and expand on this information, a list of which has been included in the Appendices under Existing Manuals for LGBTI and HIV peer education.

There are a number of practical issues and challenges to consider through the different stages of planning and developing an LGBTI peer education programme, including: Conducting a needs assessment; recruiting, training and retaining peer educators; and monitoring and evaluation of the programme.

This guide describes the steps necessary for planning and monitoring a peer education programme, as well as identifying and training LGBTI peer educators. Additionally, it contains examples and stories of LGBTI peer education programmes in Southern and Eastern Africa.

The guide is based on the experiences, expertise and feedback from COC's partners in the region, as well as a quick scan literature review of existing manuals. For a list of existing manual please refer to the overview provided at the end of this manual.

A note to the peer education programme Coordinator/Manager

This critical reflection manual is targeted at the Peer Education Coordinator or Manager - the person who is in charge of coordinating and managing the peer education programme, project and/or team.

If possible, you should be appointed as a full-time coordinator to the programme, This however may not be practical in your context. In this case, ensure that you can dedicate adequate time and energy to the peer education programme. Be prepared to address the specific needs and desires of peer educators, particularly in relation to training and support. Be willing to understand the personal situation of peer educators regarding their other life commitments to ensure that peer educators people play an active part in the programme. Be willing to work in a participatory way, which fosters a sense of working together.

Here are some ways to feel more supported in your role:

- Appropriate ongoing support and supervision
- Ideally to work within the programmes team of the organisation
- Training, and other learning and development opportunities; enabling them to become more effective in their work.
- The support of the organisation; their work should be seen as providing an important contribution to the overall objectives of the organisation.

Below is a list of key skills/experiences that you as the Coordinator/Manager should possess1. If you do not have these skills/experiences, consider developing and nurturing these skills/experiences, or consider outsourcing particular activities to other staff or outside consultants/volunteers.

Knowledge/experience on the following issues/areas:

- Quality services
- Resource mobilisation
- The needs of LGBTI, particularly those of the target population
- Rights based and harm reduction approach to the health of LGBTI
- The potential of peer educators
- Gender, sexual and reproductive health issues
- Programme development
- Monitoring and Evaluation
- Publicity
- Diversity of peer educators

Skills/experience in the following areas:

- Partnerships development
- Creativity: thinking outside the box
- Inspiring peer educators
- Program development
- Coaching/mentoring skills (optional)
- Ability to create a conducive environment for peer educators in terms of sharing and trust, particularly through M & E
- Flexibility
- A sense of humour
- Ability to work with peer educators from different cultural, socioeconomic, and ethnic backgrounds and from different sexual orientations and gender expressions
- Comfortable with sexuality education and SRH issues
- Excellent communication and facilitation skills

Attitudes (these can be nurtured over time)

- Sharing of knowledge/information
- Being receptive to criticism
- Proactiveness, positive attitude
- Passion for the job, and enjoying working with peer educators
- Creating learning and personal development opportunities
- A non-judgmental attitude
- Respect for LGBTI people
- Commitment to the programme goals and objectives
- Open minded about other people's religion, sexuality, values, beliefs and other individual attributes

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[1] IPPF, 2007

In this chapter you will find definitions of some of the basic concepts of peer education, including a description of what peer education is and the aims of peer education. You will also find a definition of a peer educator and the qualities that past successful peer educators have possessed. Finally, we explore what a peer is in relation to peer education programmes.

What is peer education?

Definition[2]: '*Peer education*' refers to a strategically planned, high-quality, well documented and informal method of education whereby specially trained and motivated people provide ongoing information and support to their peers in order to invoke positive attitude and behavioural change and develop the motivation and skills to make informed choices and adopt health-promoting behaviour. It is a process of empowering and individuals, in this case LGBTI people, to act on or around an issue.

What are the aims of peer education?

The aim of LGBTI peer education and outreach depend on the needs of individual communities. Peer education is about taking a message to those on their own journey and supporting LGBTI people with the issues that concern them. As people relate well to and learn from storytelling, peer educators provide relatable stories about being LGBTI. Broadly, the aims of an LGBTI peer education are:

- To be focused on the health needs of LGBTI individuals
- For those who know, to take an informed message to those who are on their journey
- To manage the fluidity between sexual identity and sexual behaviour
- To start talking about sexuality, sex and responsible sex
- Start talking about sex and safer sex
- Challenge and change risk-promoting norms
- Challenge attitudes and beliefs that are homophobic, transphobic, and sexist
- Strengthen connections, centred on shared responsibility, care and support and creating a sense of community
- Gain insight into their own risk-taking behaviour
- Make the conscious link between substance use and STI/HIV transmission
- Make informed choices about reducing their risks
- Become aware of the importance of knowing their current health status
- Develop the necessary communication and problem-solving skills
- Access needed health, treatment and psychosocial support services on a regular basis

What is a peer educator?

Peer educators generally use their learned knowledge and skills, in combination with their lived experience, to assist their peers with solving their own problems, making informed choices and adopting healthier lifestyles.

A peer educator is:

- A conscious leader and communicator who uses information to inspire, motivate and invoke a positive attitude or behavioural change
- A connector
- An effective communicator
- A sounding board
- A bridge builder between services and the community
- Has a specific skill set in terms of knowledge
- Someone acceptable/selected/elected as a leader by their peers
- Someone with the capacity to influence others

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[2] These definitions are based on the OUT One-to-One Peer Education Training Manual available from OUT Wellbeing, as well as feedback given during COC workshops and meetings in 2014 – 2015.

Agency & fabulousity!

Encourage peer educators to reflect on how they view the communities they serve, how communities view themselves in terms of hopes and dreams, and even what language communities use. These insights can be used in programming messaging to make it more meaningful and relevant to your target group (for example, rather use local slang than technical jargon in health messaging).

Rather than painting people as pathologically risky, we need to view people as motivated by joy, pleasure and love. People are human beings with needs, not problems needing to be solved. Peers are not "*empty vessels into which we pour our fabulousity*" - Pierre Brouard. Peers are autonomous individuals with their own motivations and desires for doing things their way. Behavioural change does not happen overnight, it is a process that takes time. Respect each individual peer's process – no matter how it looks.

Look for the positive activities that communities are already doing, and strategise ways for peer educators to tap into this good work. Collective agency is often more powerful and effective than individual agency – by mobilising communities you get more bang for your buck. Peer educators do not pour their faboulosity into defective communities, but rather mobilise the strengths and assets that people already have.

What is a peer?

Peers are like-minded people. A peer is an equal who you have something in common with and who faces similar issues and experiences to you - "*someone like me*". Peers are connected through a social and/or sexual network.

A peer is:

- Like-minded
- Individual that one has something in common with
- An equal
- Someone "like me"
- Someone that shares my experiences
- Similar affiliations, behaviours and experiences

Peers can include people in a peer educator's social, sexual, or professional networks, as well as momentary acquaintances who one meets in the course of one's day or online, such as:

- Current sexual partners' friends
- Close friends
- Close friends of partners
- Close friends of other circle of friends
- Other friends and acquaintances
- Colleagues
- Individuals on who follow/contact peer educators on social media

For your programme *define* the peer you want to reach and can realistically reach.

What are the qualities of a good peer educator?

A good peer educator has the following qualities[3]:

- Confidence
- Passionate about sexuality
- Can see the bigger picture
- Ability to learn

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[3] This list of qualities/selection criteria is based on feedback given during COC's meetings and workshops, please see the report from the Building Bridges and Learning Circles Regional Workshop II from April 2014.

- Driven
- Adaptable
- Responsible
- A bright mind
- Reflector
- Available
- Authentic and genuine
- Ethical and accountable
- Conscious about having a life purpose
- Willing and able to address social issues
- Sufficiently congruent (lives by their beliefs)
- Awareness and insight (has Emotional Intelligence)
- Social skills (interactive, listening skills, collaborative, has active networks)
- Extrovert, introvert or ambivert (benefits to different types of personalities)
- Sincere desire to make the world a better place
- Team player (can attend staff meetings and act as or under group leaders)

Please note: These qualities form the basis of the selection criteria you will use to assess and select potential peer educators **(See Chapter Three: Basic Recruitment).**

The limitations of peer education

Peer education is not a panacea to all of society's ills. It is not all things to all people at all times. It has its limitations. It fits into a bigger picture of interventions. As the legal framework of your country governs what you can do, it is an intervention that is optimised or limited by your unique context. What can peer education realistically achieve in your context, taking into consideration the laws of the land?

This chapter describes the step by step process of setting up an LGBTI peer education programme. The steps included here are really just a general guide – they may not happen in your organisation or context as they are described here. Setting up a peer education programme isn't a neat, linear process. Often it is very useful to drop back to earlier steps, repeat steps as needed, and include or exclude steps relevant to your specific context. This chapter looks at various steps in setting up a peer education programme such as developing an overview of the program, identifying needs and objectives, selecting a target population, establishing activities, determining who will be responsible for different activities, estimating the resources needed, and considering program monitoring and evaluation. It is also a time for dialogue, involving community members, families and other potential resources that can support your organisation's work with LGBTI people[4].

Summary of steps for planning, setting up and monitoring a peer education programme:

STEP 1: Conduct a needs assessment

STEP 2: Create a work plan

STEP 3: Consider incentives for peer educators/outreach workers

STEP 4: Determine where to work

STEP 5: Organise a meeting space

STEP 6: Recruit and train the peer educator/outreach team

STEP 7: Develop and strengthen a network of support for the program

STEP 8: Analyse programme financing, sustainability and integration

Already implementing?

Some organisation may already be implementing peer education programmes. Consider using this manual to pause and reflect on the work you're already doing. Reflection is a useful way to do quality assurance. Every six months hold a meeting and check in with the ongoing feasibility of your programme and emergent issues (like spaces or referral partners closing down). Regular meetings with all staff helps sensitise staff to the importance of LGBTI peer education. Often, if funding is coming from an internal budget line it's difficult to justify spending funds when there are so many important issues vying for attention. Buy in from staff can be a motivator when it comes time to allocating funding.

1. Conduct a needs assessment

"You don't know what you don't know"

A needs assessment is the starting point of planning and implementation as it allows you to identify existing needs within the target population you will be working with. It also helps you understand your target group better by providing information about average age, problems and concerns, norms, preferences, time availability, economic and familial circumstances, and civil status. This step helps you to envision the best way to approach the programme, to choose selection criteria for ideal peer educators, as well as to identify potential factors that could interfere with your strategies.

In short, a needs assessment is the systematic effort to gather information from various sources that will help you identify the needs of LGBTI's in your community and the resources that are available to them. It will help you pinpoint reasons for gaps in your program's performance and identify new and future performance needs.

The following is a guide which contains basic information on how to conduct a needs assessment: (https://www.ovcttac.gov/taResources/OVCTAGuides/ConductingNeedsAssessment/pfv.html).

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[4] Peer to Peer: Creating Successful Peer Education Programmes, September 2004, International Planned Parenthood Federation, Western Hemisphere Region.

Sample planning questionnaire

There are a number of key questions that need to be answered in order to focus the direction of the project and conduct a needs assessment.

Some examples are listed below.

Questions to be answered in the planning phase:

- Is the peer education program an appropriate mechanism to meet the needs of the target population?
- How and when will the needs assessment be conducted?
- What are the objectives of the program?
- Who is the target population?
- How large is the population?
- What is the ideal profile of the peer educators, given the target population?
- Are there people within the target population who have the time, interest and ability to work as peer educators?
- How many peer educators will be necessary to reach the population?
- Can the project train this number of peer educators?
- What will the peer educators need to do? (Provide information, make referrals, etc.)
- What do the peer educators need in order to reach these objectives? (Training, materials, commodities, etc.)
- Can the project provide these things?
- Does the budget include supervision expenses?
- How can we make sure youth can participate and express their opinions?
- For this project, will it be possible to attract and maintain the interest and support of opinion-makers and influential people in the project community?
- Would this project and its interventions results in the peer network expanding?

Questions to be answered in the needs assessment:

- What problems does the community see regarding their sexual and reproductive health?
- Do LGBTI's see a need to gain knowledge, skills or services in sexual health?
- Do national and local data support these perceptions?
- What programs and services are currently in place to support the promotion of young people's health? How does the community view them? How do youth view them?
- What needs does the target population have that are not currently being satisfied?
- What limitations do LGBTI's face in getting information about sexual health?
- What sexual and reproductive health issues or related questions will be addressed through this project?

The guide is organised around six key steps, each of which should be addressed in your needs assessment:

- Formulate needs assessment questions.
- Review existing data sources.
- Collect new data.
- Analyse data.
- Report findings.
- Use your findings.

STEP 1. Formulate Needs Assessment Questions

One of the first tasks of conducting a needs assessment is to identify what you want to learn about your community. What questions do you need answered to help you develop the best program for victims in your area?

Here are some questions to consider:

- What LGBTI services are being provided within your community? How accessible are these services (e.g. hours, location, and language capacity)?
- How familiar are the key partners and community members with the issue you are trying to address?
- Have providers in your area been sensitised or trained on the issue? What are some additional training needs?
- What outreach efforts are made to educate the LGBTI community about their own challenges and the services you'll provide?
- Who in your area is best suited to identify potential LGBTI?
- Which organisations are currently working with the LGBTIs you are trying to help?
- What types of LGBTI's have these organisations seen? Are they refugees from other countries? Victims? Health challenges? What languages do they speak?
- What services do the LGBTI community need? Are you able to meet these needs? What additional support do providers need?
- Do you have collaborations in place for working with LGBTIs? Are you able to pool your resources?
- Are there any obstacles to accomplishing your mission? What are they? How can they be resolved?

These are just examples of some of the questions you may want answered about your community. The key partners of your initiative will play an important role in framing the issues to be addressed in the needs assessment. Clearly, understanding and articulating what it is you want to learn will help keep the needs assessment focused and purposeful.

STEP 2. Review Existing Data Sources

The next step in the needs assessment process is to answer your needs assessment questions. First, review any data sources that already exist, such as previous studies conducted in your area and documents and records from relevant organisations. When reviewing these, keep several things in mind:

- Do the existing data directly address your community and your issue? Are the data recent or outdated?
- Do existing documents and records provide enough information to answer your needs assessment questions?
- Do you have access to all relevant data from key organisations? How can you gain access? What if you cannot gain access?
- What additional data do you need to answer your needs assessment questions?

If additional data are needed to answer your needs assessment questions, it may be best to collect new data. The next section discusses how to collect your own data.

STEP 3. Collect New Data

The three primary methods for collecting new data for a needs assessment are interviews, focus groups, and surveys. This section discusses each data collection method. Make certain to obtain informed consent from people who participate in the data collection.

Data sources for needs assessment

The depth and complexity of a needs assessment often depends on available resources and the developmental stage of a programme or organisation.

Quantitative

- Statistics (e.g. national census, local registries)
- Questionnaire Surveys (e.g. national health surveys)
- Data included in previous reports and assessments

Qualitative

- Focus groups
- Semi-structured interviews with key people
- In-depth interviews with key people
- Observations
- Review of materials and documents

Collecting New Data					
Method	Advantages	Potential Challenges	Time Required To Conduct	Time Required To Analyse	Resource Intensity
In-Person Interviews	You can obtain more detailed information about complex issues, ask follow up questions immediately, and observe nonverbal communication that can help shape the direction of the interview.	It can be more costly to conduct site visits, and you may have to limit the number of people that you interview.	High	High	Medium to High
Telephone Interviews	You can obtain detailed information from respondents who are geographically dispersed, and you may save costs compared with in-person interviews.	It may be difficult to get someone to talk to you for an extended period. Scheduling the interview may be difficult.	Medium to High	Medium	Medium
Focus Groups	You are able to convene a group of experts on your topic, and the discussion can yield insightful information generated by the discussion.	Some participants may not feel comfortable sharing their true feelings or knowledge in a group setting.	Medium	High	Medium to High
Surveys	You can solicit specific information from a larger number of people. If you mail surveys, you allow people to complete them at a time most convenient for them. You also can administer them online to increase the response rate.	If administered over the telephone, it may be difficult to schedule a time to talk or to get people to talk for an extended period. If administered via mail, it may be difficult to motivate people to complete and mail in the survey, which may result in a lower response rate.	Low to Medium	Low	Medium

Using a combination of the methods described in this section may work best for you. For example, you may decide to conduct a telephone survey and then, based on the preliminary findings, conduct a focus group to further explore what was learned from the survey. When selecting a data collection approach, remember that the ultimate goal is to collect the best information you can to help you learn about the service needs and resources available in your area.

