

TELLING IT LIKE IT IS:-)

An Introduction to Peer Education and Training

Lynne Tammi

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SWEDEN	A-NET YOUTH FORUM
HOLLAND	TOEVLUGHT YOUTH CENTRE
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PORTUGAL	SIVUS INTERNATIONAL

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FOREWORD

This manual has been produced to provide guidance, to members of the *European Young People's Commission*, on the use of Peer Education and Training for the promotion of "*The European White Paper on Youth*" among young people in the European Union.

The *European Young People's Commission* evolved from discussions at a *YOUTH Programme* funded International Seminar in Edinburgh, Scotland (2002), convened to identify how young people from EU member and applicant states could work together to monitor the progress of and further promote "*The European White Paper on Youth*" at local, national and international level.

It is set out in three chapters:

Chapter 1 offers a brief overview of the history, character and underpinning principles of Peer Education and Training.

Chapter 2 identifies the, probable, skills and knowledge needs of Peer Educators and offers practical learning exercises to address these needs (Peer Education Training).

Chapter 3 outlines a step-by-step introductory guide to establishing and managing a Peer Education Project.

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CHAPTER ONE

So - What is Peer Education?

The History Character and Underpinning Principles of Peer Education

The concept of peer-to-peer education is not a new one. Examples can be traced as far back as the work of Aristotle in ancient Greece! The first recorded and much written about example of peer-to-peer work is that of Dr. Andrew Bell's (Scotland 1753 - 1832) "monitorial" or "Madras" system established in Madras, India in the early 1800's. Despairing at a lack of able and willing teachers Bell devised a system where older boys, under "expert" supervision, were trained to teach younger boys.

The "Madras" system, later adopted by Joseph Lancaster (England 1778 - 1838), became more commonly known as the Lancastrian system and was widely adopted by schools in the UK and around the world. (www.geo.ed.ac.uk)

It should be noted that in Lancaster's case (and to a lesser degree in Bell's case) the thinking behind the system was more one of cost effectiveness rather than one of the empowerment of young people; "*..... monitorial systems are value for money, a way of maximising the use of limited resources*". (Lancaster, J. 1805)

There was a worldwide resurgence of interest in peer education in the early 1960's as a method of "educating" marginalized young people around health and lifestyle issues.

Today, the structure and content of peer education programmes is heavily influenced by the work of Paolo Freire (Recife, Brazil 1921 - 1997) **JARGON ALERT! If you replace the words Liberatory Education and Liberatory Learning with Peer Education and Peer Learning you will see the connection.**

Freire asserts: *"Education which is liberatory encourages learners to challenge and change the world, not merely uncritically adapt themselves to it. The content and purpose of liberatory education is the collective responsibility of learners, teachers, and the community alike who, through dialogue, seek political as well as economic and personal empowerment.*

*Empowerment is a consequence of liberatory learning. Power is not given, but created within the emerging praxis - **JARGON ALERT! Praxis means: taking action, reflecting on that action, taking further action, in other words reflecting on what you did how you did it and what affect it had an you and your peers - in which co-learners are engaged. The theoretical basis for this discovery is provided by critical consciousness; its expression is collective action on behalf of mutually agreed upon goals. Empowerment is distinct from building skills and competencies, these being commonly associated with conventional schooling. Education for empowerment further differs from schooling both in its emphasis on groups (rather than individuals) and in its focus on cultural transformation - **JARGON ALERT! - Cultural transformation means: changing attitudes and beliefs (rather than social adaptation). (Heaney, 1995)*****

Basically, Freire is saying that the best results (in terms of learning, development and personal and cultural change) are achieved when individuals learn and develop as equal partners in the process. So the role of the teacher moves from that of "expert" supervisor and director of change, as in Bell and Lancaster's model, to that of equal partner or distant observer.

*Jargon alerts inserted by author

CHAPTER TWO

So - What does it take to become a Peer Educator?

