

Appendix 5

How to Identify Peer Educators

How are Peer Educators Identified?

Select peer educators from work groups and social groups at work where peer education will be used. Develop selection criteria for choosing people to be peer educators and have the HIV/AIDS prevention planning committee (or a subgroup of it) make the selections. In the selection criteria, identify qualities that would be appropriate to peer educators in your workplace. Employees who make good peer educators are responsible, reliable, well-liked, and respected by their coworkers and by others in the organization. Effective peer educators are usually good workers and natural leaders who are trusted and popular among other employees. These individuals stand out among their peers and yet they are very much a part of their peer groups. In addition, peer educators should have an interest and desire to work on the prevention of HIV/AIDS.

You may want to use a selection criteria rating scale, like the one below, for rating each peer educator candidate. Identify the selection criteria appropriate for your business then use the rating scale by placing a check mark in the numbered column that most

SELECTION CRITERIA RATING SCALE

1 = not acceptable 2 = below average 3 = average
4 = above average 5 = exceptional

Peer Educator Candidate's Name: _____

Criteria/Score	1	2	3	4	5
Responsible/Reliable					
Well-liked					
Respected					
Leader					
Trusted					

closely fits your assessment of the candidate's qualifications. Employees with the highest scores in each selection criterion would probably be the best candidates.

You may want to begin identifying peer educator candidates during the policy development phase. If so, add it to the checklist for planning the company's HIV/AIDS policy. Some members of the HIV/AIDS prevention planning committee may make good peer educators as they have demonstrated sensitivity, knowledge, and commitment to the subject. In addition, members of the planning committee may have identified other appropriate peer educator candidates while developing the policy on HIV/AIDS.

You may decide to use the launch of the employer's HIV/AIDS policy as a time and place to begin identifying peer educator candidates. One effective way to identify peer educators is to have workers nominate coworkers from within their work groups to be peer educators. A significant advantage to this approach is that if employees know that they have input into the process and feel themselves to be part of it from the beginning, they will ultimately be more responsive to the program. This can have a powerful effect on behavior change.

Remember that peer educators are also workers in your organization, and must be able and willing to take time for these added responsibilities. In turn, peer educators should be paid for the time they devote to this work as they are paid for their other work responsibilities. Usually a peer educator supervisor or manager should be involved so that work schedules and supervision can be appropriately coordinated.

How are Peer Educators Trained?

Peer educator training requires between two and five days of specialized instruction so that participants can learn the necessary skills and content material required for education and prevention activities. To conduct your peer education training you will need to identify and engage an experienced HIV/AIDS trainer with specific skills in peer education.

Training for peer educators should be based on what they need to know to carry out the planned education and prevention activities. Small group discussions with the identified peer educators will reveal the knowledge and skills they already have and help plan your educational activities.

Training should focus on:

- Understanding roles and expectations
- Building knowledge
- The basics of HIV/AIDS and sexually transmitted infections (STIs)

- Relationship between HIV/AIDS and STIs
- Workplace HIV/AIDS policy
- Condom use, availability, and distribution
- Where to go for assistance
- Learning about community norms and attitudes about sex and sexuality
- Understanding values about sexuality and relationships, and learning to talk confidently about sex and sexuality among their peers
- Developing facilitator skills for working with peers
- Practicing facilitator skills

What are Some Other Options if Peer Education is not Right for My Workplace?

Peer education is considered the most effective way to provide employees with HIV/AIDS education and prevention, but it is not the only way these activities can be accomplished. Smaller employers may decide that an individual or a small group of people should be responsible for conducting the organization's formal and informal HIV/AIDS education and prevention activities. If this is the decision at your organization, it is still essential that the people identified as HIV/AIDS educators receive adequate training.

Some employers have chosen to train staff members from the personnel department to be their HIV/AIDS Resource People. Others have left HIV/AIDS programming to their medical staff. These approaches can be effective if done thoughtfully and with the right training. In any case, you will need to identify and engage an experienced HIV/AIDS trainer to provide these individuals with the necessary skills and content material required for your organization's prevention, support, and care activities.