Some tips to keep in mind when collecting data:

Be as specific as possible when defining your target populations. In practice, programmes often focus on more than one target population, for instance lesbian, gay, bisexual, transgender and intersex people. This means needs assessments may often be quite general, especially in countries where there is very little work currently being done for LGBTI people. As such, in principle, be as specific as you can in your needs assessment about who the programme will be targeting. In practice however, try to be as specific as you can about all the different groups you will be targeting and including.

LGBTI people are a diverse population with diverse needs. A number of factors influence LGBTI people's needs and which strategies would be best to reach them:

- Biological sex
- Gender identity
- Sexual and/or relationship orientation
- Sexual behaviour
- Age
- Education
- Employment status
- Religious and cultural context
- Family situation
- Residence/location/geographical context (urban, rural)
- Other factors (drug use, sex work, mental illness, disability, incarceration)

STEP 4. Analyse Data

Once you collect the data, you will then need to analyse the data to learn more about your community resources and needs. Your approach to analysing the data depends largely on the type of data collected: qualitative or quantitative.

Qualitative data are typically obtained from open-ended questions, the answers to which are not limited by a set of choices or a numerical scale. For example, qualitative data include answers to questions such as "*What experiences have you had working accessing health care services?*" or "*How can services to LGBTI's be improved in your area?*"—but only if the study participant is not restricted by a preselected set of answers. These types of questions are usually asked during interviews, focus groups, or as open-ended questions on a survey instrument. They yield responses that explain in detail the participant's position, knowledge, or feelings about an issue. Qualitative data are analysed to look for trends or patterns in the responses. These trends or patterns are the general statements that you can make about your community.

Quantitative data are data collected in surveys or through other means in the form of numbers and are usually presented as totals, percentages, and rates. For example, quantitative data include answers to questions such as "*How many hours do you spend looking for resources for LGBTI clients?*" or "*How many times have you have you accessed your local clinic this year?*" These closed-ended questions are usually asked on a survey instrument in which the participant circles a preset answer choice or provides a numeric response. Quantitative data are used to generate averages or percentages across the responses. These averages or percentages tell you what proportion of your respondents feel a certain way or have a certain level of knowledge about an issue.

Depending on your skills as a qualitative or quantitative data analyst, you may want to hire a local consultant to help you analyse your data. Some questions to ask when considering whether you need outside help include the following:

- Do you have enough experience analysing qualitative and quantitative data to make sense of the data collected?
- Do you have sufficient time to thoroughly analyse the data?
- Do you have the funds to hire a consultant?
- Are you able to use the data to answer the needs assessment questions in the most effective way?

Assuming that funds are available, consider hiring a local consultant if the answer to many of these questions is no.

It is also critical to manage and protect your data. Information received through research or assessment efforts must remain confidential and protected from exposure.

STEP 5. Report Findings

After data have been collected and analysed, report the findings to the key partners and interested stakeholders of your initiative. Listed below are the basic components of a needs assessment report.

Introduction

The introduction tells your readers why you conducted the needs assessment and the main questions you attempted to answer. It also includes the roadmap for the report, which lets readers know, up front, what to expect in each section of the report.

Background and Understanding

This section lays out the foundation readers will need to understand the issue at hand. A general discussion of the issue can educate your readers on the scope and complexity of the problem. For example, you may want to discuss laws and regulations that have been negatively impacting the health and wellbeing of LGBTI's. You might then discuss the extent of the problem within your state and local community such as local legislation, discrimination and attitudes of the community that exacerbates the challenges that LGBTI people face. This discussion should lead readers to the justification for why LGBTI's needs in your area needs to be addressed.

Methodology

The methodology section discusses the steps taken to formulate and conduct the needs assessment. In this section, describe in sufficient detail how you developed and administered your data collection protocols; how you got people to participate and who, generally, those participants were; and how you handled any problems you encountered. In addition, you might describe what documents you reviewed and how you gained access to them. This discussion should provide adequate detail so that readers will understand exactly how you conducted your needs assessment and be able to conduct similar needs assessments in their own communities.

Key Findings

After you have set the stage for the needs assessment study (e.g. main questions you attempted to answer, scope of the problem, method used to obtain data), you will discuss your key findings. This section should answer your needs assessment questions—overall, what you learned about your community so that you can improve the services you provide to LGBTI's. This section is often of utmost importance to funding institutions that need concrete information on the state of the problem in your area and information to support or justify your plans for your grant, if need be. Give special consideration to how you present the findings (e.g., bar charts, pie charts, graphs, maps) so that you capture the reader's interest.

Recommendations

In this section, describe the lessons you have learned from your needs assessment. Here, supported with actual local data, you tell the reader what ought to be done to best assist LGBTIs. These recommendations will guide your initiative and help to develop and refine your program and its services.

STEP 6. Use Your Findings

Once the needs assessment report is written, highlighting all the things you have learned about your community, you need to use this knowledge to take action. Take what you have learned to set your initiative's goals and objectives for the grant. Use the findings to point yourself in the right direction for developing, refining, and implementing your overall program plan.

You can also:

- Post findings on your Web site to educate the field.
- Present findings at meetings, workshops, seminars, and conferences.
- Communicate key findings in a brochure, fact sheet, or poster.

All of these efforts will help you get the word out about your project, the needs of LGBTI's in your area, what is being done, and what yet needs to be done to combat the problem.

Additionally, your needs assessment findings can serve as baseline data for your program evaluation.

These guideline gives insight into the needs assessment process, an undertaking that will greatly help you develop and implement your LGBTI Peer Educator programme.

2. Create a work plan

After you have completed the initial needs assessment, develop a work plan that outlines the overall goals/aims, specific objectives, activities and predicted challenges. This is the time to start planning your budget as well as how you will conduct monitoring and evaluation. The work plan will guide the development of the programme. It should be flexible and adjusted as new issues arise during the course of programme implementation. A logical framework and a theory of change are two tools you can use to think about and write up a work plan.

A) *Set goals & objectives*

The **goal(s)** of your LGBTI peer education programme reflect the needs of your target groups and is based on the needs assessment. Your goals should clearly define what behavioural and knowledge change(s) you want to see in your target population. Note that in practice there are often multiple goals and objectives you may want to achieve.

Specific **objectives** describe in detail how to achieve these changes and help to clarify the direction of the program. They should take into account:

- The target group
- The knowledge and behaviour changes desired (indicators)
- The time frame for achieving this change
- Where the intervention will be carried out

B) *Develop a logical framework, a work plan and a theory of change*

Once the goal and specific objectives have been defined, you can begin to plan the implementation of your program.

A good way to organise this information is by developing a **logical framework (log frame)** - a table where you can chart the goal, objectives, strategies to meet each objective, and indicators of success for each activity. When you design activities, consider your organisation's skills and look your organisation's past experience with similar projects to learn from previous successes and setbacks.

The table below shows the type of information found in a logical framework and how to organise information[5].

Narrative Summary	Indicators	Data Sources	Assumptions
Project Goal			
Project Objectives			
Activities			
Inputs			

More detailed activity planning will happen as the project progresses.

The **work plan** is the road map for your program, but it will need to be flexible so that you can respond to changes, the preliminary findings from evaluations, and the needs of the target population. Periodically examine your work plan throughout the course of your program to ensure that the activities planned are feasible and appropriate, and make adjustments when necessary.

Sample activity planning form
with functions and responsibilities

Objective	Theme	Activity	Target population	Place	Date & time	Resources needed	Educators responsible	Evaluation
1.								
2.								
3.								

Planning Exercise

1. What are the goals for the peer education programme?

2. What specific strategies/techniques will you use?

3. What are the programme's intended outputs from activities?

4. What are the programme's inputs?

5. Are your goals, objectives, outcomes, outputs and inputs measurable and/or quantifiable?

6. What data sources will you use to verify these indicators?

7. At what level do you plan to gather this information (from peer educators, target group or stakeholders)

8. What assumptions are you making about each goal, strategy, output and input?

9. What programme risks or challenges do you foresee?

10. What external risks or challenges do you foresee?

11. What existing data, evidence or reports are you drawing on?

C) *Plan for monitoring & evaluation*

Monitoring and evaluation are guided by indicators that measure whether the objectives will be reached, including numbers, percentages, dates, location, and type of activities developed. Having a plan for monitoring and evaluation helps to ensure that the project continues in the right direction and can demonstrate real results at its conclusion. Including monitoring and evaluation in the planning stage is essential to ensure the effectiveness of the project. Monitoring and evaluation activities will help you understand what is working and how to adapt the project as you go along. By planning for monitoring and evaluation, you will also be able to ensure that adequate resources are available for these activities.

The following are suggested steps in developing a monitoring and evaluation plan[6]:

1. Review the programme objectives and make sure they are measurable.
2. Decide how often the project team will meet, and review the functions of each team member.
3. Evaluate the resources available for collecting data and decide whether data analysis will be done manually or whether it will be automated through the use of computers and appropriate software.
4. Coordinate the development of instruments, definitions of terms, forms, and the database.
5. Train the coordinator and peer educators in monitoring and evaluation methodologies.

For a more detailed explanation of monitoring and evaluation, see **Chapter Eight: Monitoring and Evaluation.**

D) *Budget*

Develop a budget that takes into account every stage of the programme's development, including the point where direct funding ends. This requires costing items as well consolidating some items (like costing for total number of trainings as opposed to costing individual trainings) so you have more flexibility when it comes to allocating funds.

Items to consider when doing a budget:

- Staff salaries (or stipends)
- Project commodities for peer educators (T-shirts, bags, caps, coupons, conferences etc.)
- Travel expenses for staff and peer educators
- Equipment and other assets
- Training
- Information, education and communication
- Materials and activities
- Monitoring and evaluation activities

Note that many donors have specific requirements for the format of the budget, and there are certain costs that they may not cover. If your project has a donor, be sure to check with them about budget requirements.

3. Consider remuneration and incentives

How much (if at all) peer educators are paid entirely depends on the organisation and funders involved. Money however is not the only way to compensate peer educators, nor is it a guarantee of loyalty. If there is funding to pay peer educators, consider remuneration between $100.00 - $200.00 per month which is the average amount paid out in the region. Keeping the amount under the first tax bracket in your country also allows peer educators to keep the whole amount.

If there is no stipend available for peer educators, considers alternatives such as branded items (like T-shirts), access to the Internet at the office, petty cash for transport, food, and airtime. Please note, these are only suggestions.

Remuneration and incentives should be included in the budget. For more information on incentivising and retaining peer educators please see **Chapter Four: Motivators for Retainment.**

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[6] IPPF (2004)

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Working with volunteers

Professional/Networking Incentives

- Opportunity to meet and socialise with other LGBTI people
- Opportunity to recruit and train new peer educators
- Participation in conferences and meetings
- Job references/letters of recommendation
- Scholarships/bursaries
- Participation in a national/regional network of peer educators
- Exchanges with other LGBTI and key population programmes
- Opportunity for media coverage

Personal Incentives

- Project commodities (T-shirts, caps, pins, backpacks)
- Travel subsidies/transportation costs
- Certificates
- Coupons for community stores or free admission to clubs/social spaces for LGBTI people
- Opportunity to earn additional money (writing reports, research etc.)
- Opportunity for personal and professional development
- Recognition by the community and the programme
- Field trips
- Recreational activities (game days, team building trips etc.)

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4. Determine where to work

Based on the results of the needs assessment, choose the zones within the identified area you will be implementing your activities in. It is important to consider the accessibility of the selected area, as well as your organisation's skills in working there. Particularly important are the relationships your organisation currently has with community members or the possibilities for establishing these relationships in the future, as these will help you to optimise your resources in the area. Your needs assessment would have identified other organisations working with LGBTI (or interested in doing so). Ensure that ties are established, and if already established, ensure that it is strengthened.

Keep LGBTI people's needs in mind - who they are, what their time restrictions are, and where they congregate.

5. Organise a meeting space

Ideally, a physical space should be set aside, most probably within the general office, for use by the LGBTI peer educators. The space could be temporary (once-off, like the meeting room) or a more permanent arrangement, if a room is available. The space should be set up and decorated in a meaningful way that allows the peer educators and other LGBTI people to feel comfortable being in it and empowered to use it.

An important way to create an LGBTI-friendly environment is to work with peer educators in establishing clear rules for the use of this space and then give peer educators the authority to enforce these rules. A formal letter of agreement with the community, organisation or individual that provides the space can also help to ensure that these rules are understood and followed.

6. Recruit and train the peer educator team

The peer education team is made up of a coordinator and peer educators. Identifying an appropriate coordinator for the program is critical to its success. The coordinator should be dedicated to and enjoy working with LGBTI people, knowledgeable about and comfortable with sexual and reproductive health and rights issues, and, perhaps most importantly, "*seen by the peer educators as trustworthy, credible, 'one of them,' someone they could turn to for help and advice at any given time.*"[7] The coordinator can be someone who already works for the organisation, a volunteer or an outside consultant. In any case, it is worthwhile to invest the resources to find the right person. The coordinator should be available and flexible for scheduling purposes. The schedule should be clear from the start, but it should be emphasised that there is a chance that the hours may change. The program coordinator can recruit some peer educators early on, possibly from among LGBTI people already involved in your organisation. In choosing peer educators, ensure that they represent the project's target population as closely as possible. For more information on recruiting peer educators please see **Chapter Three: Basic Recruitment**). Once recruited, training the whole team is very important - initial training guarantees a solid base for developing the intervention. Depending on the duration of the project, follow-up trainings may be necessary. Please see **Chapter Six: Suggested Content for Training** for more information on training.

7. Develop and strengthen a network of support for the programme

Inviting members of the community, family, friends, and other stakeholders to participate in the project from the planning stage helps to reduce the risk of objections or opposition to the project and can contribute to increased commitment as well as sustainability. One way to initiate this process is to hold a kick-off meeting with the various stakeholders at which you could present the data from the needs assessment, including the needs the project seeks to address, explain the project's objectives, and ask for community support.

8. Analyse programme funding, sustainability and integration

Funding

As you plan your project/programme, consider potential sources of funding, whether from internal budget lines or from an external donor. Many peer education programs receive funding from international donors, but you should also investigate potential national donors, such as government agencies and foundations. Remember, some stakeholders may be willing to make in-kind donations or trades (for things like space and branded clothing). Gathering local financial support is important as it helps cover costs and boosts the confidence of peer educators by letting them know that they have community support.

Sustainability

Sustainability means looking at the capacity of the project to continue into the future. Financial decision makers often seek to create sustainable programmes that generate their own income/resources - an LGBTI peer education program that is not self-sustainable in the long term may not be realistic. It's important to think about sustainability right from the get go, in the planning stages, as it helps you think of strategies and activities that will promote the continuation of the programme. For example invite family and friends to events, keep community members informed of programme activities, document its effectiveness, and promote achievements amongst decision makers to garner buy in and the possibility of future funding streams. Another strategy for sustainability is to diversify your sources of funding and reduce the reliability on a single donor. A concrete plan to address that point when dedicated funding ends re-assures organisations and donors that they are making a good investment.