Skills and Knowledge Needs of Peer Educators

The key purpose of any training or learning experience is to equip participants with the skills and knowledge necessary to enable them to undertake defined tasks in a competent and confident manner. The added value, or additional benefit, of Peer Education Training is that it also equips participants with "empowerment" skills - the ability to share their skills and knowledge with their peers.

FACT: Evaluation of the Bell/Lancaster "monitorial" systems asserted that an average 8 year old participating in the programme could learn to read, write and perform simple arithmetic in two years. (www.embamex.co.uk)

How long did it take you, as a recipient of traditional schooling, to become competent in these skills?

Peer Educator Training is, arguably, the most important component of a Peer Education Programme. **FACT: Though equipped with basic life skills, by traditional schooling, most people have no prior experience of working and learning as equal partners with their peers.** So the purpose of Peer Educator Training is to give participants the opportunity to recognise, adapt and enhance their existing skills and knowledge base so that they can, confidently and competently, apply them in an empowering way.

It should be noted that training needs will vary so the first step in establishing your training programme should be a meeting with participants to identify their training needs. This will allow participants to shape the programme and develop a sense of collective ownership and control of the process.

The Training Programme

The following is a general outline of what should be included in your training programme. The list is not exhaustive and you should consult your own skills and knowledge base, and the many and varied training manuals that are available in book form or on-line, for alternative or additional resources.

It is generally accepted that a Peer Education Training experience will include the following core elements:

1. A preparatory meeting to introduce the concept of peer education and identify training needs
2. Skills training: communication, facilitation, research and evaluation
3. Opportunities for personal development
4. Access to formal knowledge (the focus of the Peer Education Programme, in this case The European White Paper on Youth)

Step One - Preparatory Meeting

As previously mentioned the first step is a meeting to identify training needs. If your training is being undertaken at national or international level we recommend that this take the form of a residential. This gives participants time and space to explore the concept of Peer Education, learn about their needs and the needs of others, develop relationships and decide if they want to become more fully involved in the programme of work. A more cost and time effective method would be the use of Video Conferencing and "*messenger*", although this can be problematic in terms of on-line co-ordination, and its effectiveness is heavily dependent on participants having access to up to date technology. Local meetings can be held in the evening or in the daytime at weekends.

PRACTICAL EXAMPLES

WHAT IS PEER EDUCATION?

AIMS

To raise awareness and understanding of Peer Education Programmes and identify skills and knowledge deficits

RESOURCES

Flip Chart paper

Marker Pens

Question Sheets

TIME

1.5 - 2 hours

METHOD

Split participants in to small groups of four or five. Hand out the Question Sheets and sheets of flip chart paper. Ask each group to discuss the questions, agree common answers, and then write up their answers on the flip chart sheets. Each group should delegate a member to feed back their answers at a plenary session.

QUESTIONS

What does the word peer mean to you?

What do you think peer education is?

What would you include on a list of things that help people learn and a list of things that make learning difficult?

What do you think would be the benefits and difficulties of peer education?

Adapted from: Domino, 2nd Edition, Strasburg, 1996

HANDOUT

We suggest you distribute a copy of **CHAPTER ONE** of this manual and the following **CHECKLIST** at the end of the plenary discussion. Following a break of at least 20 minutes you should allocate a further 45 minutes to discuss any questions arising from this information.



A PEER EDUCATOR DOES

Facilitate trust, openness and safety

Accept people as they are

Listen, clarify and help people see alternatives

Respect confidentiality

Realise that not all problems can be solved and that not all people want help

Work in partnership with other group members



A PEER EDUCATOR DOES NOT

Tell people what to do

Judge people or try to challenge them

Give advice or offer solutions

Put people down

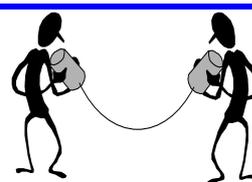
Discuss what was said in a group unless they have permission

