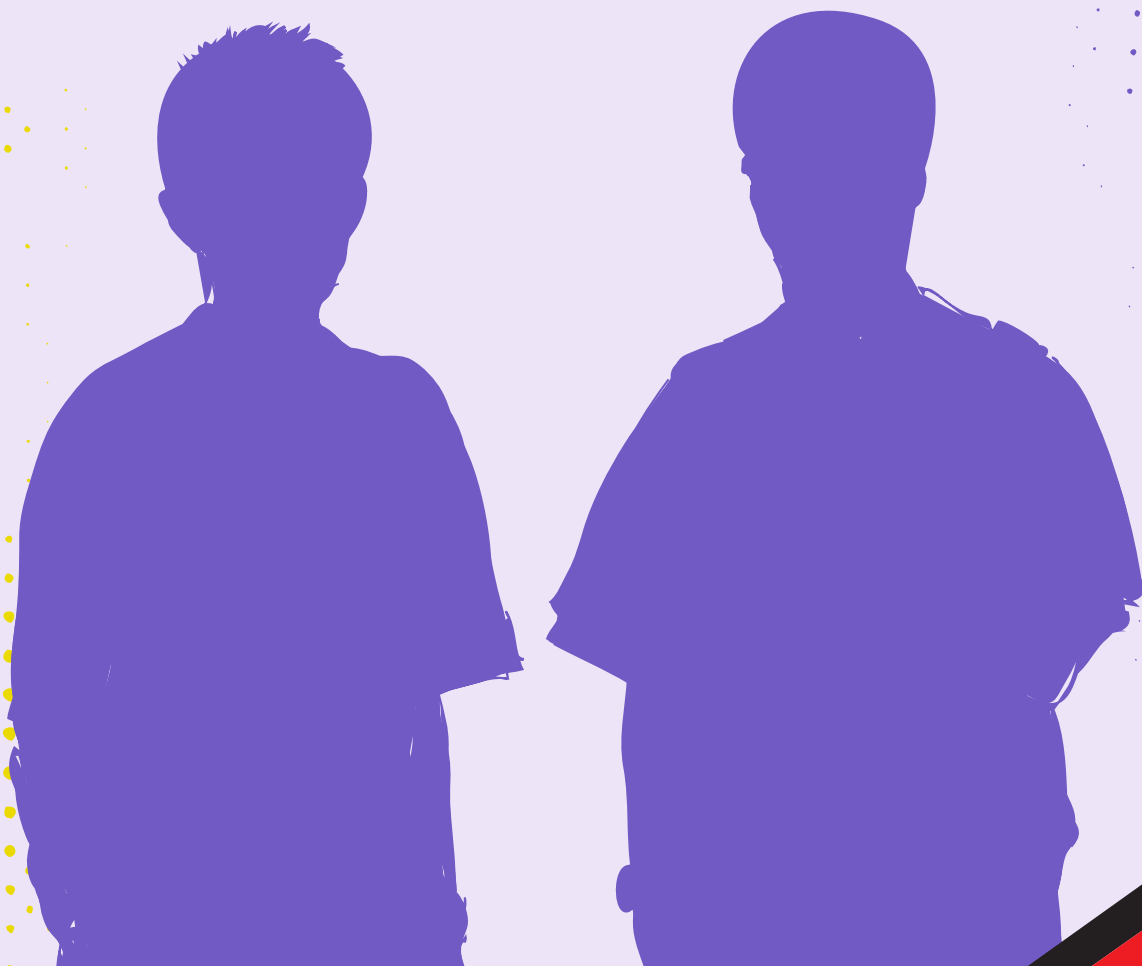




Ministry of Public Health
and Sanitation

MY LIFE MY POWER

**Developing Agency and Power for
Sustainable Safer Sexual Behavior (3SB):**
*A Training Curriculum for Peer Educators on HIV Prevention
and Risk Reduction among MSM in Kenya*





DISCLAIMER

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**A Training Curriculum for Peer Educators on HIV Prevention and Risk
Reduction among MSM in Kenya**

FACILITATOR'S GUIDE



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The curriculum development process that began in October 2010 involved several institutions, projects, and individuals. MSM peer educators and their peers were involved as equal partners and their direct experience and knowledge of the issues affecting their STI/HIV vulnerability provided valuable input. Our sincere thanks goes to them.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired immunodeficiency syndrome
ASK	Attitudes, skills, and knowledge
BCI	Behavior change intervention
CDC	Centers for Disease Control and Prevention
EBI	Evidence-based intervention
ELC	Experiential learning cycle
GIPA	Greater Involvement of People Living with AIDS
HIV	Human immunodeficiency virus
HTC	HIV testing and counseling
MSM	Men who have sex with men
NOPE	National Organization of Peer Educators
NPI	New Partners Initiative
NGO	Non-government organization
PE	Peer education
3SB	Sustainable safer sexual behavior
SEM	Social ecology model
STD	Sexually transmitted disease
STI	Sexually transmitted infection
SMT	Senior management team
TA-NPI	Technical Assistance to New Partners Initiative
TB	Tuberculosis
TOT	Training-of-trainers
UNDP	United Nations Development Program
WHO	World Health Organization
WG	Working group
UNAIDS	United Nations Program on HIV/AIDS





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FOREWORD

1

The Kenya National HIV and AIDS Strategic Plan 2005/6 – 2009/10 (KNASP) identifies the need to increase access to HIV and STI prevention, treatment, and care for vulnerable and key populations at risk such as men who have sex with men (MSM). NASCOP and partners have developed National Guidelines for HIV/STI Programs for Sex Workers and Standards for Peer Educator Quality Assurance. In these guidelines, peer education is recognized as an important element of the behavioral component.