Integration of the programme

Rather than being a separate, stand-alone programme, LGBTI peer education programmes are more effective when they are integrated into the other areas and programmes of the organisation's work, as well as the health sector at large (mainstreaming). For example, an integrated LGBTI peer education program in an organisation that also addresses HIV/AIDS, sex work, and drug use ensures that the activities of each program feed into each other. Peer educators can play a part in supporting or implementing the variety of complementary activities that these different prevention programmes might include, such as condom or information, education and communication (IEC) distribution, counselling, referral to psychosocial support and health care, advocacy, community theatre, and campus support. Peer educators should be able to refer their "contacts" to existing services (via a referral letter or card) and should be familiar with the organisation's staff and which services are provided. Service providers should have a working knowledge of the peer education programme.

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[7] IPPF, page 8

Safety and security concerns

Working as a peer educator in countries within legally hostile environments is not without risk. It is important to seriously consider practical safety and security concerns. For example, African Men for Sexual Health and Rights (AMSHeR) which is a regional coalition comprised of 18 MSM/LGBTI led organisations based in 15 African countries, makes use of an Amnesty International application (Tactical Tech) downloaded onto peer educators' phones which acts as a pre-set panic button. Some AMSHeR peer educators and outreach workers operate at night to avoid police. AMSHeR has also been working on an emergency response data base of lawyers who can respond within the first 48 hours after someone has been arrested. AMSHeR responds once the local organisation has taken the lead in responding to the crisis. Be aware that different countries have different criminal procedures so be familiar with those that have relevance to your programme.

This chapter describes the steps for recruiting peer educators, including where and how to recruit peer educators, the interview process as well as selecting and appointing peer educators.

Summary of steps for recruiting peer educators:

STEP 1: Where to recruit a peer educator

STEP 2: How to recruit peer educators

STEP 3: Interview process

STEP 4: Select and appoint permanently

Make it count... Professionalising peer education

Tap into the existing skills, talents and current situation of peer educators. This is a useful way to engage with the wider socio-economic issues that peer educators face. For example, House of our Pride/SWAPOL which is based in Swaziland, employs recently matriculated unemployed LGBTI youths who have families to support.

A key challenge organisations face however is high attrition rates of the peer educators. The cost of re-training to replace peer educators then becomes expensive. To address this challenge, selected organisations have improvised and are professionalising peer education. Volunteer peer education as such is being questioned. In many cases peer educators trained to carry out/support a project do not necessarily have the passion to engage and only want to be trained to acquire the certificates. Professionalising peer education refers to conducting a thorough recruitment process, selecting a team of peers who are then taken through a series of training for competency. They are then contracted to conduct activities as outlined within the project.

1. Where to recruit peer educators

Potential peer educators can be recruited during the course of other activities offered by the organisation such as advocacy work, trainings, and youth groups. Recruitment can also take place over social media, in hot spots and via word-of-mouth:

- Safe social media (Facebook, WhatsApp, chat rooms)
- Hot spots/spaces (night clubs, bars)
- Word of mouth/snowballing (most effective in deep rural areas)

2. How to recruit peer educators

Recruit potential peer educators by sending out an advert, such as the one depicted opposite.

OUT LGBTI Youth!

Are you passionate about sexuality and making the world a better place?

If you are between 18 and 24 years old, can dedicate time to volunteer work, and are interested in the issues affecting LGBTI youth, join our team of peer educators on Fridays from 6:00 to 8:00 PM.

OUT Clinic: 1081 Pretorius street, Hatfield, Pretoria

Tel: (012) 430 3272

For more information, please feel free to contact us via email at hello@out.org.za

Critical reflection box

The selection criteria and the country context should inform the wording and look of the advertisement. For instance, in countries which have laws protecting LGBTI people, such as South Africa, one could explicitly advertise for LGBTI peer educators. However, in countries where LGBTI people are not protected consider wording the advert in a more general way that will help LGBTI people self-select themselves as potential candidates

Advertising spaces can include:

- Social media (Twitter, Facebook, mailing lists)
- Events
- Notice boards at LGBTI or ally organisations such as campuses and clinics

Would you like to become a Peer Educator & join a team changing the face of sexual and reproductive health in Africa? Contact us *link*

3. Interview process

Before you start the interview process, develop a terms of reference (ToR) for peer educators. When you appoint a peer educator share the ToR and make sure peer educators understand it before signing.

The ToR should be in line with the proposed outcomes of your peer education programme. It is a guiding document rather than a rigid set of terms. Some topics and issues to consider for inclusion in the term of reference:

- Invitation to attend training
- Basic conditions of employment
- Expectations, job description and scope (areas of work)
- Working hours
- Duration of contract

- Type of contracted work: part/full time, loyalty, and working for other programmes
- Leave
- Confidentiality
- Code of conduct: Institutional culture and organisational ethics and values
- Remuneration
- Accountability and chain of command (who the peer educator reports to)

Sample interview questions

- How did you hear about this program?
- What do you know about the peer education program?
- Why do you want to do this type of work?
- Do you have experience as a facilitator or leader?
- If so, what was being a facilitator like? What do you consider to be your main strengths and weaknesses?
- What personal compensation do you expect from this position?
- What do you do when someone questions your system of values and beliefs?
- What are your strengths and weaknesses in personal relationships?
- How do you make friends or meet other people?
- How do you think you would feel discussing issues of sexuality with your friends? With people of the same sex? Of the other sex? In mixed groups?
- Tell me about a stressful situation you have faced and how you managed it?
- Tell me something special about yourself, something that differentiates you from other people or something interesting that happened to you.
- Is there anything else you think it is that I know?

During the interview process, set up a time and place to do the interview and invite the candidate and other interviewers such as other staff in your organisation who may be involved with the peer education programme. Prepare a list of interview questions or a scoring sheet based on your selection criteria.

During the interview, you may want to give the candidate a test situation to solve and reflect on so you can assess them in action, including their awareness, knowledge, insight, problem solving skills and ability to communicate thoughts, ideas and feelings.

You will need to have the following available during the interview:

- Interview space/schedule
- Rating system/score sheet
- Panel of interviewers
- Individual applicant must submit a letter of motivation
- Contract plus communication on payment
- Process of informing applicants on whether they were successful/unsuccessful
- Letter of appointment (please see the example below)

Please note: It is important to store these documents securely as they contain details about LGBTI people, which could put LGBTI individuals at risk if for instance you operate in a country context hostile to LGBTI people and your office is raided.

4. Selection process

When peer educators first join a peer education programme they are often at the beginning of their journey of development. Like a caterpillar who grows into a butterfly, peer educators develop into their potential selves over time. As such, the ideal candidate is not necessarily someone who is already a star thought leader, communicator and activist, but rather someone who, given the right support has the potential to become one. Idealistic peer educators who lack insight on certain issues and processes can be mentored and guided into greater awareness.

Potential may be something difficult to assess in an interview and "having a good feeling" about a peer educator is impossible to define as quantifiable selection criteria. A 3 month probation period is a good way to assess how peer educators develop and work towards fulfilling their full potential.

When the writing group for this manual met, the group suggested that selection can be viewed as a process that happens in four stages: 1) select for interview 2) select for training 3) select for a three month probation period and 4) select permanently.

These four steps can be divided into three levels of a peer educators potential development: 1) Entry level 2) Retention level and finally 3) Development level:

Entry level:

1. **Select for interview**

Retention level:

2. **Select for training**
3. **Select for a 3 month probation period:** After three months you will have a better idea of who the peer educators are, their strengths, struggles, knowledge gaps and developmental needs.

Development level:

4. **Select permanently:** At this stage it is important peer educators are engaged in ongoing mentorship as well as emotional and spiritual development to nurture their growing potential. Peer educators who are left to their own devices often get bored and burnt out and are more likely to underperform or leave.

A rainbow of peer educators

There is a place for all kinds of peer educator's personality types. An introvert with the right drive for example can connect with people who feel alienated by extroverted personalities. Where relevant select different types of peer educators (for example a mixture of lesbian, bisexual and gay peer educators who may also be sex workers or people who inject drugs) who will be able to engage with the target groups at your different hot spots, as well hot spots hidden within other hot spots.

Keep in mind that there is no one mould for peer educators – who a peer educator is changes depending on the context. Also, each peer educator's journey is unique and may look different to the journey of another peer educator. Some peer educators may have altruistic intentions (often the most successful), others may be more interested in making money or having fun. Some peer educators are employed elsewhere, other may be currently unemployed. Some may reach their peers through events, others may reach people they have never met through social media. Some may be young, others middle aged or older.

Not everyone is destined to be a peer educator – those that are tend to have a life purpose that is in line with the ideals of social justice, change and service. During the screening process you can get an idea of the person's motivations, personality and access to peer circles. Ensure that you get to know your peer educators, identify those that you can see are truly passionate about the work - these peer educators need to be nurtured and given opportunities to grow within and across organisations.

5. Appoint peer educators

Once you have selected peer educators, formally appoint them by communicating the success of their application via a formal letter of appointment. This is followed by signing a contract/memorandum of understand as well as a terms of reference (ToR) with the peer educator. This involves discussing and agreeing on issues such as remuneration and expectations. Candidates who were unsuccessful should also be informed.

Sample Appointment Letter

Name of selected candidate _____

Address of the selected candidate _____

Date of issue of Appointment Letter _____

Subject: Your application for the post of peer educator

Dear _____

We delighted to inform you that your application for the posision of peer educator/outreach worker was successful.

You are requested to report at our office as per address given below at _____AM/PM on _____ (date from when the individual is expected to join) in approval to your appointment.

Name of the Organisation/Company

Complete address with phone numbers/landmarks (if any)

This is to inform you that this letter will be null and void in case you do not report at the date and time specified in this letter.

As per our Organisational/Company policy, you will be on Contract for a period of _____ (specify the period) and then, based on your performance and review you will be taken to the next level of employment and development in the peer education programme.

During your Contract period you are entitled to take _____ (specify the leave days that the peer educator can take as per your Leave policy). In cases of emergency for any extra leave requests however the decision will rest with management.

You are also formally invited to attend mandatory training for peer educators on _____(specify the date of training).

We hope to have a long successful professional relationship with you and wish you all the very best.

Yours sincerely

_____

(Designation of the authority)

"Peer educators do not belong to us, we should capacitate them and skill them up, within the face of the high possibility of them leaving to go work for other organisations"
- Delene Van Dyk

In this chapter we discuss ways of motivating peer educators to continue working with your programme. Retaining peer educators goes beyond monetary remuneration. Peer educators need an enabling environment (enablers), inspiration such as mentorship (motivators) and to feel that their organisation is going that extra mile to make their work as enjoyable as possible (retainers). For example, when internal positions come up, consider promoting promising peer educators looking for professional opportunities[8]. Be transparent as possible with peer educators about funding for the programme and invite their feedback on alternatives to stipends. The following is a discussion of different kinds of enablers, motivators and retainers you could consider including as part of your programme.

Enablers

Enablers are things needed to create an enabling environment for peer educators to operate/perform as a peer educator. These include:

- **Skills & knowledge:** Provide training (usually between 3 and 10 days), as well as follow-up or refresher trainings on a quarterly basis (please see **Chapter Six: Suggested Content for Training** for more information on what should be included in training).
- **Support:** transport, airtime, food, venue/space to work in, internet access
- **Resources:** Commodities for distribution, cell phone, airtime, IEC that is informative not explicit, fact sheets. Housing/accommodation (shelters/safe space) would be an ideal resource however in practice, this may be outside the scope of what you can offer.
- **Safety:** Tips on doing work in a team, security tips around working alone or at night, awareness of violence and crime in hot spots, name/ID badges (if association with your organisation would be beneficial and not harmful), response applications, emergency response standard operating procedures (SOP).

Please note: If you only have enablers and no motivators you may not be able to retain peer educators.

Motivators

Motivators are those things that drive the individual to continue working as a peer educator. They are the internal, personal factors as well as the external, environmental factors that inspires a peer educator to work.

- **Support:** Mentoring, stipend
- **Recognition and awards:** e.g. PE of the month award (certificate), small tokens, prizes for exercises like the "30 Day Challenge"
- **Personal Touch:** Know your PEs, planned one to one sessions with a mentor, see the PE as an individual person.
- **Resources:** Merchandise like T-shirts in the right size and bags.

Mentorship[9]

Peer educators are involved in helping work and need to reflect on their work because they are human being with strengths and weaknesses and because peer education is based on the idea of being able to connect to peers. These connections can make peer educators vulnerable, they can awaken old problems, they can reveal hidden needs, and they can leave peer educators feeling burdened by complex feelings. They can also make peer educators feel powerful and in control, sometimes tempted to take over the lives and decisions of peers. Mentorship is can be a useful method to address these issues and is usually held monthly.

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8   Note that when peer educators move up the ranks it may cause tensions amongst the peer educator team.

9   Adapted from 'The Role of Mentoring and Supervision' by Brouard and Lazarus

Who is a mentor?

- A mentor can be someone in the organisation who has a psychological/mental health background, or someone with innate wisdom and experience in helping others to reflect on and integrate thoughts, emotions and behaviours.
- A mentor can be someone with life experiences and professional experiences which may be useful to peer educators.
- The mentor should be someone different to the Coordinator, as the demands of coordination and administration often clash with the role of being a nurturer.
- The mentor could also be someone who is external to the organisation and who is interested in doing pro-bono work with peer educators.

The goals of good mentoring:

- Fosters professional and personal growth of peer educators
- Support and guide new peer educators who are often anxious and lack self-confidence
- Help peer educators to function to full capacity
- Help peer educators to achieve greater independence and autonomy
- Help peer educators become more aware of themselves so that they do not act in ways which might harm peers or themselves
- Help peer educators prevent burnout by providing emotional support and encouraging new ideas
- Promote the welfare of peers
- Ensures that an organisation provides services of a high standard.

Mentorship as a motivator: A Case Study

A Manager of a South African LGBTI NGO realised that although the peer educators were trained, they still lacked something – a motivator of a different kind to money or knowledge. The Manager organically began to do personal development work with the peer educators by interpreting Oracle cards for them, and asking peer educators to reflect on whether this interpretation made sense to them. This was a huge success, and peer educators responded very positively as they felt heard and seen as people. Soon after, the Manager began to address other themes in these sessions such as addiction, emotional intelligence, conflict in relationships and the ego versus the spirit which aided peer educators to do emotional and spiritual work (see Chapter Five: Emotional and Spiritual Growth for more information). Sessions would take place once a month for half a day. The Manager began to run individual sessions for those peer educators who wanted to talk about issues too sensitive to share with the rest of the group. At the end of the year there was an incident in the organisation which resulted in the peer educators being restricted in their movement while on the office premises. Also, peer educators were not getting paid on time. At the Christmas party the Manager facilitated a debrief session and peer educators aired their feelings about this. The Manager asked them why they continued to work as peer educators if they felt this way. They answered that the mentoring sessions gives them something incredible valuable and it makes dealing with the challenges more possible. Peer educators stayed because of the emotional and spiritual support they were receiving – this was experiences as an equal exchange of energy. Peer educators needed to be reminded of their worth and life purpose, and have times where they are supported in not being okay. The Manager believed that a mentor needs to be calm and non-judgemental and should recognise the profound journey peer educators are on.

How would mentorship work in your organisation/programme? Consider in relation to the 5 C's: Continuity (across funding), Containment (of difficult emotions), Compassion (for the struggles of others), Companionship, and Calmness.

Models of mentoring

Individual mentoring: Individual mentoring offers the peer educator the opportunity to develop a trusting relationship with a more skilled and experienced mentor and a safe space in which to reflect on work with peers, to develop as a peer educator and grow as a person. It most often happens on a face-to-face basis, but may be telephonic or rely on written or e-mail contact. Individual mentoring generally allows more time to concentrate on particular issues and offers more in-depth focus on the specific needs of the particular peer educator. It is, however, limited in that there may not be sufficient time or funding for a mentor to provide all peer educators with individual sessions.

