

Online Peer Educators Training Report

UNFPA Supported Life Skills Education Programme



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1.1 BACKGROUND

The Government of Odisha accords high priority of education, health and wellbeing of scheduled tribes and scheduled caste communities that constitute nearly 40 percent of the state's population. The state government has been systematically invested in enhancing quality education for young people from the marginalized communities. The marginalized communities of Odisha face multiple challenges that include poor health, malnutrition, dropping out from early schools, child marriage, teenage pregnancy, unprotected sexual activities, sexual abuse, sexual harassment and risk taking behavior in the state. Recognizing all above such challenges, the ST & SC Development Department, Govt. of Odisha has collaborated with the United Nations Population Fund (UNFPA) for implementing the life skills education based adolescent reproductive health education in residential schools in the state. The aims and objectives of the programme is to enhance knowledge, skills and transform their positive behavior towards a well informed and enabling healthy environment in schools as well as in their communities.

In joint initiative of SCSTRTI, the ST & SC Development Department, Govt. of Odisha and United Nations Population Fund (UNFPA) has been adopted “zero tolerance policy” against any abuses and sexual harassment in residential schools. To ensure and meet the objectives of the programme, all district stakeholders including nodal teachers, ANMs and matrons under SSD department have been oriented on LSE with the chairmanship of District Collectors. There are multiples approaches were adopted to impart life skills education programme for adolescent to ensure their safety, health and wellbeing. The students trained as Peer Education approach is one of the most vibrant and proactive approach to reach out the student directly and provide age appropriate growing up information and influence positive behavior in schools as well as in communities level.

1.2 OBJECTIVES OF THE PEER EDUCATOR TRAINING:

Despite rapid changes in lifestyles, attitude towards ARSH, adolescent issues and problems have not changed, leaving young people unprepared to make health decision and environment safe. In view of the COVID-19 pandemic, all residential schools have been closed. The results are, the ST & SC Development Department, Govt. of Odisha has initiated to conduct the peer educators training programme on LSE through virtual platform. The aims and objectives of this training programme are to influence positive behavior and building safe, healthy and wellbeing environment among adolescent boys and girls. This training programme will enables

adolescent to deal effectively with everyday challenges and problems that affect them. Peer educators will be a focus leader among adolescent group in every school and transfer their knowledge, skills to positive behavior and reflect themselves as social change agent at their community.

1.3 SELECTION OF THE PEER EDUCATORS:

A Peer is a person whose has equal standing with another as in age, background, social status and interest. Peers play a critical role in the psychosocial development of adolescent. In fact, provide opportunities for personal relationship, social behaviors and a sense of belonging. Therefore, peer education is considered as a health promotion strategy in adolescents. A peer educator is a member of a peer group that receives special training and information and tries to sustain positive behavior change among the group members. Peer educators can in fact act as role model of attitude and behavior for their peer group. Peer educators should receive adequate training enabling them to understand the purpose of the programme, be good listeners, provide encouragement, motivation and support healthy decisions and behaviors. They should also know other sources of information and counseling so as to refer other peer to appropriate help.

Identification and selection of peer educators with sufficient confidence, technical competency, compassion and communication skills that are accepted by other peers as crucial aspect of programme success. Peer educator selection is a crucial and delicate point in the efficacy of peer education interventions.

1.3 (A) SELECTION CRITERIA:

The following key points may be followed for selection of peer educators in school;

- All EMRS, High Schools and Ashram Schools in 30 district will be covered
- Four peer educators to be selected from each EMRS, High Schools, and Girl's High Schools from 8th and 9th grade.
- Two peer educators to be selected from ashram schools from 7th and 8th grade.
- In case of co-education schools the ratio of boys and girls as peer educators shall be 50:50 ratio.
- The available peer educators can be re-nominated if they are not in 10th grade.
- For selecting suitable peer educators in schools democratic and participatory process to be adopted. The existing students association like school monitor, health coordinators and

- The qualities like sociable students having good interpersonal communication skills to be considered for selection of peer educators.