Globally, and in many parts of sub-Saharan Africa, the issues and needs of MSM have received limited attention and resources up to now. Homophobia, discrimination, criminalization of same-sex sexual activity, social exclusion resulting from prejudice against non-heterosexual orientation, and denial of human rights, particularly the right to health, are powerful factors of increasing MSM vulnerability.¹ These factors create social ecologies in which responses and interventions to reduce HIV and STIs are hampered.

Historically, peer education in HIV programming has been conceptualized and used to address individual-level determinants such as unsafe sexual behaviors. This curriculum recognizes that behaviors do not occur in a vacuum. With respect to HIV and STIs, an individual's sexual risk behaviour takes place within the context of a sexual partnership or partnerships, which are, in turn, located within a complex social ecology of socio-economic status, ethnicity, gender, power, education, employment, culture, and more. NASCOP believes that peer education fosters individual agency and power for health-seeking within a context of promoting social change for health equity.

This curriculum therefore aims to develop agency and power for sustainable safer sexual behavior (3SB) for peer education in HIV prevention and risk reduction among MSM in Kenya. The curriculum focuses on reducing HIV and STIs among MSM and ensuring their right to health as any other citizen and human being. The curriculum is designed for training peer educators and contains the facilitator's guide as well as participant handouts. The manual adopted existing tried and tested approaches and methodologies in HIV programming that are audience appropriate.

To this effect, NASCOP hopes that this curriculum, dubbed "My Life, My Power," will be a significant contribution to our continued response to our HIV prevention and risk reduction.

Dr. William Maina

Head, NASCOP

Ministry of Public Health and Sanitation

1. Action Framework: Universal Access for Men who have Sex with Men and Transgender People, UNAIDS, May 2009, p. 3. Available at http://data.unaids.org/pub/report/2009/jc1720_action_framework_msm_en.pdf.



CURRICULUM DEVELOPMENT PROCESS AND CONCEPTUAL DESIGN

2

This document is the result of a participatory process which began in October 2010 and was concluded in January 2013. Throughout this process, MSM in Kenya were engaged continually and meaningfully in order to produce materials tailored to addressing felt needs.

The major milestones in the process included:

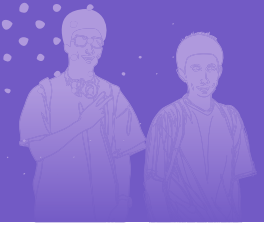
Desk review	October 2010 (Kenya/Thailand/USA)
Group discussions with MSM	November 2010 (Kenya)
Curriculum design workshop with MSM	November 2010 (Kenya)
Curriculum materials selection workshop with MSM	March 2011 (Kenya)
Preliminary test of selected materials with MSM	March 2011 (Kenya)
Preliminary test of revised materials with MSM	August 2011 (Kenya)
NASCOP technical review meeting of Zero Draft	September 2012 (Kenya)
NASCOP official test of Zero Draft	November 2012 (Kenya)
Draft curriculum validation	January 2013 (Kenya)
NASCOP National TWG Update Meeting	January 2013 (Kenya)

2.1 Acknowledging and addressing the diverse issues and needs of the diverse population of MSM in Kenya

The needs assessment phase of the development process of this curriculum highlighted the importance of addressing diversity in the MSM population and the need of avoidance of a 'one size fits all' approach, e.g. an overwhelming focus on sex work. An analysis of social determinants of health in their relation to inequities, vulnerability, and risk provides a more nuanced conceptual framework. Such a framework will inform interventions and carry a lower risk of objectifying people based on just one aspect of their complex lives.

Therefore, this curriculum is structured in a way that enables exploration of how issues and perceptions about diversity in the MSM population affects risk taking and agency for sustainable safer sexual behavior. Some of these issues include:

- Criminalization of same sex sexual activity and the resultant stigmatization and discrimination of MSM.
- Marriage as a strategy for social protection from stigma and discrimination, especially from arbitrary arrest by police.
- Stigmatization of certain sexual roles and gender identities within the MSM population, e.g. 'bottoms' and 'divas' (or MSM perceived to be effeminate).



- Impact of rural-urban migration, especially among young MSM, on vulnerability and risk.
- Closeted identity of most ‘tops,’ who may pose additional challenges to programs to reach them.
- The ‘class divide,’ such as stigmatization of unemployed MSM as inevitably destined to engage in sex work.
- The ‘borrowing’ of gender roles from heterosexual relationships, the power imbalances that result in relation to different sexual roles (top/bottom/versatile), and the impact on personal agency and power and to respond to vulnerability and risk.
- The complex power imbalances in sex work (e.g. money, age, socio-economic status, education, etc.)