Group mentoring: Group mentoring offers group members the opportunity to share a range of experiences with peers, and a variety of approaches by different peer educators, as a basis for reflection on specific peer cases, development as group members and personal growth. Group mentoring relies on group members actively engaging with issues or cases that are "*presented*" by one of the group in order to provide comment and assistance for that peer educator, and at the same time to learn for themselves. Group mentoring may be facilitated by a mentor, or by a group member (or members) acting to facilitate a discussion amongst the peer educators. In either case, a standard process will usually be followed to facilitate discussion, manage group dynamics and, as far as possible, accommodate the needs of different group members – if not in a particular session, then over a series of sessions.

In group mentoring, there will inevitably be fewer opportunities for group members to focus on their own issues or cases and it may be more difficult to find ways to deal with urgent issues. Because of the shifts in focus amongst group members in the course of a session, group mentoring may be less anxiety provoking for peer educators and be less likely to encourage dependence. However, some peer educators may find it more difficult to be open about difficult experiences in a group and have less confidence in the opinions of their fellow peer educators. For group mentoring to be effective, dynamics such as dominance, conflict, or competition need to be properly managed.

Choosing a model

Because both individual and group mentoring have strengths and weaknesses, where possible, a combination of both is useful, for example regular group mentoring, supplemented by less frequent individual mentoring.

A suggested framework for group mentoring

Group mentoring, whether mentor-led or involving only peers educators, is enhanced by using a familiar framework to help group members engage with the process and contain group dynamics. The framework needs to be discussed and agreed as part of the contracting process when starting a mentoring group.

The following phases are commonly included in the framework:

Opening (5 – 10 minutes)

The facilitator confirms the readiness of group to start and introduces a warm-up activity (ice-breaker) to get members relaxed and talking. For example, have each group member give one word, which describes how things have been since the last meeting. The facilitator then checks that the member responsible for presenting is ready to do so. If relevant, the facilitator clarifies whether there are any out-of-turn requests, allows brief discussion and a decision whether to allow it or suggest alternative ways to get help with the request.

Presentation (10 – 20 minutes)

Using prepared notes, the presenter presents the case/issue following a systematic format. The presenter should try to keep the presentation clear and straightforward so that other group members have a full picture to work with. During the presentation, other group members may make notes to remind themselves of key points, or of questions.

Clarification (10 – 15 minutes)

Group members ask questions that will help them to understand the situation better. Limit questions to one per group member, or set a time limit for asking questions (e.g. 5 minutes). Questions should focus mainly on the issue, case or peer under discussion, rather than on how the peer educator intervened. Questions should not include possible interpretations or solutions. Group members should try to avoid lengthy, rambling statements, without a clear question. The presenter can respond after each question, or at the end of all the questions.

Presenter's request (5 minutes)

The presenter then explains his/her reason for presenting this case/issue – what they found especially difficult (e.g. not knowing how to intervene, or not understanding why the peer reacted in a particular way, or feeling inadequate to meet the peer's needs, or because of feelings evoked by the client or their situation), and/or what the peer educator wants from the group (e.g. suggestions on how to intervene, how to understand the peer's reaction, how to understand or deal with feelings of inadequacy or other feelings evoked by the peer).

Reflection (2 – 3 minutes)

To encourage group members to focus on the presenter's request rather than their own reaction to the case/issue or to the peer educator's intervention - allow time for members to reflect on the case and the presenter's request and consider how to respond.

Group members' comments (15 – 20 minutes)

Each group member gives feedback, focussed on the presenter's request, taking care to communicate constructively. The presenter listens to each comment and may make notes, but does not respond, except to ask for any clarification. This decreases pressure on the presenter to defend a point of view or action and facilitates more focussed attention on what is being said.

Reflection (2 – 3 minutes)

Allow the presenter a few minutes to consider the comments and their response to them. Other group members can take the time to consider what they have learned from the session so far, or to take a brief stretch break.

Presenter's response (5 – 10 minutes)

The presenter responds to the comments, also taking care to communicate constructively. They may indicate in what ways a comment was helpful, or where and why they see things differently, or may have difficulty applying a suggestion. The presenter ends with a summary of what they have learned and what they intend to do as a result of the session.

Open discussion (5 – 10 minutes)

Each session should end properly. Depending on the time available and what has happened during the session, group members can be invited to reflect on what they have learned from the session and how they are feeling, or to consider aspects of the group process, or how the facilitator(s) managed the session. Any decisions about the next mentoring session and who will present should be taken now, so that it is clear who needs to prepare. Any other problems or uncertainties should be dealt with, or arrangements made to address them at the next session or in some other appropriate way.

Roles

All group members have a responsibility to engage constructively in the mentoring process and to encourage a good working climate. In addition, however, the facilitator(s), presenter and other group members each have their own unique role to play.

- **Facilitator:** The facilitator is responsible for facilitating the group's working through the different phases of the framework, for monitoring group dynamics and maintaining reasonable working relationships amongst members. They need to foster conditions that encourage professional and personal growth of the presenter and other group members. They need to model respectful, supportive and reflective behaviour for group members and intervene if overly critical or insensitive comments are made. They need to ensure that all group members are able to participate and to intervene if one member or a sub-group begins to dominate. Using a round-robin technique and allowing only one question or comment per person can be useful. They need to be open to feedback on their facilitation, allowing for her their own growth as a facilitator.

- **Presenter:** The presenter is responsible for choosing a case/issue to present and preparing the necessary material in advance. They need to give some thought to why they have chosen this case and what they would like to get out of the mentoring process (although this may be revised after listening to questions from other group members). They should try to present the case as clearly and concisely as possible, but with enough detail so that other group members have enough information to make sense of the case. They should try to be honest about difficulties they have experienced, as this will enhance what they can learn. They should try to answer questions clearly, but indicate when they do not have the information. They should listen carefully to group members' comments and try to see them as genuine attempts to help, though based on only partial information about the situation. Any critical comments should be seen as opportunities to learn. They need to try to draw out at least one lesson or possible course of action from the process and be prepared to try to implement this in practice. In communicating with other group members, they needs to convey respect and appreciation for their efforts. There is no need to respond to every single comment, but it is helpful to be able to summarise the main ideas and to highlight points that they intends to think more about or try out in practice.

- **Group members:** Group members are responsible for actively listening to and engaging with the presenter, in order both to be able to offer helpful comment to the presenter and to foster their own learning. Group members need to be sensitive in how they phrase their questions and comments, being aware that they are expressing just one point of view and from outside the real situation. They need to accept that the presenter is not obliged to see things their way or take up their suggestions. In making comments, group members need to try to put themselves in the shoes of the presenter, thinking not only about what they want to say, but also how it may be heard. Try to avoid making comments, which sound, accusing or judgmental. Making comments that are tentative, or offering options, is another way to give the presenter freedom to accept or reject a particular statement. Some useful phrases to start a comment are: *"the way I understand the situation is…"*, *"perhaps the peer was feeling/trying to say…"*, *"I wonder whether…"*, *"my suggestion would be…"*, *"one option would be…"*, *"and something I might try would be…"*.

Giving feedback

When giving feedback remember that this is most effective when there is a foundation of trust in a group. So if a mentoring group is new, give feedback with some caution.

Some tips for giving feedback:

- If possible, preface your feedback with something positive before giving negative or critical feedback.
- Base your comments on facts not emotions.
- Be specific: give quotes and examples of exactly what you are referring to.
- Concentrate on what can be changed.
- Focus on one thing at a time: too much feedback will be overwhelming to the person.
- Be helpful: always consider your own motives for giving your opinions – are you trying to be helpful to the person or are you unloading some of your own feelings.

Group members should also be open to hearing feedback, as this is the purpose of mentoring. This can be hard at first, but in time it does get easier.

Retainers

The extra that you will put in place to make these people loyal, that extra mile you go to make you stand out as an organisation.

- **Support:** offering of psychosocial support/counselling (could work through other organisations such as Life Line)
- **Social opportunities:** Fun activities, networking opportunities, team building/year end function, partner with other companies like Ster Kinekor for free movies/clothing discounts.
- **Additional training & exposure:** advocacy training, conferences, research training.
- **Meaningful involvement:** Part of the decision making within the organisation, representation at PE, they feel a sense of belonging, involvement in other activities within the organisation, empowerment to access small grants, transparency (post individual work plan)
- **Career progression:** Internal promotion to higher up positions, PEs can see a path of growth within the organisation, recommendation to other opportunities

Exit Strategies:
Do you ever stop being a peer educator?

How do we deal with peer educators leaving? Peer educators cut across ages and can't be defined necessarily as a young person with a clear cut path of progress. Peer educators, at some point, will leave – either they will leave the programme entirely or they will take up different roles within the organisation. Exit strategies need to be tailored to each person. Often, this strategy will depend on the type of programme and what opportunities for growth the organisation can offer peer educators. For instance, peer educators can graduate to being a friend of the programme, a mentor, a programmer or manager. In this way, they are still useful to the programme. Consider asking peer educators what their long term plans are, and if there are other positions they are interested in transitioning into. This will help you in identifying opportunities that will be beneficial to their growth.

Peer education is taxing and emotionally draining work. Nurturing the emotional and spiritual growth of peer educators can be the key to keeping them committed and capable. There are a number of ways to enable emotional and spiritual growth, which also helps to minimise and heal burn out. This chapter looks at some of the factors that could be taken into account when dealing with emotional and spiritual growth, as well as examples of some activities that can be done to encourage this growth.

Please note: A mental health practitioner should be present and available when peer educators do emotional and spiritual growth work as this type of work often provokes intense feelings. A professional can help peer educators process, integrate and internalise shifts.

Guidelines for emotional and spiritual growth

Spirituality and religion

In the African context, peer educators are often confronted by religious arguments against LGBTI people. No matter a peer educator's belief system, it is important peer educators are equipped with skills to engage with these conversations. A good way to approach these often emotionally charged conversations is by subtly moving the conversation away from religion into an alternative conversation. This helps to reduce defensiveness. The goal is to re-direct a potentially dead-end and frustrating conversation about religion into an alternative conversation about for instance, human rights, the responsibilities of health care workers to 'do no harm', the reality of people being killed because of who they are, and times when individuals have felt discriminated against for being different in some way . This helps peer educators connect with the humanity of those they are speaking to, without descending into an argument about morality. Including a spiritual and emotional component to the programme will help peer educators manage these conversations without losing their cool. Also include information about cultural, traditional and historical context of LGBTI issues within your country context. LGBTI people can be accused of being "*un-African*". Greater knowledge of the past can help peer educators promote an alternative conversation around African sexuality.

Mindfulness

Promote the practice of "stillness" and "mindfulness" amongst peer educators by encouraging your team to take 5 minutes out of their day to just sit and be present in the moment. Mindfulness is a type of meditation that essentially involves focusing your mind on the present. To be mindful is to be aware of your thoughts and actions in the present, without judging yourself. Research[10] suggests that mindfulness meditation may improve mood, decrease stress, and boost immune function. Meditation and prayer can be useful tools to cultivate stillness.

Writing

Journaling and writing are excellent ways of processing trauma and identity development. Encourage peer educators to keep personal journals (see example in the table) or video diaries.

[10] Missing???

Creating a Feelings Journal

This practice is a good way to increase your emotional vocabulary, and you can learn this language, even if your family never taught this to you, by following these steps:

1. In your journal, draw three lines down a page so that you create four columns.

2. At the top far-left column, write "Event".

3. Label the middle-left column "Body Feeling".

4. Label the middle-right column "Emotion".

5. Finally, label the far-right column "Intensity".

As challenging life events or situations occur, write them down in the left column. Events could include any difficult situation, whether at work or home.

In the middle-left column, list all the feelings that occur in different parts of your body. In addition to noting where a feeling occurs – chest, stomach, heart – also describe what it feels like. Is it hot, warm, tight, heavy or hard?

Next, use the middle-right column as a place to give this feeling a name. Even if you have to guess at it, that's ok. Remember that for some emotions, like anger, there can be other underlying emotions, including feelings of hurt and sadness.

After you have written down the name of the emotion, use the far-right column to rate the intensity on a scale from 1 to 10, with 1 being extremely mild and 10 being extremely severe. Road rage, for example, would definitely be in the 7 to 10 range.

Feelings Journal (Example)

Event	Body Feeling	Emotion	Intensity
Losing my job	Punched in the stomach, nauseas	Overwhelmed, anger, hurt, ashamed	7 / 8

Reflections on Creating a Feelings Journal

Use your feelings journal often. Don't be afraid of getting to know your emotions and how your body expresses them. By doing this, you are becoming friendly with both your body and your mind. Eventually, you will gain a deeper understanding of how you respond in different situations. Best of all, the ability to name emotions actually helps you become more aware of them and improves your control over your feelings. Instead of just reacting to emotions, you will gain the skill to use the information as a means to fine-tune increased levels of joy and understanding in your life.

Support spaces

Set up safe spaces, such as group de-briefings, where peer educators can share experiences and vent unprocessed, uncommunicated feelings. On-line forums, such as a WhatsApp group can also provide a platform for continued communication and sharing, which can include text, photographs, voice recordings and videos.

Gratitude

Cultivating gratitude for both the negative and positive aspects of life is an excellent way peer educators can develop resilience. In a focused 10 minute discussion, encourage peer educators to find the joys in their life and to consciously reflect on successes and positive moments. The negative aspects of life also teach us about ourselves, others and the world around us. By identifying the lessons learnt it is possible to cultivate gratitude even for those aspects of life which are negative.

Body/touchwork

Conscious touch is considered vital for overall wellbeing. Infants who are not touched die from a failure to thrive – adults who are not touched also suffer from an emotional and spiritual deficit. Although talking and discussion can be useful ways to process emotion, bodywork can be a particularly effective form of healing and reflection for peer educators who are very cerebral and intellectual. This type of touch is non-sexual and does not require the receiver to reciprocate in any way. For instance, going for a massage or having a partner hold you with no expectations to take the embrace further is a form of bodywork. In some countries there are professional bodyworkers who provide conscious touch sessions however this is not the norm.

Wellness days

Make wellness days a regular occurrence and encourage peer educators to own the process of creating self-nurturing spaces. Contact local hair, beauty and massage schools to arrange a cost effective day of relaxation and pampering for peer educators. This could also take the form of "*duvet days*" – a day peer educators dedicate once a quarter to spending at home doing self-care.

Body mapping

This technique allows peer educators to reflect on the messages their body is giving them. Ask peer educators to outline their body on a large, body size piece of paper and to tell the story of their body through drawing, painting and discussion with the group. Peer educators are asked to also draw their shadow which allows them to reflect on current challenges and struggles. Be aware of people who have experienced abuse or trauma as this exercise could be a trigger.

Stress inventory

A stress inventory test can be given to peer educators as a way to reflect on where they are at any given moment.

Sample of a spot stress inventory

Below is a list of ways you might have felt or behaved recently.
Please indicate how often during the past week you have experienced each of the following:

No.		Never	Once in a while	Fairly often	Very often
1	Have trouble remembering things	1	2	3	4
2	Have trouble concentrating	1	2	3	4
3	Have difficulty making decisions	1	2	3	4
4	Have your mind go blank	1	2	3	4
5	Have indigestion or an upset stomach	1	2	3	4
6	Have tightness in your neck, back or muscles	1	2	3	4
7	Feel faint or dizzy	1	2	3	4
8	Sweat when not working hard or overheated	1	2	3	4
9	Notice hands trembling	1	2	3	4
10	Have to avoid certain things, places or activities because they frighten you	1	2	3	4
11	Have your heart pound or race when not physically active	1	2	3	4
12	Feel nervous or shaky inside	1	2	3	4
13	Having trouble getting your breath	1	2	3	4
14	Feel tense or keyed up	1	2	3	4
15	Feel fearful and afraid	1	2	3	4
16	Have poor appetite	1	2	3	4
17	Feel lonely	1	2	3	4
18	Feel bored or have little interest in things	1	2	3	4
19	Take no interest or pleasure in physical activities you used to enjoy	1	2	3	4

20	Having trouble getting to sleep and staying asleep	1	2	3	4
21	Cry easily or feel like crying	1	2	3	4
22	Feel downhearted or unhappy	1	2	3	4
23	Feel low in energy or slowed down	1	2	3	4
24	Feel hopeless about the future	1	2	3	4
25	Have any thoughts about the possibility of ending your life	1	2	3	4
26	Lose your temper	1	2	3	4
27	Feel easily annoyed or irritated	1	2	3	4
28	Feel critical of others	1	2	3	4
29	Get angry over things that are not important	1	2	3	4
SUB-TOTALS					
TOTAL ADDED UP:					
LOW: Under 40					
AVERAGE: 40 – 50					
HIGH:50 – 60					
VERY HIGH:OVER 60					

Support and encourage peer educators to take responsibility for monitoring and reducing their stress levels, to be aware of triggers, and their common ways of coping with stress. You can find an example of a stress audit and inventory[11] in the tables in this section.