As per AWP plan of action, the peer educators training programme could be organized in offline platform but due to pandemic the peer educators training was conducted through virtual zoom platform. The ST & SC Development Department, Govt. of Odisha & Director of SCSTRTI, Bhubaneswar has issued a letter to all District Welfare Officers with directing to collect the list of peer educators with supported of District Project Officer-Life Skills Education Programme and District Scholarship Coordinators and submit the list to SCSTRTI, Bhubaneswar. After receiving the list of peer educators across the state, the LSE-Programme Management Unit has been organized the peer educators training programme plan and expert resource persons were also invited for conducting the peer educators training in a phased manner.

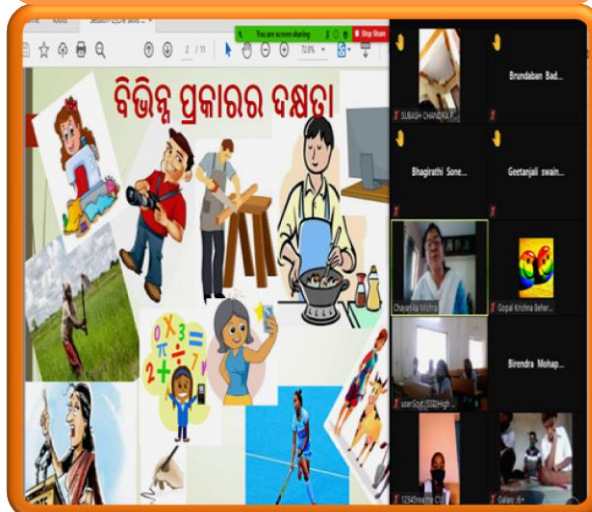
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Figure-1.1

1.5 TRAINING & METHODOLOGIES:-

Pre-test or quiz based assessment was conducted before the each batch of peer educators training programme to assess knowledge level. This assessment is being prepared through google links on LSE themes and shared with all concerned HMs. The Director-cum-Special Secretary of SCSTRTI, Bhubaneswar was addressed his introductory speech to the participants and encouraged the team in first batch. The programme Manager of LSE also addressed his novel thoughts to the participants and ignites to the peer educators. The training session was started with warm welcomes by Programme Officer & Training logistic officers, LSE programme unit. The training was emphasized on each thematic area for better understanding of students and focused on student centric methodology. There are different types of training methods adopted during the training session to attract the students towards the training programme, i.e., Brainstorming methods, using of attractive Power Point presentation, Audio-visual show, live case studies discussion, one to one question & answers session, using non-verbal games, live story telling with illustrate example of their locality. As its virtual platform, non-verbal communication has been used by the participants and resource persons for transforming the messages. They have also shared their view and questions/answers through signals, writing on papers, and using chat box to ask their questions/doubts and cleared their doubts.

Dr. Chayanika Mishra-PO is delivering her introductory LSE Session to PE



Video Showing on Gender Discrimination



1.6 THEMATIC COVERED:-

Basing on the thematic areas of Life Skills Education, 12 sessions prepared and details as mentioned as following paragraph

1. Setting Ground Rules and Objective of the training programme and Peer Education
2. Introduction to Life Skills for positive behavior changes.
3. Role and responsibilities of a Peer Educator (Code of conduct, Promoting safety environment in schools, Use of hot line phone and toll free, number Reporting on events and untoward incidents)
4. Nutrition(Balance diet, Anemia and its causes & Prevention of anemia, Adolescent Health Day (AHD), Weekly Iron Folic Supplementation (WIFS))
5. Adolescent Reproductive Sexual Health, Growing up and changes during adolescence
6. Adolescent Reproductive Sexual Health, Myths & misconceptions around ARSH
7. Overcoming the challenges during adolescent period. Management of negative peer pressure, Substance misuse, Using of gadgets (mobile phone, internet)
8. Personal Hygiene Maintaining personal hygiene including menstrual hygiene & Environmental sanitation.
9. Adolescent Reproductive Sexual Health & Consequences of early marriage & teenage pregnancy.
10. Adolescent Reproductive Sexual Health, Prevention and management of RTI/STI and HIV& AIDS.
11. Safety & Security, Prevention of sexual abuse and harassment, Safe touch & unsafe touch, POCSO Act and its application.
12. Overcoming challenges of Gender based discrimination and goal setting.