Attempt to provide support and information beyond what he/she is qualified to do

Adapted from: ReCAPP, ETR Associates, USA, 2002

Step Two - Skills Training

The skills and knowledge levels of participants will, probably, be as varied as their characters and personalities. It is important, therefore, that your training programme is set in a manner that facilitates the collective sharing of existing skills and knowledge thus empowering participants to learn and develop as equal partners. The following practical examples have proved useful in past peer education training experiences. Remember, it is always a good idea to consult the participant's skills and knowledge base, at the preparatory meeting, for alternative, additional or more appropriate resources. **THINK FREIRE!**



COMMUNICATION

AIM: To highlight where and how breakdown of communication occurs and to identify positive ways of ensuring that we communicate efficiently and effectively

RESOURCES: Flip Chart, Flip Chart Paper, Pens

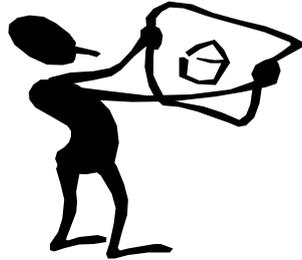
TIME: 45 mins

ACTIVITY: Ask group to brainstorm examples of where and when they have experienced breakdowns in communication - accept both personal and work/school examples. Probe for examples - don't just accept "in the group". Ask group to select their top five "breakdowns" - list these on a fresh sheet of flip chart paper, leaving space below each one.

Split into small groups - ask groups to come up with solutions to their top five "breakdowns" Small groups feedback their solutions to larger group - get agreement on preferred solutions - write up solutions against the list on the flip chart. You now have a communication code of practice for your group!!!

Article 12 in Scotland, UK, 2001

Communication -The all about "ME" exercise



Aim: To highlight that part of being assertive is to value and respect yourself

Resources: Sheets of flip chart paper
pens

Time: 45 minutes

Activity: Give each person a sheet of paper and a pen. Ask them to draw a picture of themselves. When they have drawn their picture ask them to draw five things on the paper that they feel describes themselves (this could be smiley faces, the sun, a fast car etc.)

When they have done this ask them to go back into their groups and discuss their self-portraits first, then the pictures they have drawn to describe themselves and are they positive or negative.

Finally ask participants to put their pictures up on the wall. Then ask everyone to write or draw one positive quality they like about each person on the person's picture. Participants keep the pictures.

Article 12 in Scotland, UK, 2001

COMMUNICATION HANDOUTS

WHAT IS COMMUNICATION?



50% is Body Language

- Gestures
- Posture
- Stance
- Eye contact

50% of your message and how others receive your message is due to your body language



40% is Para-Language

- Pitch/Tone/Speed
- Volume
- Enthusiasm
- Enthusiastic "rubbish" sounds (mmm, ahh, uh uh) these sound better than unenthusiastic factual information (red is just not your colour, it makes you look ill)



10% is Language Content

- What we actually say, what people actually hear

Adapted from: Fairbridge Scotland, UK, 2001



POSITIVE BODY LANGUAGE

- **Respect people's personal space**
- **Use appropriate eye contact**
- **Demonstrate "open" body language - for example: do not cross your arms**
- **Observe other people's body language and copy it. This will help to improve rapport, we relate best to those who are like us**
- **Show that you are listening. Keep your body still and your head turned towards the other person. Avoid playing with objects, looking out the window, drumming your fingers or generally appearing distracted by other things**
- **Support your verbal messages with complimentary non-verbal messages**
- **Emphasise and/or describe important points with positive gestures**



Genuine smiles work wonders!

Adapted from: Fairbridge Scotland, UK, 2001

FACILITATION - GROUP WORK

Effective facilitation moves a learning experience from closed ownership of information by "experts" to public ownership of processes and outcomes. It empowers local people to control the process and set their own agenda. An effective facilitator embraces methods of communication that are not exclusive and enables those whose voices are rarely heard to actively participate. Information is shared and all contributions are valued. She/he, recognizing that people's lives and ideas are different and complex, encourages collective action, through group work, to enable contrasting views and individual values to be discussed.

So - What does it take to be an effective Group Facilitator?