Sample of a stress audit

Write down the answers to the following questions in your Journal:

- Do you ever feel unable to cope?
- Do you find it difficult to relax?
- Do you ever feel anxious for no reason?
- Do you find it hard to show your true feelings?
- Are you finding it hard to make decisions?
- Are you often irritable for no reason?
- Do you worry about the future?
- Do you feel isolated and misunderstood?
- Do you doubt that you like yourself?
- Are you finding it difficult to concentrate?
- Do you find that life has lost its sparkle?
- I believe that for me stress is...
- Some stressors in my life are:
    - o   Life pressures
    - o   Satisfaction with life
    - o   General health and fitness
    - o   Quality of life
    - o   Relationships

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[11] Adapted from J. Duckitt, NIPR

Internalised homophobia scale

The internalised homophobia scale allows peer educators who may not be aware of their own internal homophobia to become more aware. It helps peer educators make the conscious link between destructive behaviours and internalised homophobia.

Please see the table for an example of this scale[12].

Sample of an Internalized Homo-negativity (Homophobia) Inventory (IHNI)

The following statements deal with emotions and thoughts related to being gay.
Using the scale below, please give your honest rating about the degree to which you agree or disagree with each statement.

strongly disagree	moderately disagree	slightly disagree	slightly agree	moderately agree	strongly agree
1	2	3	4	5	6

- I believe being gay is an important part of me.
- I believe it is OK for men to be attracted to other men in an emotional way, but it's not OK for them to have sex with each other.
- When I think of my homosexuality, I feel depressed.
- I believe that it is morally wrong for men to have sex with other men.
- I feel ashamed of my homosexuality.
- I am thankful for my sexual orientation.
- When I think about my attraction towards men, I feel unhappy.
- I believe that more gay men should be shown in TV shows, movies, and commercials.
- I see my homosexuality as a gift.
- When people around me talk about homosexuality, I get nervous.
- I wish I could control my feelings of attraction toward other men.
- In general, I believe that homosexuality is as fulfilling as heterosexuality.
- I am disturbed when people can tell I'm gay.
- In general, I believe that gay men are more immoral than straight men.
- Sometimes I get upset when I think about being attracted to men.
- In my opinion, homosexuality is harmful to the order of society.
- Sometimes I feel that I might be better off dead than gay.
- I sometimes resent my sexual orientation.
- I believe it is morally wrong for men to be attracted to each other.
- I sometimes feel that my homosexuality is embarrassing.
- I am proud to be gay.
- I believe that public schools should teach that homosexuality is normal.
- I believe it is unfair that I am attracted to men instead of women.

This scale could easily be adapted into an internalised transphobia scale by simply changing the wording.

Positive peer pressure

We often think of the term *peer pressure* to be a negative thing. We imagine people trying to persuade other people to do drugs, have reckless sex, or ditch school. But peer pressure is really just anytime our peers encourage us to change our values, attitudes, and behaviours. And it doesn't always need to be a negative thing. Positive peer pressure can be an effective way peer educators can support each other through issues such as addiction.

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[12] Wayne Mayfield

Emotional Intelligence work

Encourage and make time for peer educators to do emotional intelligence assessment exercises. These allow peer educators to become more aware of themselves and scores from tests can provide a useful catalyst for discussions.

For examples of these kinds of activities please see the tables in this section.

Sample: The 30 Day Challenge

Is there something you've always meant to do, wanted to do, but just... haven't? Matt Cutts suggests: Try it for 30 days. This short, light-hearted talk offers a neat way to think about setting and achieving goals.

1. Pick your challenge

Select a habit that you want to create or lose. Like doing sport, eat healthier, stopping smoking or more creating more love in your life.

2. Do it for 30 days

Start doing your challenge today and do it every day for the next 30 days. Use a journal to monitor your actions and journey. Share it with those that you know will support you.

3. Create a new habit

After 30 days you'll create a new habit (and have changed behaviour!). Be aware of how challenging it is to get rid of bad habits, or learn new good habits. Share your journey with others and inspire them to change their lives.

Sample Emotional Intelligence Assessment: Are Your Emotions in Charge of You?

1	Confronting someone who is angry terrifies me.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
2	Hugging or kissing people makes me uncomfortable.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
3	I am self-conscious about my personal appearance or the way I behave around other people.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
4	I am afraid to let myself cry.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
5	If someone insults me, I dwell on the slight for days				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
6	A loss or a disappointment, even one that occurred many years ago, can make me profoundly sad.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
7	I get depressed easily				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
8	I often experience feelings of jealousy.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false

9	A minor difficulty often makes me overreact.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false
10	When I'm under pressure, I freak out.				
	Completely true	Mostly true	Somewhat true/false	Mostly false	Completely false

SCORING

Each answer is awarded a specific number of points.

Completely true: 5 point

Mostly true: 4 points

Somewhat true/false: 3 points

Mostly false: 2 points

Completely false: 1 point

50-40: Your emotions are in charge.

39-30: Your emotions still have too much influence.

Below 30: Your emotions have learned there's a new sheriff in town

In this chapter we look at the type of content one could include in peer educator training. Detailed content about the topics or subjects included in training is outside the scope of this manual. However, there are many training manuals already available which cover content (please see the list of manuals at the end of this manual). This chapter is an overview of key competencies or themes to be included in training which cover physical, emotional, social and spiritual health (please see the table below) which include the following themes: On being a peer educator, awareness, communication skills, advocacy and networking skills, risk and risk reduction (including STIs and HIV), substance use and abuse, as well as screening and testing. Also included are some tips on the logistics of running a training with peer educators.

Summary of knowledge competencies peer educators should be trained in:

Physical (incl. sexual) health	Emotional health	Social health	Spiritual health
• Sexual challenges (physical illness like diabetes and hypertension; erectile dysfunction; low libido; pain during sex, vaginismus, sex after trauma) • Sex and HIV • Risk and health factors • STIs • Anal health • Tuberculosis (TB) • Cancer, polyps and screening • Trans* and intersex health needs (binding and hormones) • Pleasure (fabulous sex) • Exercise • Body image • Goal orientated or performance driven sex	• Drug addiction and harm reduction • Stress (challenges and symptoms) • Creating safe spaces • Inclusivity • Coming out • Bullying • Ageing • Reintegration • IPV • Reintegration after incarceration/sex work • Anger management	• Personal safety • Language awareness • Managing and understanding homo and transphobia • Internalised homo/transphobia (towards effeminate people) • Impact of heteronormativity • Culture and tradition • History of homosexuality in Africa • Westernisation • Connecting with your group/family • Parenting and family • "Straight acting"	• Personal values and beliefs • Activities to prevent burn out

The following themes have been suggested for inclusion in an LGBTI training curriculum:

1. On being a Peer Educator

Knowing what peer education entails, and if an individual has the right character and passion for the job, is even more important than having content knowledge. Thus, the following outcomes should be reached in this section:

- Have an understanding of the different definitions of a peer, peer education and a peer educator
- Understanding the aims of peer education
- Understanding the essential elements of peer education
- Describing the characteristics of a good peer educator
- Describing the process of peer education and making contact
- Managing the challenges in making contact with peers (please see Chapter 7: Outreach Methodologies for more information on how to make contact with peers).

2. Self-Awareness

A) How to foster self-awareness of values, beliefs, and mind-sets

Understanding that the work of a peer educator / outreach worker can be emotionally and psychologically taxing, it is important for them to have a high level of resilience. To develop a high degree of self-awareness, insight into the self and the self's impact on others, the personal growth and development of these individuals is important. Thus, the following outcomes should be reached in this section:

- Building on the four domains of emotional intelligence should be the focus. (See the suggested areas for development in the table below. For practical exercises please see the suggested activities in Chapter Five: Emotional and Spiritual Growth).

FOUR DOMAINS OF EMOTIONAL INTELLIGENCE			
I. Self Awareness	II. Self Management	III. Social Awareness	IV. Relationship Management
'Know your story and how it affects you" "Make peace with your past" "Know your beliefs, your emotions and your behaviour patterns" "Know your relationship patterns"	"Develop skills for breathing and relaxation" "Learn positive, self-affirming beliefs" "Develop self-soothing and self-motivation skills" "Maintain good physical health"	"Understand non-verbal communication" "Develop a positive view of others" "Understand the basic emotional needs" "Understand 'games' and personal integrity"	"Develop skills for reflective listening and empathy" "Develop skills for assertive communication" "Learn conflict resolution skills" "Learn skills for support and affirmation of others"

- Developing a positive mind-set

- Enhance creativity

- Understanding each JOHARI window. The JOHARI model[13] (see image below) is a communication model used to improve communication between individuals. It consists of four windows: 1. Open area (what is known to the self and to others) 2. Blind area (unknown to the self but known to others) 3. Hidden area (known to the self but unknown to others) and 4. Unknown area (unknown to the self and others).
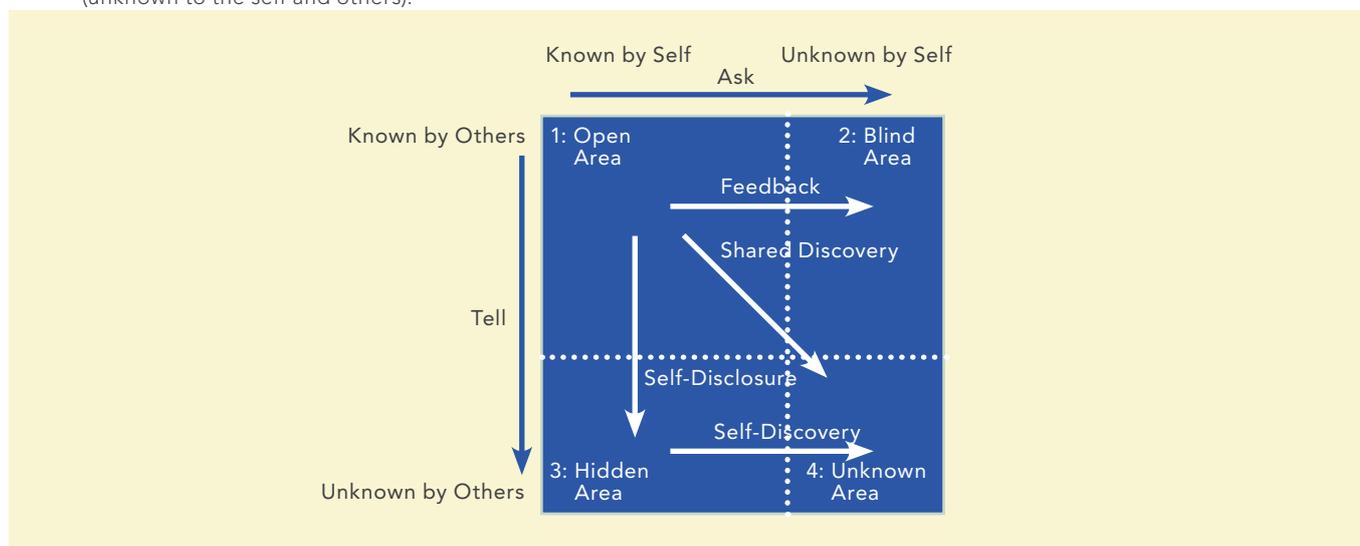
B) Sexuality and gender

- Human sexuality is so much more than genitalia and how people play with them! Thus, the following outcomes should be reached in this section:

- Understanding constructions of biological sex, gender as a social construction, sexual orientation and relationships as well as sexual behaviour

- Understanding the importance of using the correct terminology in relation to LGBTI's

- Understanding constructions of masculine, feminine, transgender, gender non-conforming and gender queer identities

- Understanding issues related to transgender and intersex health such as the role of hormone treatment, gender re-assignment surgery, breast binding, packing and the lasting impact of surgeries done on intersex children.

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[13] Mind Tools, https://www.mindtools.com/CommSkll/JohariWindow.htm

- Understand and be able to engage with different sexual challenges that LGBTI people may experience such as physical illness (like diabetes and hypertension), erectile dysfunction, low libido; pain during sex, vaginismus, and sex after trauma

- Understand and be able to talk about anal health, anal sex and the anal tabboo

- Understand the significance of body image and be able to engage meaningfully with issues of body and fat shaming.

- Understand and engage with the issue of pleasure in sex and be able to explain this meaningfully to others

- Understand and be able to explain the impact of goal orientated or performance driven sex

- Understand and be able to engage with broader health issues such as Tuberculosis (TB), Cancer, polyps and screening

- Discussing the significance of how relations of power are interpreted, understood and played out in everyday situations.

- Unpacking and understanding stereotypes and myths about LGBTI's and society in general

- Understand and discuss the difference between gender identity versus sexual behaviour

- Understanding heteronormative parodies in homosexuality

OUT LGBT Wellbeing's Binaries & Boxes (or Not!) is a concise and to the point training model on human sexuality:

To understand the Binaries & Boxes (or not!) part a bit better, please go to:

http://www.msmgf.org/index.cfm/id/331/webinars/ and choose the recording and/or slides option.

Human Sexuality: Critical Reflection Box

Sexuality is complex and encompasses related but different concepts, such as anatomical sex, gender, sexual orientation and sexual behaviour. The word 'sex' for instance is often used to refer to all of these concepts interchangeably which makes it difficult to speak about experiences which are unique to each concept. For instance, the gender journey experienced by transgender and intersex individuals may be subsumed into conversations which are actually about sexual orientation and behaviour. It's important then to encourage peer educators to reflect on what they understand by each of these terms and to honour the different experiences of peers. Peer educators should also appreciate that these words mean different things to different people in the field and that it is necessary to ask how people understand them so constructive dialogue is possible. For example, in the African context the word 'gender' is often used to refer to the health and rights of women. Gender however refers to the socially constructed roles that society expects individuals of a particular anatomical sex to conform to. Although peer educators may want clearly defined terms, it's also important to remember that sexuality is fluid – it changes both within and across different people and as such peer educators need to become tolerant to fluidity. The more we embrace our own fluidity the more we can accept it in others.

Ask peer educators how they understand the word 'sex'? Is everyone's answer the same?

Ask peer educators in which ways they are fluid? For instance, do you like your eggs cooked the same way all the time or are there days you would like them done differently?

C) Attitudes, stigma and discrimination

Societal attitudes linked to stigma and discrimination towards LGBTI people are some of the biggest challenges to overcome. Thus, the following outcomes should be reached in this section:

- Understanding how societal stigma and discrimination links with internalised homo and transphobia and self-stigma/ discrimination

- Understanding how societal labels are internalised and hurtful to the LGBTI self, and hurtful to others, especially LGBTI's, when these negative labels are projected unto them

- Understanding how internalised misogyny impacts the lives of LGBTI people

D) Beyond being LGBTI – coming out and coming in and everything in between

- For many an LGBTI person, finding the self within a homophobic and transphobic heterosexist society can be overwhelming and all absorbing. But being an integrated human being, is so much more than being LGBTI. Thus, the following outcomes should be reached in this section:

- Understanding and seeing the self beyond their sexuality and gender identity

- Understanding the complexities of coming out in terms of being lesbian, gay or bisexual, as well as being transgender, gender non-conforming, gender queer or intersex - for the self and others

- Understanding that not every LGBTI's journey is the same when coming out
- Understanding the process and complexities of 'coming in', socialising within a LGBTI community (or the choice not to!)