1.7 INVOLVEMENT OF RESOURCE PERSONS & EXPERTS IN THE PE TRAINING PROGRAMME:-

The most experienced, efficient & child friendly experts Resource Persons, i.e. Ms. Snehaprava Mohapatra, Mamata Rout, Manaswini Panigrahi, Reeta Rani Das, Sunita Patel, Ms. Nirmala Behera & Sushila Mishra, Basanta Bibhor, Krushna Chandra Barik, Pradeepta Pati were engaged by SCSTRTI & UNFPA for taking up of Peer educators sessions. District Project Officers, Life Skills Education of Kandhamal & Bolangir District were facilitated the training sessions smoothly including technical supports and made each session interesting with adopting student friendly environment. All District Project Officers-LSE were actively coordinated involved in this training programme. The Programme Management Unit was also playing very enabling platform on rolling out the peer educator training programme and made it successful. The Training & Logistic Officer of LSE programme was undertaking overall peer educators training session with systematic manner. The team leader of LSE programme and Programme officer experts were being initiated productive inputs and encouragement to roll out the process.



Peer Educators are listening the LSE session from Resources Person

1.8 PARTICIPANTS:-

The peer educators training programme was conducted for 30 districts of Odisha. Total 2675 numbers of adolescent were participated in the peer educators training programme which was organized for three. The details district wise participants list have given as follows;

ONLINE PEER EDUCATORS TRAINING PROGRAMME ON LIFE SKILLS EDUCATION -2021					
Sl.No	Name of the Districts	Batch	Total PE Attended	Date of the PE Training Conducted	Time
1	Kandhamal (ITDA, Phulbani)	I	279	5th April to 7th April'2021	10:00AM to 1:00PM
2	Kandhamal (ITDA, Balliguda)	II		5th April to 7th April'2021	2:00PM to 5:00PM
3	Koraput (ITDA,Koraput)	III	220	8th April to 10th April'2021	10:00AM to 1:00PM
4	Koraput (ITDA, Jayapur)	IV		8th April to 10th April'2021	2:00PM to 5:00PM
5	Keonjhar (ITDA, Keonjhar)	V	217	12th April to 14th April'2021	10:00AM to 1:00PM
6	Keonjhar (ITDA, Champua)	VI		12th April to 14th April'2021	2:00PM to 5:00PM
7	Rayagada (ITDA, Rayagada)	VII	224	15th April to 17th April'2021	10:00AM to 1:00PM
8	Rayagada (ITDA, Gunupur)	VIII		15th April to 17th April'2021	2:00PM to 5:00PM
9	Anugul	IX	44	19th April to 21st April'2021	10:00AM to 1:00PM
10	Balasore		60		
11	Baragarh		62		
12	Bhadrak		8		
13	Cuttack		34		
14	Deogarh		16		
15	Bolangir	X	47	19th April to 21st April'2021	2:00PM to 5:00PM
16	Jharsuguda		66		
17	Sundargarh		132		
18	Ganjam		40		
19	Gajapati	XI	89	22nd April to 24th April'2021	10:00AM to 1:00PM
20	Khordha		38		
21	Jagatsingpur		8		
22	Jajpur	XII	0	22nd April to 24th April'2021	2:00PM to 5:00PM
23	Nabarangpur		204		
24	Nayagarh		56		
25	Malkangiri	XIII	143	26th April to 28th April'2021	10:00AM to 1:00PM
26	Sambalpur		82		
27	Mayurbhanj	XIV	400	26th April to 28th April'2021	2:00PM to 5:00PM
28	Nuapara	XV	62	29th April to 1st May'2021	10:00AM to 1:00PM & 2:00PM to 5:00PM
29	Kendrapara		4		
30	Puri		13		
31	Dhenkanal		43		
32	Kalahandi		36		
33	Boudh		24		
34	Subarnapur		24		
			2675		