The first step is to know yourself. Effective group facilitation is reliant on appropriate behaviour from you, the Facilitator. Keep in mind then that if the process is to be effective you should:

-  Show respect
-  Establish appropriate working relationships
-  Abandon preconceived ideas about individuals, groups, communities
-  Hand over control
-  Watch, listen, learn
-  Learn from mistakes
-  Support and share
-  Be honest
-  Be self critical and self aware
-  Be flexible

Tammi, L., UK, 2001

ACTION RESEARCH

Action research has three main stages for the analysis and understanding of problem situations:

Understanding history and the present - **MAPPING**

Setting out desirable futures - **RANKING**

Defining action to get to the future - **ACTION PLANNING**

The following practical examples, set in a youth work context, are designed to move discussion from general to specific, through the three main stages of analysis. The quality of results will depend on the group and the facilitator (what questions are asked, how comfortable the group is with the setting, and how empowering the facilitator is).

Scenario

There have been a lot of complaints about young people hanging round the streets. You have been asked to find out what is going on and what could be done.

ACTION RESEARCH - MAPPING - Where do people go and why?



You are a group of young people. Draw a plan of your area and where you hang out. Use pictures and words.

To find out what you like about your community, what you don't like and what changes you would like to make you are given 3 different colours of "post-its":

Pink: things you like

Blue: things you don't like

Yellow: things you would change

Discuss these as a group and stick them onto your map in the appropriate place.

This mapping exercise can be done with other groups in your community; parents, teachers, police, older people, this will help you build up a community profile of what other people think about the problems and their ideas about solving them. These maps can then be displayed, as evidence, at future public meetings where officials responsible can be presented with what people really think is important.

Tammi, L., UK, 2001

ACTION RESEARCH - RANKING - Ranking is used to help people identify their priorities.

Take your suggestions for change, the yellow "post-its" you used in the mapping exercise, and write them on a grid. Use sticky dots (or sweets) to vote on which ones the group feels are priorities for action. The discussion is very important here and the facilitator should ask lots of questions about the ideas and why they are important.

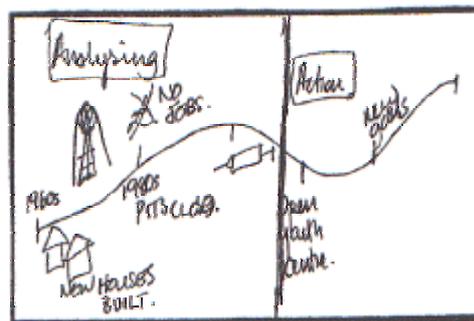
A youth centre		10
New gate post		5
Street works		8
Stop the drugs 		10

Tammi, L., UK, 2001

ACTION RESEARCH - ACTION PLANNING

Once you have ranked your priorities you can move on to action planning and agreeing who will do what and when.

Timelines are a good way of visually representing this.



Grids, which outline WHY? WHO? WHEN?, Are good visual reminders for people who have committed to your "cause". These are also ideal for presentation to other organisations or agencies whose support you are seeking.

	WHY?	WHO?	WHEN?
	Somewhere to go	Council + us + youth workers	Yesterday

Tammi, L., UK, 2001

EVALUATION

Evaluation is about collecting and analysing information that reflects the outcomes of your programme of action and how these outcomes relate to your original aims and objectives.

It is a planned process that aims to measure how far a programme of activities has achieved what it intended. It should be a separate exercise from the planning of each activity that will be monitored and evaluated.

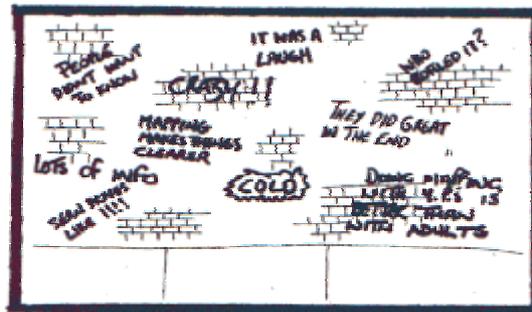
Evaluation should not be something that you "do" at the end of a piece of work because you feel you have to, but should be introduced at the beginning of your work and continue to be used through to the end.