E) LGBTI's and Relationships

- Although monogamy is the most prominent type of relationship structure known, some LGBTI people do not identify as such. Also, certain assumptions are made about same sex relationships in relation to intimate partner violence. Thus, the following outcomes should be reached in this section:
- Understanding the different types of relationships structures including polyamory, monogamy, open relationships, single at heart, swinging etc.
- Discussing the impact of intimate partner violence (IPV) within LGBTI intimate relationships.

Dealing with intimate partner violence in the LGBTI community

Sometimes peer educators and outreach workers will be confronted by peers who experience intimate partner violence. Finding resources for same-sex intimate partner violence can present unique challenges For example, the Sexual Rights Centre was told a support organisation could not assist with a referred case because the couple were lesbian and they were not geared towards dealing with women-on-women violence. Having concrete evidence that IPV occurs amongst LGBTI can assist with advocating for services. People Opposing Women abuse, a South African based NGO, for instance have been sensitised to same sex IPV. However it remains a challenge to find safe spaces for non-heternormative and gender non-conforming people who have experienced rape and violence. Consider including a line item in the budget for emergency housing with allies or sensitised emergency response organisations.

F) Violence and personal risks

- Peer Educators / outreach workers often have to carry out their duties in homophobic, transphobic and hostile environments. Out of sheer eagerness and passion, they might get themselves into trouble, without the intention to. Thus, the following outcomes should be reached in this section:
- Understanding the risks involved in their work and being aware of all possible violence that could be directed to them.
- Having a specific plan of action, with contact details, when in need of assistance.

3. Communication Skills

Creative health & rights messaging in Africa

To ensure greater safety for peer educators, know your country laws regarding the distribution of information about sexuality and gender. Information, education and communication should be sensitive to 'obscenity' laws. Being reported for "promoting homosexuality" can get peer educators arrested. It may not be safe for peer educators to walk around with condoms or material that includes images of genitals. You may want to brainstorm creative ways to do health messaging in risky settings. For example, consider using applications on phones which are more discrete or distributing materials only in safe spaces. Even in South Africa, which has a strong constitution, peer educators are challenged on the ground by religious groups who warn peer educators not to mention anything about homosexuality. Encourage peer educators to be flexible and creative in their practice.

The important message of peer education and will only be successfully transferred to other parties with appropriate and well adapted communication skills. Thus, the following outcomes should be reached in this section:

- Understanding the importance of appropriate verbal and non-verbal communication
- Understanding assertive versus aggressive behaviour
- Ability to negotiate

- Have well developed conflict management skills

- Be able to be a good decision maker

- Be a creative thinker

- Be an excellent problem solver

- Be a critical thinker

- Have good facilitation skills when needed for group work and training

4. Advocacy and networking skills

Being a LGBTI peer educator, is being a spokesperson for those without a voice and also knowing that the job cannot be done without the support of important allies. Thus, the following outcomes should be reached in this section:

- Understanding the country specific political arena with regard to LGBTI rights, have an overview of country context and LGBTI movement and be able to express this to others

- Foster a collective awareness of what is happening in the LGBTI NGO sector

- Understanding Human Rights and the meaning of this for LGBTI people

- Understanding the importance of social mobilisation and mapping, especially networking with non-LGBTI organisations in support of LGBTI work or any other allies

- Understanding that peers are stakeholders and resources which can be used to achieve the goals of peer education

- Ability to use networking skills

5. Risk Reduction

The main aim of peer education is to assist communities in reducing harms associated with risky behaviour. Often the reduction of STI and HIV related risks is a focus, but this is not the only focus of peer education which can include reduction of other types of risks, for instance risks related to sex work or injecting drug use. To reduce the risks that LGBTI people face, it is important for peer educators to understand why they and their peers take sexual risks Thus, the following outcomes should be reached in this section:

- Understanding why people take risks in general

- Understanding the individual determinants of risk for each, gay, lesbian, bi and trans* people

- Understanding the process of risk reduction and implementing a risk reduction plan with a peer

- Understanding HIV and AIDS prevalence in their context, including its definition, symptoms, how it is transmitted, prevention, disclosing status and treatment

- Understanding the most common STI's in their context, including their definitions, symptoms, how it is transmitted, prevention, disclosing status and treatment

- Explaining the link between STI's and HIV

- Understanding the link between internalised homophobia/transphobia an individual's vulnerability to contract HIV

- Managing HIV and AIDS fatigue (when peers are tired of the "old" HIV prevention message)

- Understanding how to assist sex workers or individuals who exchange sex for pay or other resources to reduce associated risks.

- Understanding how ARVs may interact with hormone treatment and an ability to explain this to others

- Addressing stereotypical beliefs and myths about HIV transmission within their target group

- Understanding how barrier methods, (including condoms, water-based lubricant, dental dams, gloves, finger cots etc.) work in prevention and why it is often not used.

- Understanding the communication around barrier method negotiation.

- Explaining the importance of the use of protection, even to individuals in long term monogamous relationships

- Addressing stereotypical beliefs and myths about the use of barrier methods

6. Substance use and abuse

Drug and alcohol use and abuse plays a direct role in the risk for HIV and STI transmission. Thus, the following outcomes should be reached in this section:

- Understanding the different terminologies used e.g., substance, substance use, substance abuse
- Understanding the effects of substance use and abuse or risk taking behaviour
- Understanding the different types of substances used by peers in a peer educator's community so appropriate advice on reducing associated harms can be provided (different drugs have different effects and different risk reduction strategies)

7. Screening and Testing

HIV testing and STI screening can be scary, especially if not experienced before. In general, this is experienced by all people that go for testing. The key for peer educators is to be able to reduce a peer's stress levels by giving information and thus knowing what to expect from screening and testing procedures. Thus, the following outcomes should be reached in this section:

- Understanding and being able to explain what a HIV test entails including (Informed consent, pre-test counselling, establishing of risk profile with personal information, sexual history and risk practices, finger prick testing or drawing of blood and Post-test counselling)
- Understanding and being able to explain what STI screening entails including physical examination, urine testing and possible drawing of blood

Behaviour Change in Practice

In practice, behaviour change is slow. Despite knowledge and information, peers may continue in their current behaviours. Encourage peer educators to open up conversations about risk reduction rather than dictating what peers should or shouldn't do and expecting behaviour change overnight. This helps peer educators to keep motivated whilst respecting where peers are on their journey. This conversation could begin by asking peers: "What does it mean to you not to use a condom?" – Answers could include love, trust, intimacy, relationship hierarchies. By asking for the motivation behind non-use of risk reduction strategies, peer educators gain a more real picture of where a peer is coming from. Peer educators can then direct the conversation into a discussion of safety by asking "Why am I asking this question?" to encourage peers to identify the issue of safety and risk reduction for themselves.

Logistics

Create and know your budget in advance of running training as this will determine how to scale the training, including issues like refreshments, venue and transport.

Training is usually 5 to 10 days, and is supported with ongoing mentorship and follow up or refresher trainings.

Training is modular. The first module in training should address personal growth followed by modules that address skills. Leave at least a week to ten days between these modules to allow time for personal shifts to be processed. Training peer educators on all modules at once can be overwhelming and counter-productive as they will not be able to process everything at once.

Trainers should work in pairs as this allows for greater and more responsive management of a training group. Trainers should also be aware of ways to deal with projections, difficult personalities, and triggers. Experienced peer educators could be a real asset in training new peer educators.

Consider using a training checklist, like the one opposite, to ensure you have planned for and implemented all the necessary logistics of training.

Pre-training checklist		Training checklist		Post training checklist	
Know your budget/costs		Prepared facts		Follow up meetings with PE	
Stationary Transport		Daily evaluation		Structured learning visits	
Hand-outs		Daily facilitators de-briefing		Support and supervision	
Invitation letter		First aid kit		Inbuilt quality assurance	
Facilitators briefing		Data collection tools		Multi-motivational strategy	
Security		Pre/post evaluation		Ongoing data collection and M&E	
Registration forms				Practicum before certification	
Programme					
Audio-visual equipment					
Catering					

Once training is complete, awarding peer educators with a certificate of completion can be a great motivator (see the example below).

Certificate of Training

This Certifies that

Name: _____

Has completed the _____ training course for

WRITE TITLE OF TRAINING COURSE HERE

And is Awarded this Certificate By

COMPANY NAME HERE

Date: ____/____/____

_____
Authorised Signatures

CHAPTER SEVEN:
Outreach Methodologies

This chapter discusses the different ways peer educators can make contact with peers in the field. Connecting with peers in the field is often called outreach work. In this chapter we list outreach guidelines, common places to make contact and issues to keep in mind when reaching out to peers. There are also many outreach methodologies which can be used to reach peers. Some of the main methodologies used in peer education are discussed in this chapter.

When doing outreach, keep the following outreach guidelines in mind:

- Meet people where they are
- Be respectful
- Listen to your community
- Build trust and relationships
- Get the word out in a non-stigmatising manner
- Offer service and information in a variety of locations (including home visits) and at non-traditional times, especially after work hours
- Make written information friendly and easy to understand
- Provide information in the primary language of those who will use the service
- Follow-up!

Peer educators can make contact with peers via the following:

- Dinner parties
- Social events
- Night clubs
- Bars
- Shebeens
- Taverns
- Campuses
- Sporting events
- Community events
- On-line and cell phones
- Community centres
- Social media

Issues for peer educators to consider when accessing peers:

Carrying out peer education can sometimes be very challenging because peers:

- are likely to be apathetic and non-responsive
- are likely to not take it seriously
- are likely to be in denial and avoidant of taking responsibility
- are likely to be resistant or aggressive
- are likely to be secretive and dishonest
- may come from contexts where they experience a great deal of stress, anxiety, isolation, depression, stigma, discrimination, violence, rejection etc.
- may be under enormous pressure to maintain risky behaviours in order to fit in
- may feel ashamed and have very little confidence and self-esteem

You can overcome some of the challenges by using empathy, respect, appropriate humour, sensitivity, and intuition

Some common methodologies:

1. *One-on-one*

A lot of what peer educators do involves one-on-one discussions with peers. These discussions could take place in the course of a peer educator's day (a lunch time conversation with a friend on campus for example) or be more formal like home visits or appointments at pre-arranged venues.

Peer educators should focus on building rapport and trust by creating a safe, non-judgemental and confidential space. It is very helpful if peer educators receive training on basic lay counselling skills which covers professional boundaries, listening and reflection skills, transference and projections.

One-on-one meetings with peers should be recorded so that peer educators and coordinators know how many peers are being reached and for what reason. This information informs monitoring and evaluation.

2. F*ocus group discussions (FGD)*

A focus group is defined as a group of interacting individuals who have some common interest or characteristics, brought together by a facilitator, who uses the group and its interaction as a way to gain information about a specific topic or focused issue. An FGD is typically made up of about 7 – 10 people who do not necessarily know each other but who have been chosen because they have certain attributes in common which relate to the topic. For example, your focus group discussion could focus on the attitudes of lesbian women towards using safer sex commodities and your participants would be lesbian women from your community. Peer educators who facilitate FGDs should create a relaxed and nurturing environment, and encourage different points of view. Allow the information to emerge organically rather than directing the discussion towards pre-defined points. However, a list of prompting questions is advisable to help structure the discussion and to allow results to be compared if more than one focus group is being conducted. The discussion should then be carefully analysed and documented in a report which should be shared with the relevant people.

3. *Events*

During events, peer educators will impart their knowledge and share their first-hand experiences about the topics at hand. Events can vary in size, depending on the needs of the target group and resources available. Events can include small scale workshops as well as presence at large scale events like PRIDE and International Day Against Homophobia and Transphobia.

The Miracle Question: Provoking strategic dialogue

The miracle question is *"What would this community/society look like if LGBTI people were accepted?"* Answers could be no teasing/bullying or safety to walk down the street or into any clinic. Peer educators can ask this question while in groups of peers. It opens up a discussion about issues the peer educators can strategically address in messaging and activities. It helps peer educators engender a common vision for their work together with the community they serve.

4. Web-based engagement

There are a variety of web based engagement processes to choose from such as online discussion forums, blogs, Facebook, Twitter, online surveys, social networking, ratings and voting and video blogs (vLogs). Web based activities enable people to choose where, when and for how long they want to participate.

Web based engagement can be a convenient and cost-effective way of engaging your target group, especially individuals who are less able to attend events in person (such as people with no transport or busy schedules). It is a useful way to engage many people at once and to provide a moderated platform for the exchange of ideas.

However, keep in mind that not everyone has access to the Internet, and those that do may have only limited or irregular access. Also, web based engagement can be intimidating and off-putting if information is difficult to find so try and use standardised platforms like Facebook and WhatsApp in smart ways that speak to your purpose (for example put important information in the banner image on your Facebook Page). Web based engagement works best as part of a package of complementary outreach methodologies.

It is also important to plan and strategise what you want to achieve with web engagement so you can focus time and energy on those activities that feed into your desired outcome. For example, if your aim is to increase awareness about your available services, include only that information (with links to more information) so it doesn't get lost in other information. Keep in mind that the anonymity of the Internet also invites potentially provocative comments and peer educators who moderate web platforms should be trained in spotting trolls. Trolls are people who post deliberately provocative comments which result in a discussion thread that deteriorates into a flame war (people exchanging angry and abusive messages). Peer educators who moderate web platforms should also be trained in de-escalating on-line arguments, reputation and brand management, and creating and enforcing on-line discussion guidelines.

5. Hot spot tours

Hot spot tours involve peer educators travelling to a set list of hot spots to drop off information and commodities. This is a useful way to access peers at places where they commonly gather. Bars and nightclubs are excellent hot spots where people can be engaged in the course of relaxing and socialising.

6. Edutainment

Edutainment is material or activities intended to be both educational and fun. This is a very useful way to engage peers through activities/materials which are entertaining but contain important health and/or rights issues.

- **Overheard conversations:** Peer educators have a scripted conversation with each other or pretend to have a conversation with a friend on the phone. This conversation answers frequently asked questions and allows those close by to learn safely by listening in.

- **Photography:** Disposable cameras can be given to people of all ages to capture their likes and dislikes in an area. The results can be exhibited to generate further discussion or to promote additional events.

- **Vox Pox:** These are short, snappy interviews with people in different locations and at different times which are recorded. The results, like photographs or You Tube videos, can be displayed and discussed more widely.

- **Theatre and screenings:** Screen films that showcase interesting and inspiring LGBTI stories. Peer educators can also workshop theatre productions which can be performed in hot spots.

- **Songs, poems, artwork:** Invite people to submit (possibly for a prize) a song, poem or art piece which describe a particular theme. Songs, which contain health and rights messaging, can also be performed in hot spots by peer educators.

- **TV game shows:** Adopt and adapt popular TV game or quiz shows to generate interest and ideas, test local knowledge and/or understanding of project plans and processes.

For more information on outreach methodologies see this community planning toolkit:

http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf

Monitoring and evaluation (M&E) is a process and set of activities conducted to assess whether the programme is achieving its overall goal, strategies, and intended outcomes. This information should be mapped out in a logical framework and theory of change, and includes indicators for the programme's success. Successful peer education programmes result in changes in both the peer educators as well as their beneficiaries. When evaluating a peer education program, look beyond the changes in the educators and assess the outcomes in the LGBTI community the educators are reaching. This chapter discusses selecting indicators for success, reaching the targets of your programme, collecting and managing data as well as quality assurance.