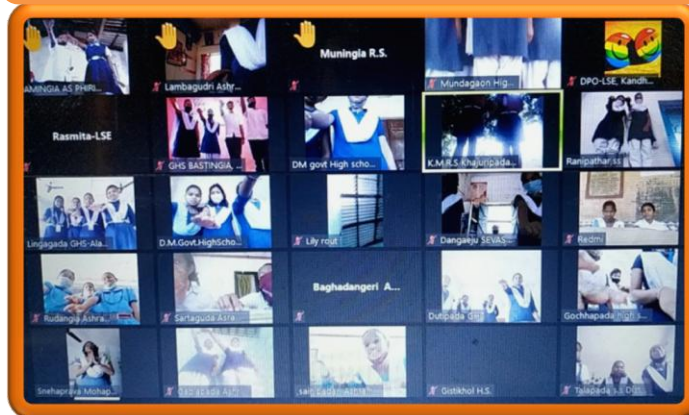
Figure-1.2

1.9 SESSION LEARNT:-

All twelve sessions are very important and useful for the peer educators to deal with their everyday challenges. There are some valuable learning outcomes given by our trained peer educators;

1. Due to COVID-19 pandemic, all schools were shut down and this virtual training initiative has given us to attend the three days peer educators training programme on LSE with live platform.
2. Despite, many students have realised after this training and able to recognize their potential and could fight against malnutrition, abuse including sexual harassment, influence of negative peer and substance abuse, getting child marriage and teenage pregnancy and gender discrimination during this pandemic.
3. Personal hygiene including menstrual hygiene is very helpful for girl's and they all were acquired the knowledge on practicing of personal hygienic including menstrual hygienic. Also daily hygienic practices may prevent us from COVID-19. Practicing hand wash, use of mask and maintaining social distance during this pandemic including "don't go out if not necessary" are some messages we learnt from this training.
4. Peer educators were able to identify themselves as a leader among the group, not only in schools but also at their communities as well.
5. Peer Educators have taken oath "not to get marry before attaining of 18 years" nor encourage any child marriage activities in their communities.
6. Student have shared their learning experiences through different styles such as; writing on papers, Drawing chart and messages on chat box. Interaction with one another and technofriend also have acquired through this training.
7. Peer Educators have much confident on LSE subject matters after this orientation and taken ownership to transact the life skills education programme in schools environment and communities level for building health society.

PEs are taking oath "No to Child Marriage"



2.0 PRE-TEST & POST-TEST ANALYSIS:-

Ensuring quality of the peer educators training programme, the team has put a step forward by sharing a Google link containing basic questions of adolescent health, SRH, communicable diseases, substance misuse, aspects of life skills, changes in adolescents, basic counseling etc. By providing basic personal information, a peer educator can access these questions through their smart mobile phones and easily share their answers just clicking options available in the sheet. As that was a new concept for the peer leaders & also for the team. But the responses were quite overwhelming and students responded the link. In some of the cases where one smart phone available for 2 to 4 peer educators, instead of that they have responded the questions by mentioning their names in one sheet. Below has given the status of Pre assessment and post test assessment in a tabular form of 30 districts for reference.