It is important to remember that the outcomes of your monitoring and evaluation process should reflect a balanced view of the effectiveness of your work. It should highlight not only the good points but also areas of concern and potential for improvement.

THINK FREIRE - THINK PRAXIS: Taking action, reflecting on that action, taking further action. In other words reflecting on what you did, how you did it and what affect it had on you and others involved in the learning experience.

EVALUATION

THE GRAFFITI WALL



The Graffiti Wall is a "fun" activity that enables people to express their thoughts and feelings through both words and pictures. It is a particularly good way to evaluate your work at the end of your programme.

Evidence indicates that people are more likely to participate in this type of exercise at the end of a long day than the more traditional questionnaire type of evaluation.

THE MOOD METER

	MONDAY A.M.	P.M.	TUESDAY A.M.	P.M.	WEDNESDAY A.M.	P.M.
😊	START IS OK	CONVERSATION IS GOOD	CONVERSATION IS GOOD	CONVERSATION IS GOOD		
☹️	START IS BORING	CONVERSATION IS BORING	CONVERSATION IS BORING	CONVERSATION IS BORING		

This is a good way to gauge the feelings of your group, are they finding the programme interesting and relevant, or are they tired, bored and finding it all too much!

Tammi, L., UK, 2001

Step Three and Step Four – Personal Development and Access to Formal Knowledge

The aim of these, interdependent, core elements are to equip participants with “empowerment” skills – the ability to share their skills and knowledge with their peers. Where **Steps One** and **Two** focus on competence needs Steps Three and Four focus on confidence needs.

As mentioned earlier it is important that your training programme is set in a manner that facilitates the collective sharing of existing (and new) skills and knowledge. Furthermore it should include opportunities for participants to practice these skills, receive feedback, reflect on that feedback, and practice again.

It is a bit like learning to drive a car; you meet with the driving instructor, you outline your current skills and knowledge, she/he identifies your practical and theoretical training needs (they are, of course, interlinked, you have to know how a car actually works before you can drive it), you have your first lesson, she/he gives you feedback outlining what you have done well and what needs a bit more work, based on the feedback you practice a bit more, you become more confident in your ability to drive, you finally reach a stage where you both agree that you are a confident driver, you take the test, you pass!

To paraphrase **Freire** – “The best results, in terms of learning, development and personal change are achieved when individuals learn and develop as equal partners in the process. Power is created within the emerging **praxis**: taking action, reflecting on that action, taking further action.”

The following practical example, the final stage of the training, creates a natural link to the proposed Peer Education Programme (in this case the promotion of the European White Paper on Youth). Note the similarity between the first (**What is Peer Education?**) and the final (**What is the European White paper on Youth?**) exercise, the link is intentional; the content and method is familiar, participants have observed the facilitation skills of the trainer, they know how it should be delivered.

THINK FREIRE: A competent (empowering) and confident facilitator with a sound theoretical knowledge and understanding of the subject is the key to a successful learning experience. It is necessary then to provide participants with up to date subject information well in advance of the practical training experience. (In this case you should ensure that participants have access to copies of the European White Paper on Youth and any resultant local, national or international actions).

WHAT IS THE EUROPEAN WHITE PAPER ON YOUTH?

AIM

To raise awareness and understanding of The European White paper on Youth

RESOURCES

Flip Chart paper
Marker Pens
Question Sheets

TIME

2.5 - 3 hours

METHOD

Split participants in to small groups of four or five. Hand out the Question Sheets and sheets of flip chart paper. Ask each group to discuss the questions, agree common answers, and write up their answers on the flip chart sheets. Each group should delegate a member to feed back their answers at a plenary session.

HANDOUT

Subject specific material (In this case young person friendly adaptation of the European White Paper on Youth - available on the White Paper E-Group Site) should be distributed at the end of the training experience.