If you choose to have your doctor or other workplace medical staff conduct formal and informal education and prevention activities, make sure they are prepared to do so. It is likely that few of these personnel have ever had training or experience facilitating small groups of workers around issues of sex, sexuality, condom use, and behavior change. It is incorrect to assume that because HIV/AIDS is a medical issue, medical professionals can facilitate your prevention programs. On the contrary, whoever is assigned the responsibility for providing HIV/AIDS activities must be properly and specifically trained.

What about Training Costs?

The costs of training a group of peer educators is not necessarily more than the cost of training one or two professionals from your personnel or medical department. It is also more cost-effective to train a group of peer workers than it is to train just one or two staff people. In most situations it will cost no more to train 15 or 20 peer educators than it will to train one or two other individuals, because the hourly cost of the subject-matter expert remains the same. Typically 15 to 20 peer educators comprise one average-size class for one instructor, keeping the cost per student low by distributing the cost among all the students, producing a wise investment. Furthermore, because of work demands, job turnover, and other work-related factors, some trained individuals will be unable to make use of the skills for which they were trained. Thus, training a group of peer educators is a cost-effective, practical way to ensure that your organization will have strong, sustained workplace HIV/AIDS education and prevention programs.

Appendix 6

Sample Prevention Modules and Content Plan

First-Year Module and Content Plan for HIV/AIDS Prevention The ABC Company (500 employees)

Module 1: Large Group/Formal Lecture

Over a period of two months, in groups of 50–60 employees each, there will be an initial series of eight lectures, conducted in the company canteen or meeting hall, so that every worker can participate in one session and learn about our company's HIV/AIDS policy and procedures.

Content:

The content of this module includes the following:

- The company's policy and position on HIV/AIDS, and procedures for handling HIV/AIDS-related concerns
- How HIV/AIDS is and is not transmitted
- Why there is no risk of casual transmission of HIV/AIDS
- How to prevent the spread of HIV
- How to respond appropriately to a coworker with HIV/AIDS
- Benefits available to employees and family members with HIV/AIDS
- Confidentiality and privacy requirements
- Where to go for help and for additional information

Module 2: Work-Group Training Sessions

All employees will be divided into groups of 10 to 15 people. Each group will be composed of people who regularly work with each other. Peer educators will provide one

work-group training session (30–60 minutes) each week for these workers. Over a year, work group training sessions will be conducted sequentially in three phases.

Content of Phase 1:

“AIDS 101.” How HIV/AIDS is and is not transmitted, and how to prevent the spread of HIV/AIDS. Includes safer sex practices, condom use, and avoiding HIV transmission through needle sharing.

Content of Phase 2:

Provides additional information about the essential issues every HIV/AIDS education and prevention activity should include. Addresses HIV transmission from mother to baby before birth and through breastfeeding, and other forms of transmission and how they can be prevented.

Content of Phase 3:

Primary focus is on sexuality, values, social mores, and how they affect risk behaviors. Also addresses the relationship between STI and HIV/AIDS and the importance of STI diagnosis and treatment. Includes further discussion on preventing the spread of HIV/AIDS from a cultural perspective, including safer sexual practices and how to encourage the use of condoms.

Module 3: Story, Role Play or Videotape Presentations:

Over a period of two months, the company conducts a series of one-hour management meetings, with ten managers in each meeting, using a story or videotape presentation followed by a facilitated discussion, so that all managers experience an HIV/AIDS education and prevention session.

Content:

“How HIV/AIDS can Spread—One Family’s Story”^{*} — a story about AIDS within a family and its personal impact, followed by a role play of the employee disclosing his/her HIV-positive status to his/her supervisor. This is followed by a discussion about how the company’s policy, practices, and HIV/AIDS prevention activities would be relevant to the employee within this company (other videotapes will be shown in the future).

^{*} Story from Module of Foundation for Credit and Community Assistance in Uganda

Module 4: Informal Small Group Discussions

Peer educators facilitate informal small-group discussions with employees. These discussions take place during rest or meal breaks, before and after work, or at other times after work or during breaks when workers gather.

Content:

Focus on any aspect of HIV/AIDS education and prevention ranging from the issues identified in Appendix 5 to more personal concerns around safer sex practices, condoms, family issues, and STIs. Includes practical discussions about cultural values and how to negotiate condom use and safer sexual practices.