1. Selecting indicators

For each activity or strategy, select an indicator that will let you know you are achieving your intended targets. The logical framework and theory of change are useful tools for developing indicators. When reviewing the indicators selected, make sure the indicators reflect the program's objectives and think about how you would define success.

To monitor the program you will need to use **process indicators** that are related to the number and type of programmes presented. For example, you could use progress reports submitted by the peer educators

To evaluate the outcomes of the programme, you will need to use **results indicators** that can reflect a change in the target population's knowledge, attitudes and practices.

Remember to check with funders and donors what indicators they expect to see in reports. Sometimes the finders will ask you to link to the National Indicators

2. Reaching targets

Peer educators are integral to the process of reaching, monitoring and evaluating targets. To support peer educators in reaching targets and to help them buy into the importance of their work, consider running weekly meetings to help peer educators plan and monitor their own activities. Meetings can be used for mentoring, reflection, planning activities, planning types and amounts of commodities to be used in the field, and collecting data on outcomes of plans. Keep in mind that target numbers not based on mapping may be unrealistic.

Some guidelines for reaching targets:

- Schedule weekly sessions where peer educators produce work plans with the assistance of the coordinator and capture data collected. Use this opportunity to show peer educators any statistics or feedback that has emerged from their activities and acknowledge their working in making this information possible.
- Every second meeting should be used for mentoring and reflection.
- Peer educators should schedule and plan their work, and including what types and how many commodities are needed.
- Create both individual peer educator work plans and group ones for events such as PRIDE and conducting outreach as teams on campuses.
- Two weeks after the plan is implemented, use the meeting to evaluate the plan's outcome.

3. Data collection and management

All staff on the programme, including peer educators, should be involved in data collection and management. Train peer educators on data collection, creating and maintaining databases, and how data flows within your organisation (i.e. what the information is used for and why it is important). Acknowledge peer educators as a source of data in reports as this helps peer educators feel validated.

When planning the sources for data collection, make sure that there is a balance between qualitative and quantitative methodologies. The table below provides some examples of data collection methodologies. If these are not practical in your context, what other ways can you think of to collect data on your peer education programme?

However, it should not be collected with such frequency and complexity that it overwhelms the programme. Remember that the data must be collected and analysed, and this takes time and staff resources. Finally, it is important to define who is responsible for collecting this information. All of the team members have a responsibility in this area the program coordinator and the educators must recognize and understand their individual role in successful program monitoring and evaluation

Make sure data is written up in a way that is meaningful to peer educators and other stakeholders so they can appreciate the importance and utility of doing monitoring and evaluation.

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Activities for continuous monitoring

- Drop in site visits

- Peer review meetings

- Going back to sites to verify data

- Process evaluation

- Tools/indicators to feed into national/global review

- Peer educators to produce a work plan/schedule (individual and group plans for events like Pride)

- Observation of and listening to experiences of peer educators

If these are not practical in your context, what other ways can you think of to collect data on your peer education programme?

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4. Quality assurance

Quality assurance is linked to monitoring and evaluation. Whilst M&E assesses whether and how well a programme is meeting its own aims, goals and objectives, quality assurance assesses how well a programme's products or services are doing compared to a set of standards or best practices (known as **quality controls**). It is an internal reflection process that an organisation engages in.

Quality assurance is an organisations guarantee that the peer education product or service it offers meets accepted quality standards. It also provides a vital feedback mechanism whereby peer educators provide and receive input on how to improve their work.

It is a way of assessing the programme's efficiency and effectiveness.

- It is achieved by identifying what "quality" means in your context (quality controls).
- It involves being specific about the ways in which quality is achieved and measured in your programme (quality assurance),
- And a commitment to making necessary adjustments to address gaps (quality improvement).

Quality assurance tools, such as checklists, are generally quantitative, but do include some qualitative methodologies. Tools should address basic and difficult to measure indicators, such as numbers and percentages, as well as more nuanced information, like how well peer educators manage group dynamics. Information can also be collected at different levels, for instance, from peer educators, from members of a peer educator's target population, as well as stakeholders. Please see the table below for some examples of qualitative and quantitative indicators. Keep in mind that indicators needs to be measurable.

Qualitative	Quantitative
Attitudes about specific issues (for example, bare-backing)	Level of support from parents, friends and others
Content of group debates (concerns, recommendations)	Proportion with correct understanding of specific issues (for example, barrier methods, HIV/AIDS infection)
Feedback from people reached	Degree of certain types of behaviour (for example, condom use, sexual activity without risk)
Opinions on quality and relevance of training	Number of sexual and reproductive health services sought by LGBTIs
Opinions on quality and relevance of activities conducted by educators	Proportion of LGBTI with adequate skills in specific areas (for example, condom negotiation)
Opinions on social norms	Number of contacts with LGBTI via peer educators
	Number of LGBTI in a hot spot who say they have spoken with a peer educator about LGBTI issues

	Number of commodities distributed by peer educators
	Number of people who attended an activity
	Number of referrals made by peer educators
	Number of referrals by peer educators that were followed through and up
	Number of LGBTI reached
	Cost of the program (per person reached, per peer educator, per referral, per commodity user)

For more information on quality assurance please see the ICF International document on Quality Assurance Standards for Peer Education and Outreach Programmes for High Risk Vulnerable Populations in South Africa (2012). ICF International (2012).

CHAPTER NINE:
Integration

In this chapter we explore integrating peer education programmes into existing infrastructure. For a peer education programme to succeed it is essential to make strategic links and foster relationships with individuals and organisations to whom peer educators can refer peers to for essential services or who are well placed to act as champions for LGBTI people. In this way, peer educators play a role in local advocacy, building a network of stakeholders and resources who can help increase the impact and sustainability of peer education. In this chapter you will find a list of common stakeholders and resources, a discussion of the importance of using networks, and a table detailing ways of creating and using networks to build important relationships with others.

Examples of stakeholders and resources:

- Parents/families
- Governmental representatives,
- Health care workers
- Fertility clinics
- Gender reassignment hospitals/surgeons
- Staff from other LGBTI organisations
- Religious leaders and faith organisations
- Community leaders and/or politicians
- Police and law enforcement
- Welfare/charity agencies, shelters and food banks
- Well known personalities in sports, education, health, media, politics and entertainment
- National inventories of available services

This is not a complete list. The kinds of stakeholders and resources available to you is unique to your context.

Why use networks?

Networks are an arrangement of intersecting people, services, and organisations (these people/organisations can also be viewed as gatekeepers). Creating and nurturing a meaningful network of stakeholders and resources is crucial in maximising the impact of a programme and ensuring peer educators can reach peers and refer them for services. Networking is a form of social marketing as it increases awareness of the peer education programme amongst the people who need its services and amongst people whose support creates an enabling environment. Networking is context specific, taking into account the local cultural, socio-political and religious landscape in which you are networking.

Identifying and inviting stakeholders to participate in the programme from the planning stages helps to maximise the impact and reach of the programme. Garnering buy in, and a common understanding of the programme's importance, reduces the risk of objections or opposition as the programme is implemented. It helps increase commitment to the programme's success from gatekeepers and strategically placed people who can act as champions or resources. Networking also contributes to the longevity and sustainability of the programme by raising awareness amongst potential donors, funders and supporters.

Sample letter seeking community support

[Company Logo]

[Date]

[Name of your organisation]

[Street address]

[Suburb/area]

[Postal code]

[City]

[Country]

Dear [Director of X]:

We are a non-government organisation that provides psycho-sexual and reproductive health services to lesbian/ gay/ bisexual/ transgender and/or intersex people. As part of our work with minorities, we have an outreach program where peer educators organise meetings with their peers to provide them with information about sexuality. This outreach program covers the following areas: [area one], [area two], and [area three].

Since your organisation works in the same neighbourhood and has a strong presence in the community, I believe that your support for our activities could greatly benefit LGBTI people in the area. There are a variety of ways that you could support our activities, for example: lending your space for us to conduct activities with LGBTI people, helping us build contacts with community members, and facilitating the work of our peer educators in your neighbourhood.

I would like to meet with you to further discuss ways in which we can collaborate. Working together, we can contribute to the development of LGBTI health and our community at large.

I will call you in the next few days to set up an appointment.

Sincerely,

[Executive Director]

[Organisation's name], [organisation's country location].

Peer educators can participate in this process by identifying possible stakeholders within their own networks, and familiarising themselves with available/existing stakeholders and resources. Peer educator knowledge of national inventories of services should be included evaluated on an ongoing basis.

One way to initiate this process is to hold a kick off meeting, or consultation process, with the various stakeholders. This is an opportunity to present data on the needs the programme seeks to address, the programme's objectives, and to ask for community support.

Creating and using networks

There are different ways you can link with stakeholders and resources to create a network of people and organisations who can help and support the work of peer educators. The table below describes four ways of creating networks, how these can be implemented and who would be involved in their implementation: Stakeholder mapping, resource mapping, position papers and mainstreaming. These methods can contribute to the project of fostering key relationships, and have.

What	How	Who
Stakeholder mapping	Organisational/stakeholder network analysis (ONA) – this looks like a web.	Coordinator and peer education team
Resource mapping	Develop a database/inventory of the resources and services available.	Coordinator and peer education team
Position paper	Through consultation develop an LGBTI community brief.	LGBTI community
Mainstreaming	Sensitisation/advocacy work amongst allies with inadequate levels of knowledge or information. This is a form of structured networking which can include learning/ exchange visits and participation in other forums like technical working groups and victim empowerment units.	Multiple stakeholders and resources including leaders and the LGBTI community

CHAPTER TEN:
Managing Common Challenges

It is normal for challenges and tensions to arise in the course of daily peer education activities. It is important to manage challenges constructively as they come up. This helps us turn negative situations into positive learning opportunities. To effectively manage challenges, you first need to identify what the challenge or issue is, for example substance use on the job or inappropriate sexual relationships. The issue can then be addressed with the relevant people. This chapter outlines eight common challenges in peer education and some suggested solutions.

Managing Diversity

Diversity exists in all aspects of LGBTI peer education programmes. Peer educators themselves may be different to each other in terms of socio-economic status, gender expression, sexual orientation, race, and so on. Peer educators in the same team may work in different settings from shebeens to upmarket restaurants. Peer educators also work with diverse populations, such as sex workers, people who inject drugs, transgender people and MSM. Managing diversity means engaging with the differences and similarities; finding both common ground and where lessons can be learnt. It requires peer educators to advocate an attitude of sex positivity and an acceptance that identity is fluid and differs from one person to the next. The key message here is that whoever you are is okay - we are all on our own unique journey.

1. Unrealistically high expectations

When peer educators have expectations that are unrealistic or inflated it may sow the seeds for resentment, disappointment and feeling demotivated further down the line. Make sure everyone is clear on what they expect from each other right from the start of the programme. Conduct a formal orientation about the organisation's protocols, procedures, and culture. Make sure peer educators and coordinators understand the written memorandum of understanding (MOU) or contract that they sign when they are appointed. Having weekly or monthly agendas detailing activities and expectations can also help manage peer educator expectations. You may consider appointing a representative from the team of peer educators who can communicate any issues to the coordinator.

2. Difficult personalities

Peer educators with difficult-to-work-with personalities can often cause dissent and strife in a group. It is important to stress that peer educators must take responsibility for the energy they bring to a space. Individual mentoring sessions can be helpful for these individuals, providing a space to reflect and develop. You can also run group de-briefing where the group of peer educators engages with the individual. It is important to place concrete deadlines on behaviour change with pre-arranged consequences if the peer educators fails to make any meaningful adjustments to their behaviour. In the event that a peer educator is asked to leave, the remaining peer educator team should be debriefed.

3. Logistics

The day-to-day logistic of running a peer education programme can become overwhelming and obstacle if they are not properly attended to. As peer education often relies on liquid capital for transport, wages, and refreshments, it is important that these are prioritised. Time and funds must be allocated to make sure logistics are properly and consistently taken care of. The coordinator or manager should take responsibility for logistics as well as monitoring and evaluating that these logistics are working properly so steps can be taken if they are not.

4. Sexual/inappropriate interactions with peers

There are a number of reasons why sexual interactions with peers can be problematic. Firstly, the peer educator may be the only source of support for a peer and if the relationship ends badly, the peer educator is no longer a safe and trusted source of information. Also, there is an inherent power imbalance in the relationship between a peer educator and peer, where the peer educator is in a position of authority. This can create negative and disempowering sexual experiences for peers. Further, sexual interactions with peers is unprofessional and reflects badly on the organisation. It is very important that peer educators are trained in and remain vigilantly aware of the ways peers may project their feelings onto peer educators (such as love or anger) and the ways peer educators may project their feelings onto peers. Peer educators must be aware of the potential negative consequences for peers as well as the organisation as a whole. Sexual or inappropriate interactions between peer coordinators and peer educators or peers are equally damaging for the reasons listed above.

5. Substance use on the job

A reality is that people use substances for various reasons. Try taking a health-based harm reduction approach and meeting the peer educator where they are without judgement. This can lead to a more enabling environment to frankly and honestly address substance use on the job and how chronic use impacts performance. An effective method of addressing this is through on-going personal development. This should include one-on-one sessions with peer educators as well as information and support on how to use substances with boundaries and in ways that are less damaging to overall well-being.

6. Group conflict

Group conflict may arise as a result of racism, sexism, homophobia and transphobia amongst peer educators themselves and whilst peer educators are out in the field/hot spots. How it is handled can determine whether there's a productive resolution or not. Facilitate a conflict resolution session and allow the group to come up with their own solutions. Encourage awareness of diversity in the group and provide concrete resources (such as the JOHARI model described in Chapter Six), supervision and examples on how peer educators can respect and handle differences in every-day life. Consider encouraging peer educators to view themselves as different parts of the human body – different but all working together collectively towards the same goals. Each needs the other but no one part is better than the other. It is a good idea for the coordinator to be available for support and supervision throughout the process.

Sometimes it's not going to work out as planned…
and that's okay

An NGO in South Africa servicing mainly MSM added a trans sex worker to their existing team of seven gay men. This need was identified by the existing peer educators in the field who reported that trans people were feeling excluded. In the following months, the trans sex worker and the rest of the team clashed in terms of ideology. The team spoke the language of sexual fluidity and made a clear distinction between identity and behaviour, whilst the trans sex worker held a cisgender and homophobic view. This clash began impacting the team dynamics and performance suffered. After a few sessions with the mentor, the trans sex worker left. However, a trans specific organisation began operating in the area. The trans organisation and the MSM NGO agreed to cross train their peer educators. This link and relationship served both teams better as well as the community.

Reflection question: What kinds of group conflict have you been dealing with? How have you managed this?

7. Confidentiality

Maintaining confidentiality means that the information shared with you goes no further than you unless there is a good reason (the person has given you permission to share their information, the person is in danger of hurting themselves or others, or the person's case needs to be discussed with other health care professionals). Confidentiality allows for trust to develop as the person sharing is assured that their information will be guarded and kept safe. This allows someone the opportunity to relax and be honest. When confidentiality is broken, so is trust and there can be long lasting negative consequences for the person whose trust has been broken. Particularly in the African context, where many countries do not have anti-discrimination laws protecting LGBTI people, it is especially important to protect the identity of LGBTI peers. There is a real threat of damage to reputation as well as physical safety.

8. Representation and participation

In any group, people sometimes feel excluded or that their needs and concerns aren't being properly represented. This feeling of being 'voiceless' often arises if people feel others are inappropriately speaking on behalf of them. For instance, sometimes one peer educator will be chosen over another because they possess a skill or attribute that the job requires (for example, presenting at a conference). When peer educators are selected for special tasks, like contributing to high level meetings, conferences, exchange visits, or articles, it is important that peer educators are selected through a participatory process. The whole team should be involved, rather than management. It is also important to communicate the reason for the choice to the group of peer educators, otherwise they may feel others are being given preferential treatment.