Article 12 in Scotland, UK, 2003

QUESTIONS

The European White Paper on Youth is a report about the circumstances of young people that was published by the European Commission in Brussels in November 2001. It makes suggestions how European countries can improve things for young people aged 15 - 25. It lists **Participation, Information, Voluntary Service and Getting a better understanding of the issues that affect young people** as the four most important areas of need.

What does Europe mean to you?

What does Participation and Citizenship mean to you?

What would you include on a list of things that would help young people, and what would you include on a list that would make it difficult for young people, to *Participate, Access Information, Undertake Voluntary Service, at home or in another country, Let local, national and international Government know what life is like for them?*

Article 12 in Scotland, UK, 2003

CHAPTER THREE

Introductory Guide to Establishing and Managing a Peer Education Project

Establishing the Project - Planning and Implementation

Establishing a Peer Education Project involves four key tasks: **Securing Funding, Recruiting Peer Educators, Programme Planning and Implementation, Programme Management**. Each key task has a number of sub tasks. The order of tasks as set out below may not be the order that **YOUR** planning process follows. **THINK FREIRE:** *"Education, which is liberatory, encourages learners to challenge and change the world, not merely uncritically adapt themselves to it"*. In other words prepare to be flexible, let the participants set the agenda.

TASK ONE - SECURING FUNDING

Peer Education Programmes are resource intensive, particularly in people terms. Bear this in mind when preparing your funding applications. Always think "more than" and include this in your application. For example you might be looking at travel costs for weekly group meetings; just enough would be to assess the cost in terms of public transport, but what if a meeting runs late or there is a public transport strike and you had to use Taxis? This then is your "more than" factor.

Funding for Local and National Projects

Participating NGO's will already be familiar with potential local and national sources of funding. For those who are new to the work; the most likely sources are your own organisation and local and national grant making agencies that have YOUTH or YOUTH PARTICIPATION as a focus.

Funding for Multi-national Projects

Essentially, there are two parallel routes to funding a multi-national project. Route one involves each participating national NGO's current resources, with additional support from local and national grant making agencies if required. Route two involves application to one, or more, of the European Union's grant making agencies, to secure funding for the overall management of the project. This involves ONE of the participating national NGO's taking on the role of International Co-ordinator and making the application on behalf of all participants. For further information on European funding initiatives you should visit: www.europa.eu.int

TASK TWO - RECRUITING A GROUP OF PEER EDUCATORS

Selection

No "Job Description" or Person Specification" is available for the role of Peer Educator. The effectiveness of a Peer Educator cannot, and should not, be measured in terms of academic or vocational qualifications. What is important is motivation, personality and knowledge of, or a willingness to learn, the programme subject.

Contracts

You may, or may not, decide to offer a "contract" to the peer educators where they sign up for the duration of the project. If you do offer a contract you should ensure that it is flexible enough to realise that people's circumstances change and set out in a manner that does not make participants feel that they are trapped in a process that is no longer relevant to them.

TASK THREE - PROGRAMME PLANNING AND IMPLEMENTATION

PROGRAMME PLANNING

Aims and Objectives

Aims

What your project is setting out to achieve, in this case the promotion of "*The European White Paper on Youth*"

Objectives

Objectives set out in greater detail the results your project is aiming to achieve and the concrete and measurable tasks you will undertake to realise your aims. They are best outlined in a logical step-by-step approach that will lead participants back to the overall aim.

Project Programme

The project programme is a specific description of the content and methodology of your programme of work. It should include information regarding the aims and objectives, how the programme will be monitored and evaluated, timescales, the target group, all participants, including, the Co-ordinating Agency, Adult Supporters, Peer Educators, potential beneficiaries (other than the Peer Educators and the immediate target group) and Funding Agencies.

The Project Programme is an action plan that outlines the above-mentioned, and other appropriate, processes as a type of timetable. It is important to fully involve the Peer Educators in the building of the action plan, as they will be the people who are actually delivering the programme of work.