2.0 (A) KEY KNOWLEDGE ASSESSMENT OF PEER EDUCATORS BASED ON PRE/POST SHEET ANALYSIS

The pre/Post assessment sheet comprises a set of 15 questions from various themes of Life skills and ARSH (Themes from Life Skills, Nutrition & Anemia, Safety, Security & POCSO Act, ARSH, STI/RTI, Teenage Pregnancy, and Roles & Responsibilities of Peer educators).

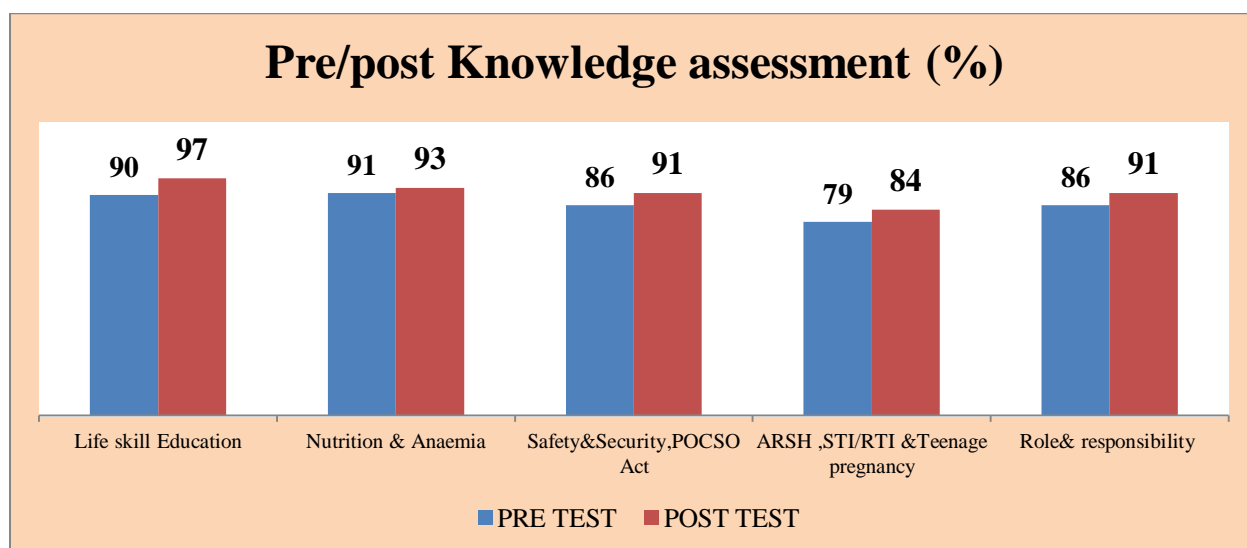
Questions attempted by PE						
	Pre		%	Post		%
Life skill Education	1012	910	90	831	806	97
ARSH ,STI/RTI & Teenage pregnancy	6067	4813	79	5098	4257	84
Nutrition & Anaemia	1012	920	91	851	790	93
Safety & Security ,POCSO Act	5059	4343	86	4244	3851	91
Role & responsibility	2017	1695	84	1696	1536	91

Figure-1.3

Theme based Assessment Score					
Assessment	Life skill Education	Nutrition & Anaemia	Safety & Security ,POCSO Act	ARSH ,STI/RTI & Teenage pregnancy	Role& responsibility
PRE TEST	90	91	86	79	86
POST TEST	97	93	91	84	91