9. Gatekeepers

Gatekeepers are those people or organisations that have the power to grant or deny peer educators access to some kind of resource or stakeholder (such as a venue or a meeting with a strategic champion) that is needed to help peer educators do their work. Gatekeepers can be either allies or barriers. For instance, a sensitised or sympathetic health care worker can either be a great resource for referral, if sensitised and sympathetic to LGBTIs, or they can be someone who can do great harm, if they discriminate against LGBTI clients referred to them, or refuse them treatment. It is important to map the gatekeepers in your community during the needs assessment process. This will allow your programme to start making contact with gatekeepers, to identify who is willing to work with you (understand what they value) and to begin fostering those relationships.

Glossary of Terms

These are common terms used throughout this manual. It is important to define from the outset what terms mean as a common vocabulary allows for to talk about LGBTI peer education.

Aim

Purpose: an anticipated outcome that is intended or that guides one's planned actions; the overall, or wider objective of a project or action. It is useful to break aims down into two different categories: overall aim and specific aims

Ambivert

A person whose personality has a balance of extrovert and introvert features.

Bisexual

A sexual orientation and identity. Bisexual people have an attraction to people of the same and opposite sex on various levels (emotionally, physically, intellectually, spiritually, and sexually). Not necessarily at the same time and not necessarily an equal amount of attraction.

Champion

Champions are strategically placed allies who promote and support a cause within their network.

Discrimination

The unjust or prejudicial treatment of different categories of people on the grounds of race, age, sex, sexual orientation, gender and gender identity and presentation, or unjust or prejudicial treatment on any other grounds.

Emotional Quotient/Intelligence (EQ)

Emotional intelligence is the ability to identify and manage your own *emotions* and the *emotions* of others.

Evaluation

Evaluation means assessing, as systematically and objectively as possible, a completed project or programme (or a phase of an ongoing project or programme that has been completed). Evaluations appraise data and information that inform strategic decisions, thus improving the project or programme in the future.

Extrovert

An outgoing, overtly expressive person who gains their energy from being around other people.

Gatekeeper

A person or entity that controls access to services, products, networks and decision making processes.

Gay man

A male - same sex sexual identity and orientation. Attraction between two males on various levels (emotionally, physically, intellectually, spiritually, and sexually). A man who has romantic, sexual and/or other feelings for other men. 'Gay' is commonly used when referring to a homosexual man.

Gender

Socially constructed characteristics assigned to women and men, that may vary according to the times and the society or group one belongs to, and which are learned or assigned to women and men. It is a broader concept than the mere biological differences between men and women, and includes masculine and feminine traits. In a patriarchal society, unequal power is afforded to the masculine gender at the expense of the feminine and strict gender roles are enforced to maintain this power.

Gender-based violence (GBV)

GBV encompasses various forms of violence directed towards someone because of their gender. GBV can be emotional,

psychological, physical and/or sexual. Most GBV is directed towards women as an act of devaluing them however it is also directed towards men who are viewed as feminine in some way.

Gender Identity

Refers to a person's persistent and consistent sense of being male, female or androgynous. An internalised representation of gender roles and an awareness from infancy which is reinforced during adolescence.

Gender non-conforming

A term for individuals whose gender expression is different from societal expectations related to gender.

Genderqueer

An umbrella term for gender identities other than man and woman that are outside of the gender binary (male and female) and heteronormativity. Genderqueer people may think of themselves as both man and woman (bigender), neither man nor woman (agender), moving between genders (gender fluid), and/or third gendered.

Gender Role

Socially constructed or learned behaviours that condition activities, tasks, and responsibilities viewed within a given society as "masculine" or "feminine"

Goal

This is the ultimate reason for undertaking a project or programme. The goal is the 'higher-order objective' to which an intervention/initiative is intended to contribute (see also: aim).

Heteronormative

A social construct that views all human beings as either male or female with the associated behaviour and gender roles assigned, both in sex and gender, and that sexual and romantic thoughts and relations are normal only between people of opposite sexes and all other behaviour is viewed as "abnormal".

Heterosexual

Attraction between two people of the opposite gender, on various levels (emotionally, physically, romantically, intellectually, spiritually, and sexually).

Homophobia

Discrimination, stigma, fear and hatred based on homosexuality, directed at gay, lesbian and bisexual people.

Homo-prejudice

Prejudice against people of diverse sexual identities, all non-homosexual.

Homosexual

Attraction between two people of the same sex, on various levels (emotionally, physically, romantically, intellectually, spiritually, and sexually).

Hot Spot

Location where a target population are commonly found. Hot spots can be homogenous (peers there made up of the same sorts of people) or heterogeneous (peers are made up of different sorts of people). Hot spots can also exist within hot spots, for example in a trans* sex worker hot spot one also may find people who inject or use drugs (PWI/UD).

Human Rights

The basic rights and freedoms that all people are entitled to regardless of nationality, sex, gender, age, nationality or ethnic origin, race, religion, language, or other status. The other status refers to e.g. a person's HIV or relationship status.

Impact

The positive and negative, desirable and undesirable, primary and secondary long-term effects produced by an intervention which can be direct or indirect, intended or unintended. Such broader effects of a project/programme's activities, outputs and outcomes exceed a project/programme's immediate sphere of responsibility.

Indicator

An indicator is a pre-defined variable which helps to identify (in) direct differences in quality and/or quantity within a defined period of time. As a "unit of measure" it allows to judge if an intervention was successful or not.

Information, Education, Communication (IEC)

Information, Education and Communication (IEC) in health programmes aims to increase awareness, change attitudes and bring about a change in specific behaviours. IEC means sharing information and ideas in a way that is culturally sensitive and acceptable to the community, using appropriate channels, messages and methods.

Input

Any resource that is put into a project or programme to carry out an activity can be considered an input. Input can be units of time, staff, money, equipment, know-how, ideas, etc. available to be expended in order for an organisation to produce the outputs and consequently outcomes identified as part of a planned programme or project.

Internalised Homophobia

When a homosexual individual internalises (makes it their own) the shame and hatred projected onto bisexuals, gays and lesbians by a homophobic society.

Internalised Transphobia

When a transgender individual internalises (makes it their own) the shame and hatred projected onto transgender people by a transphobic society.

Intersex

Being born with a mix of anatomical sex traits (chromosomes, genitals and / or reproductive organs) that are traditionally considered to be both "male" and "female" or atypical for either. Many variations exist, not all apparent at time of birth and only evident until a child reaches puberty.

Introvert

A term introduced by the psychologist Carl Jung to describe a person whose motives and actions are directed inward. Introverts tend to be preoccupied with their own thoughts and feelings and get their energy from spending time alone.

Key Populations

People living with HIV are considered a key population in all epidemic contexts. This includes most-at-risk populations who are defined as men who have sex with men, transgender people, people who inject drugs and sex workers.

Lesbian

A female sexual identity and orientation which is an attraction between two females on various levels (emotionally, physically, intellectually, spiritually, and sexually). The relationship is of a romantic nature.

LGBTI

Abbreviation for 'lesbian, gay, bisexual, transgender, intersex'.

Men Who Have Sex With Men (MSM)

Men who have sex with men is a public health HIV prevention term that refers to sexual behaviour irrespective of sexual orientation or gender identity. A MSM can be hetero-, bi, or homosexual (or any other orientation such as asexual). This term refers to behaviour not identity.

Monitoring

Monitoring is the systematic and routine collection of information from and about projects and programmes.

Monitoring & Evaluation (M&E)

M&E is a term that refers to both monitoring and evaluation activities and processes which jointly ensure projects and programmes are achieving what they intent to achieve and doing this as well as possible.

Memorandum of Understanding (MOU)

An MOU is an agreement between two or more parties. It expresses a convergence of will between the parties, indicating an intended common line of action

Objective

Objectives describe the planned areas of activity by which a project or programme is to achieve its aims. Objectives directly translate into a list of activities. Objectives are usually endeavoured to be reached in finite time by setting deadlines.

Outcome

Outcomes are changes, benefits, learning or other effects that happen as a result of services and activities. Outcomes can be positive

or negative, expected or unexpected. Outcomes can be relevant for individuals, families, whole communities, organisations, or other fields such as policy, law or natural environment. Outcomes relate to specific aims/purpose. Outcomes are all the changes that may actually occur when you carry out activities to achieve a specific aims. They may not always be the same as the outcomes you planned. Outcomes can be a direct and/or indirect result of outputs.

Prejudice

It is an irrational, preconceived opinion, not based on reality or actual experience. It often results in dislike, hostility and unjust behaviour.

Resource

Materials, money, staff, and other assets necessary for effective operation.

Responsible sex

A sex-positive way of looking at prevention. It emphasis the prevention of STI's, including HIV, through consistent condom use, with condom-compatible / water-based lubricant or the use of other risk reduction methods such as pre-exposure prophylaxis (PrEP) or post exposure prophylaxis (PEP).

Sex

A biological construct of a human being. "What's in the pants?" Male genitals - penis, testes, testosterone and genetic make-up and females – breasts, vagina, oestrogen, progesterone and genetic make-up.

Sexual play / behaviour

The manner in which people express their sexuality. This behaviour can include physical and emotional intimacy, desire, sexual fantasies and sexual contact.

Sexuality

How people experience and express themselves as sexual beings, within the concepts of biological sex, gender identity and presentation, attractions and practices. Culture and religion have a huge impact on how individuals see themselves as sexual beings, especially within relations of power.

Sexual Fluidity

Sexuality varying across time and situation. Fluidity offers a more inclusive definition than the more limiting conventional labels we have become accustomed to using to define sexual identity. Sexual fluidity, quite simply, means situation-dependent flexibility in an individual's sexual responsiveness and/or identification.

Sexual Minority

A group whose sexual and gender identity, orientation, expression or practices differ from the majority of the surrounding society.

Sexual Orientation

A term used to describe a set of emotional, physical and romantic feelings an individual has towards others. These feelings and behaviours are usually directed towards men or women, or both.

Stakeholder

Agencies, organisations, institutions, entities, groups and individuals who influence or who are directly or indirectly influenced/ affected by a project or programme can be defined as stakeholders. Stakeholders have a significant interest in the success or failure of a project or programme. The involvement of the largest possible number of stakeholders into the management of project cycle (planning, implementation, evaluation, reporting) will promote understanding, enlarge ownership, and foster sustainability of the project's /programme's sustainability.

Stereotype

An oversimplified characteristic of a person or group that is usually driven by stigma.

Some stereotypes are more benign than others.

Stigma

Stigma is considered to be an opinion, attitude or judgement held by individuals or society. Stigma may come from within an individual or from the external environment. Often multiple stigmas towards many different types of people co-exist at once which is known as intersectional stigma. If these opinions are acted upon, these actions may be considered to be discriminatory.

Stigmatise (to)

The action of treating someone differently or unfairly because of some perceived difference (e.g. sexual behaviour or gender).

Sustainability

Sustainability describes the process of continued existence of benefits from an intervention after the concrete implementation has been completed. Sustainability is the primary aim of development processes. A project is sustainable if the changes purposely set in motion and supported (effects, processes, etc.) during the duration of the project/programme can be continuously developed and maintained over time.

Target group/population

Target groups are those individuals or groups that a project or programme is targeting with its intervention. A target group consists of specific individuals, specific organisations, or specific institutions, etc. for whom project services are intended.

Terms of Reference (TOR)

Terms of reference describe the purpose and structure of a project/programme. The terms of reference of a project are often referred to as the project charter.

Transgender (Trans*)

An umbrella term for persons whose gender identity, gender expression or behaviour does not conform to that typically associated with the sex to which they were assigned at birth. Not all transgender people undergo reassignment surgery. The abbreviation trans* with an asterisk refers to a wide range on non-binary identities including gender fluid, genderqueer, agender, bigender and gender non-conforming.

Transphobia

The fear of, and/or hostility towards people who are transgender or who otherwise transgress traditional gender norms. The most direct victims of transphobia are people who are transsexual. Because our culture is often very transphobic, transgender people can often have internalised transphobia and experience feelings of insignificance and self-prejudice.

Quality Assurance (QA)

In developing products and services, quality assurance is any systematic process of checking to see whether a product or service being developed is meeting specified requirements.

Women who have Sex with Women (WSW)

Women who have sex with women is a public health HIV prevention term that refers to sexual behaviour irrespective of sexual orientation or gender identity. A WSW can be hetero-, bi-, or homosexual (or any other orientation such as asexual). This term refers to behaviour not identity.

Existing Manuals for LGBTI and HIV Peer Education

Title	Source
My Life My Power by NOPE: Kenya (JSI Research and Training Institute)	http://www.jsi.com/JSIInternet/Resources/publication/display.cfm?txtGeoArea=INTL&id=14409&thisSection=Resources
Bonela Sexual Minorities Human Rights and HIV AIDS: Trainers Guide & Bonela Training Manual: Sexual Minorities Human Rights and HIV AIDS: Trainers Guide	http://www.bonela.org/index.php?option=com_content&view=article&id=113&Itemid=253
Lifeline's manual for lay counsellors, include personal growth	http://www.fhi360.org/sites/default/files/media/documents/Community%20Counselor%20Training%20Toolkit-Module%201%20(Facilitators).pdf
SAfAIDS Toolkit for Integrating LGBTI Issues Into HIV & GBV Prevention	http://safaids.net/content/toolkit-integrating-lgbti-issues-hiv-gbv-prevention
OUT Youth Workshop for Lesbian Women Manual	delene@out.org.za
OUT One-to-One peer education manual	delene@out.org.za
OUT Train the Trainer Manual for LGBTI Sensitisation Training (including Binaries & Boxes or not!)	http://www.out.org.za/index.php/library/manuals
OUT Peer Educator Personal Development Manual	delene@out.org.za
Triangle has the personal development manual, Stepping Stones with GBV and working with community	health@triangle.org.za
ICAP Comprehensive Peer Educator Training Curriculum: Participant and Training Manual (Non-LGBTI)	http://icap.columbia.edu/resources/detail/comprehensive-peer-educator-training-curriculum
Centre for Sexualities, AIDS and Gender (CSA&G) at University of Pretoria Counselling Manuals	http://www.csa.za.org/resources/cat_view/77-counselling
Peer and Outreach Education for Improving the Sexual Health of Men Who Have Sex with Men: A Reference Manual for Peer and Outreach Workers	http://www.unescobkk.org/resources/e-library/publications/article/peer-and-outreach-education-for-improving-the-sexual-health-of-men-who-have-sex-with-men-a-referenc/
It's My Turn! HIV Prevention and Care Training Manual and Tools for Peer Educators of "Men who have Sex with Men"	http://www.amfar.org/peer-education/
Understanding and Challenging Stigma Toward Men Who Have Sex with Men: Toolkit for Action	http://www.amfar.org/peer-education/
The role of mentoring and supervision	Email: Pierre Brouard - Pierre.Brouard@up.ac.za

Futher Reading

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Lessons Learnt Documents on Peer Education

- ABIA. Prevention Images: notes about a photography workshop with young MSM and people living with HIV/AIDS in Rio de Janeiro

- CEDEP. Peer Education Programme (Malawi).

- Durban Centre. My body, your body, our sex: A Sexual Health Needs Assessment For Lesbians and Women Who Have Sex With Women, Durban, South Africa

- GALZ. Working with buddy groups in Zimbabwe

- GRAB. Breeding Ideas: building up a young peer educators' network.

- Grupo Arco Iris. Interactions between young multipliers and young gays and bisexuals in internal and external activities in Rio de Janeiro (Brazil).

- OUT. OUT's Peer Education Programme for MSM / LGBT's in Tshwane, Pretoria

- SOMOS. Telling a story about sex, advocating for prevention activities – informational materials about safe sex and harm reduction for gay men and MSM from 14 to 24 years

- TRIANGLE. Ndim'lo (This is me) Photovoice with lesbian and bisexualwomen in the Western Cape, South Africa

- You can download these documents from: http://lessons-learned.wikispaces.com/English