As mentioned earlier, in the section on Funding, always think "more than". An effective action plan will be flexible enough to allow for negative *external* influences. For example, you may plan to deliver a series of workshops in a school setting, the first step in the process would be making contact with the school in question, don't expect an immediate reply, the school curriculum is fairly rigid and they may not be able to offer you an opportunity to meet with your target group for several months.

The action plan should also allow for negative *internal* influences. Peoples circumstances and levels of motivation can and will change, people will move on. Realistically, if 50% of the Peer Educators moved on it would prove very difficult to achieve your aims.

Project Evaluation

Evaluation is a planned process that aims to measure how far a programme of activities has achieved what it intended. Evaluation **is not** something that you "do" at the end of a programme to please your funding agencies. Evaluation **is** a necessary ongoing process that enables you to track the progress of the programme and highlight both achievements and areas of concern. Practical examples have been provided in **CHAPTER TWO**, we recommend you consult more widely for further examples and information on this important subject.

IMPLEMENTATION

Content

This is the stage where the Peer Educators realise the skills and knowledge gained during training. Encourage participants to re-use exercises from the Peer Education Training Programme, outlined in **CHAPTER TWO**, in the early stages of implementation until they feel confident enough to devise or adapt alternative resources.

Delivery

Consider how the programme will be delivered in terms of approach. It is best to utilise a number of parallel approaches. People's learning preferences differ and if your target group varies in terms of age (in this case 15-25 years) it is unlikely that you will find those at the top end of the age range in a school or youth centre setting. Here we suggest two methods that have proved useful in past Peer Education Programmes.

The Outreach Approach

This approach is particularly useful if your aim is to make direct contact with a wide range of individuals. Sessions can take place in schools, youth centres, cafes, and bars or on the street. To be effective it is important that the project is publicised, and contact is made with potential host organisations, well in advance of the implementation stage. In terms of evaluation, this approach will enable you to collect both quantitative and qualitative data directly from participants.

The Dispersal Approach

This approach relies on dispersing information to your target group through existing communication networks: Youth Information Kiosks, School or Youth Centre Newsletters, Websites or Poster/Leaflet Campaigns. You should note that this approach could be difficult to evaluate, particularly in terms of qualitative data.

TASK FOUR – PROGRAMME MANAGEMENT

SUPPORT

This will be a new experience for many of the Peer Educators; during the course of the work they may find themselves in situations that challenge them both in personal and practical terms. It is important then that appropriate support systems are in place before the work begins. Support can be provided in a number of ways. At the very least your support system should include the following core elements:

1. Regular meetings to enable reflection and evaluation
2. Programme specific information updates
3. Professional and technological advice and support
4. Further training and learning experiences

OWNERSHIP OF THE PROGRAMME

Peer Education Programme management structures are non-hierarchical. There are two distinct parallel roles in the management structure.

Role of Peer Educators

The Peer Educators are the "bosses"; they determine the direction of the Programme. They are the Programme Directors.