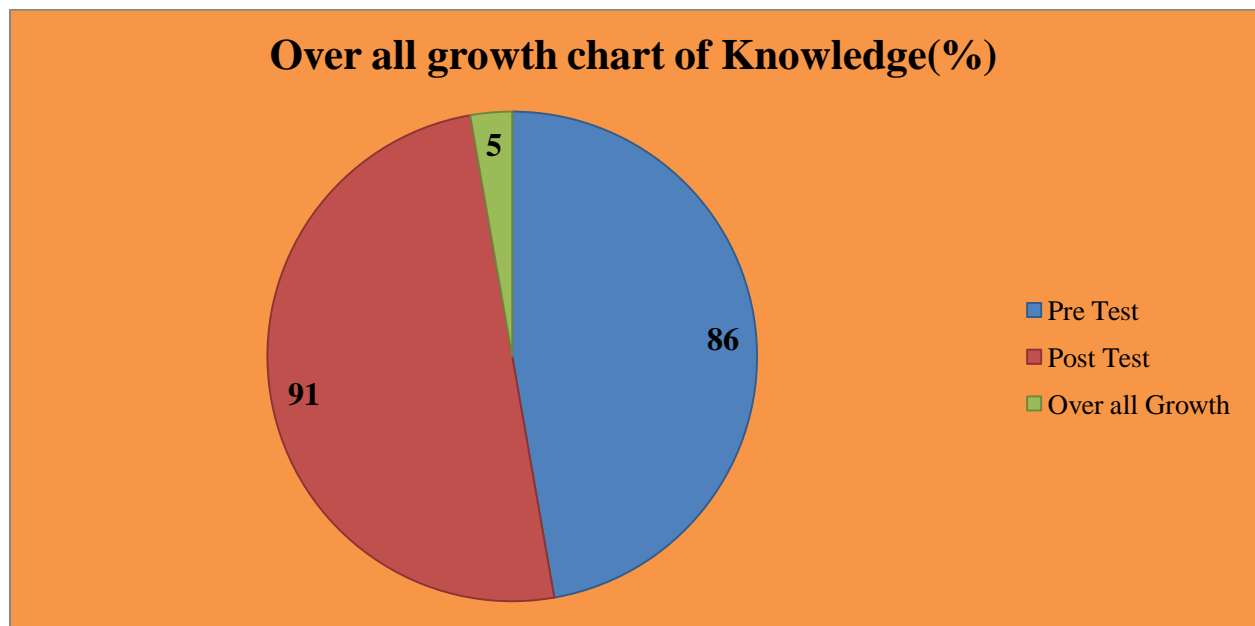
Figure-1.4

Figure-1.5



The set of questions are clubbed into 5 major themes to ease out the evaluation and knowledge assessment process by considering the responses of peer educators in both Pre and Post tests. As per the table shown above, it has clearly states that the post test responses are quite up warding which shows the trend that there has been an overall growth in knowledge after receiving the training.

Figure-1.5



There has an overall of 5% of growth has been recorded after assessing the pre and post test responses of peer educators. The responses of peer educators during Pre-Test assessment has been marked 86% and there has been 91% correct responses in post test assessment. Overall growth of knowledge has been recorded 5%.

2.1 CHALLENGES:-

The time slot during the hot summer i.e. In the month of April'2021 & pandemic situation of COVID-19 affected the Peer Educators participation in their school point, apart from this 3 hours training programme also a big challenges for them to stay connected in zoom platform continuously, for which participation numbers decreased 30% to 40% at the end of the session. Many students have not able to attend due to unaccessibility of network or poor network. Some of the peer educators along with their guidians have been walked around 3 to 5km to access the network and attended this training programme. These are the some challenges have faced during the virtual training programme.

2.2 FEEDBACKS & SUGGESTIONS:-

- ✓ Peer educators have enjoyed the whole session with interestingly and developed their potential through this virtual training.
- ✓ They also have encouraged many other students to attend this training programme
- ✓ The methodology has been used by resource persons were quite attractive, interesting and student friendly environment.

Peer Educators are attending the virtual training on LSE from remote areas along with ANM



Peer Educators are attending the virtual LSE training from different districts along with their guide teachers



2.4 CONCLUSION & FURTHER RECOMMENDATION:-

The peer educators training programme was organized successful and enriched the knowledge level of the students. Of 2675 trained peer educators are now our assets and recognized them as our social change agent of life skills education ambassador. The drop out selected peer educator training programme should be organized and encourage them to take part in their bright, healthy and well informed citizen.