Module 5: Posters

The company has purchased HIV/AIDS prevention posters from the National AIDS Program Office. The posters provide a variety of messages that are compatible with the company's position on HIV/AIDS. The posters are prominently displayed in locations where most employees see them.

Content:

The posters use few or no words and convey HIV/AIDS education and prevention messages through easy to understand graphics or cartoons. They are culturally appropriate for this population of workers.

Module 6: Brochures and Pamphlets

The company has purchased a series of HIV/AIDS awareness, education and prevention brochures and pamphlets for distribution to workers. These brochures and pamphlets are distributed during the presentations of the other modules, and as workers ask for them.

Content:

The content of brochures and pamphlets varies and includes messages about HIV transmission, safer sex, STIs, and related issues around HIV/AIDS prevention. Some materials are in written form for distribution to people who are able to read, and some in a simple graphic or cartoon format for those who cannot read or have very limited literacy. To avoid stigmatizing or embarrassing those who do not read, all participants in session receive both types of materials. In addition, there is recognition that workers with limited literacy may have family members or friends with more education, with whom they may share the materials.

The above example of modules and a content plan shows how HIV/AIDS prevention modules and activities overlap and, in conjunction with one another, work to strengthen the prevention program. Over time the various modules and activities reinforce employee knowledge and understanding and lead to reduced risk

Appendix 7

Program Development Discussion Questions for Education and Prevention Activities

How long will worker education and prevention sessions be?

- Half an hour?
- One hour?
- Two hours?

Discussion: Initial worker education and prevention activities should be at least an hour in length. Less than one hour does not leave enough time for adequate information presentation, discussion, and questions and answers. Facilitated small-group interactive learning activities for employees probably should not be longer than two hours, or workers may begin to experience “information overload.” Formal lecture programs should be no more than one hour since lack of interaction reduces worker attention span. Avoid using lectures alone wherever possible. At a minimum, include time for questions and discussion. Remember that people learn best if they have a chance to actively use and apply the information. Once workers have been through initial education session(s), future/ongoing sessions can be as little as 30 minutes long.

How frequently will the same work group be provided with another activity?

Discussion: Worker activities should be regular enough so that the last session is still fresh in employees’ minds and they can begin the next session without having to repeat the previous session. This encourages one session building on another, leading to desired reinforcement. Try to schedule sessions no more than a few weeks apart. Scheduling decisions should be made in conjunction with the employees’ supervisors. Scheduling should consider concerns about maintaining production, as well as convenience for workers.

When will worker education and prevention activity sessions be done?

- Before work?
- During work hours?
- During lunch and/or other breaks?
- After work?

Discussion: HIV/AIDS education activities are usually more effective when they can be done during working hours. Sessions conducted during work hours reinforce the employer's commitment to preventing HIV/AIDS, and they ensure maximum worker participation. The primary issue is to determine how much time and with what regularity small groups of employees can meet during work hours. This decision will depend upon the needs and expectations of production, work schedules, costs, management, and other practical employer considerations.

How many employees will participate in each session?

Discussion: As discussed earlier, large group lectures with 50 or more employees in attendance should be used only for communicating straightforward, general information, such as company policy and procedures. Other worker sessions can be much smaller in size. Each session should be small enough to allow for and encourage interaction and enable each person to talk and participate in the process, but large enough to build and use group dynamics. It is through group dynamics—listening, talking and struggling with the issues—that the material of the sessions becomes integrated and participants begin to move toward behavior change. Another determinant of worker group size is the comfort of the peer educator or facilitator. Some people work better with small groups while others work better with larger groups. Worker session size probably should be no less than six people and no more than 12–15 people.

Will sessions be mandatory or voluntary?

Discussion: Maximum benefit of the education and prevention programs will be achieved if all workers participate in them. If sessions are conducted during work hours, it is appropriate to make worker participation a mandatory part of the usual work schedule. However, some people might initially resist participating in something that they do not yet see as relevant to their work. To avoid this minor resistance, it is better not to use the word mandatory. Instead, structure the sessions so that they include small groups of people from the same work groups and conduct them at times when these people are normally together. Sessions conducted outside of work hours should be voluntary. Some employees will not participate, as they will have commitments elsewhere. In any case, employees should be encouraged to attend all sessions so that everyone participates in HIV/AIDS prevention.