Role of Adult Support Workers

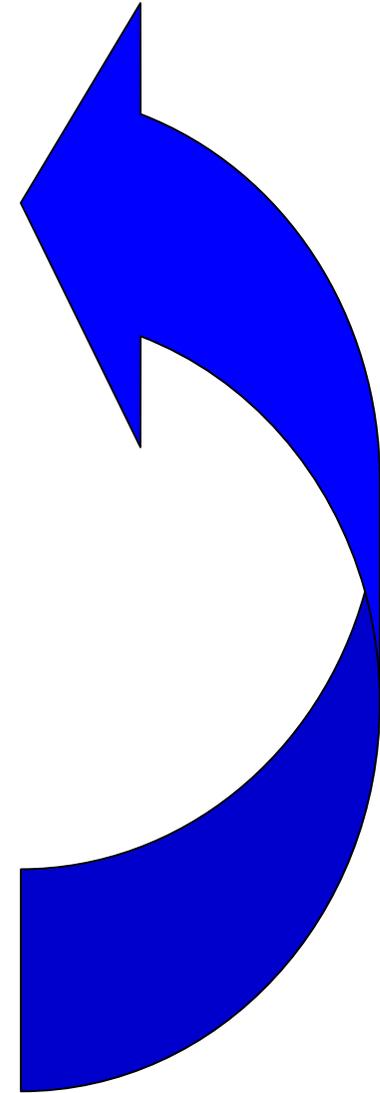
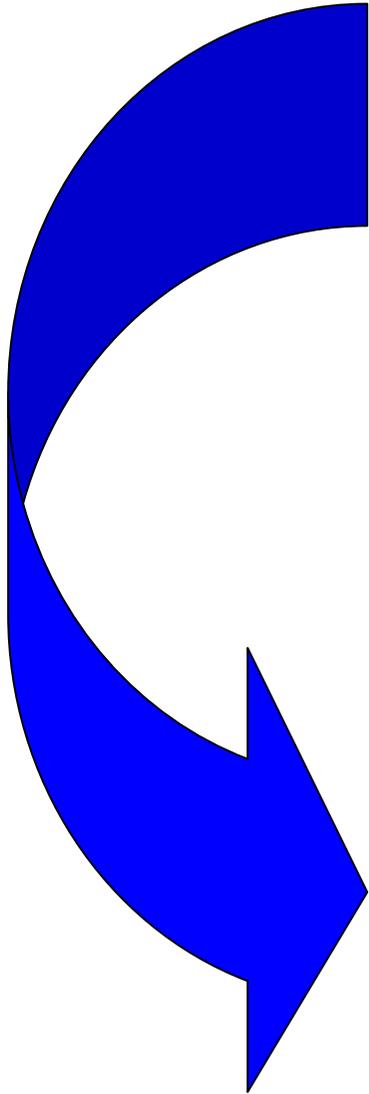
The Adult Support Workers guide and support the Peer Educators through the process. They are the Programme Facilitators.

Think of the ownership structure in terms of Rights and Responsibilities. The Peer Educators have the **right** to determine the direction of the Programme; the Adult Support Workers have the **responsibility** to help the Peer Educators fulfil their aims. An illustration of this management model is provided on the following page.

PROGRAMME DIRECTORS
PEER EDUCATORS
THE RIGHT TO DETERMINE

PEER
EDUCATION
PROGRAMME

PROGRAMME FACILITATORS
ADULT WORKERS
THE RESPONSIBILITY TO SUPPORT



PEER EDUCATION AND TRAINING - A DEFINITION

What is Peer Education and Training?

The aim of this Training Manual is to give you an overall view of the What, Why and How of Peer Education and Training and to help you develop, rather than influence, your own theoretical view of the work. It is appropriate then that our task ends, and yours begins, with a definition of the work!

Peer Education and training is based on the principle that people (whatever their age) are the experts on their own lives and therefore they are the best starting point for any local planning or action process.

Like this Training Manual, it differs from traditional learning experiences, in that it has as its focus **THE PROCESS** (the steps taken to complete a set task), rather than **THE PRODUCT** (the set task).

It is a bit like a cross Europe train journey. A **PROCESS** approach would be the train that meanders along, making regular stops at stations of relevance where travellers would be given the opportunity to alight from the train and spend some time learning about the area, it's people and their culture. The journey time between stations offering them the opportunity to reflect on what they have learned and discuss that learning with their fellow travellers. A **PRODUCT** approach would be the cross-country express train that thunders through the stations en-route offering the travellers nothing more than a glimpse of the world outside their window.

And finally, we leave you with this Taoist quote:

" The way is the goal. The ultimate quest has no ending, and that fact is what gives the quest its ultimate value"

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TELLING IT LIKE IT IS: -)

An introduction to Peer Education and Training

This publication has been produced to provide guidance on the use of Peer Education and Training.

It is set out in three chapters:

Chapter One offers a brief overview of the history, character and underpinning principles of peer education and training.

Chapter Two identifies the, probable, skills and knowledge needs of Peer Educators and offers practical learning experiences to address these needs.

Chapter Three outlines a step by step introductory guide to establishing and managing a Peer Education Project.

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