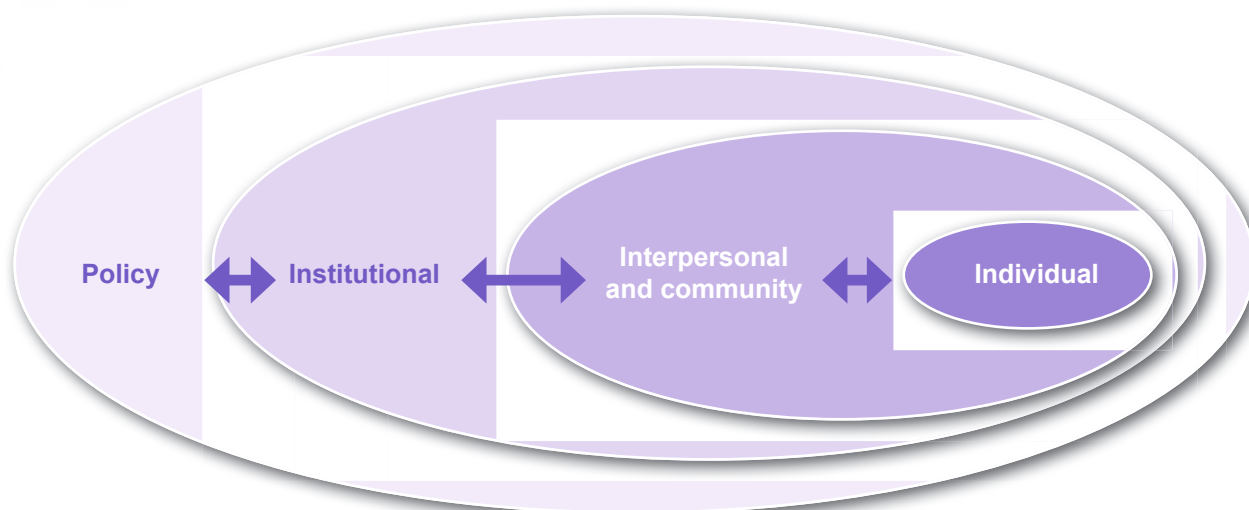
Internalization and awareness of how these issues affect vulnerability and risk is fundamental to develop psychological and knowledge assets for agency. Development of these assets is the curriculum’s main focus. These assets are crucial in different situations such as negotiation with different types of partners, disclosure of HIV or STI with partners, or choosing and sustaining options for prevention or risk reduction.

2.2 The Social Ecology Model (SEM) as a conceptual framework to define the overall goal of the curriculum

This curriculum is grounded in the Social Ecology Model, which provides a planning framework to integrate structural (e.g. focus on stigma reduction and human rights) and bio-medical and behavioral approaches (e.g. HIV testing, STI management, partner reduction, condom use, abstinence).

The SEM allows us to explore how the inter-relations of several spheres of influence in a social environment (i.e. the social ecology) affect a specific issue. Therefore, health issues are examined as social issues, which are affected by interconnections among individual, interpersonal, institutional, and policy spheres of influence. In this curriculum, the SEM is applied to STI/HIV prevention among MSM in Kenya:

SOCIAL ECOLOGY AFFECTING STI/HIV VULNERABILITY AND RISK OF MSM IN KENYA



Policy: Policies, regulations, strategic plans, services standards, affirmative actions, addressing the root causes of health inequities such as gender discrimination and homophobia

Institutional: Role of family, health services, police, NGOs, faith groups, media, in affecting an enabling environment for agency and power for sustainable safer sexual behavior and health seeking

Interpersonal and Community: Values, beliefs, attitudes, gender, masculinity, sexuality, power in relationships, HIV/AIDS, stigma, discrimination

Individual: Psychological & cognitive factors (e.g. perceptions & identity) affecting agency and power to develop, enact and maintain sustainable safer sexual behavior and health-seeking

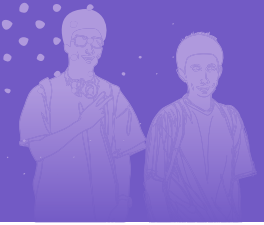
◆ Individual sphere:

- In order to develop and sustain safer sexual behaviors, individuals need to develop personal agency and power.
- Personal agency is defined as *having an understanding of the issues that affect one's own life and the ability to take action on those issues*. For example: understanding why smoking is harmful and deciding to quit; understanding that passive smoking is also harmful and deciding to avoid it.
- Power is defined simply as *being able to implement choices and decisions (how we use our agency)*. For example: Asking people to not smoke indoors; stopping to expose others to one's own tobacco smoking; saying no to peer pressure to smoke.
- This way, agency and power are two parts of the same whole.

The development of agency and power requires self-reflection, self-esteem, self assurance, and a sense of self-worth regardless of any other label. These factors influence how we feel about ourselves and our lives, and how we respond to the issues we face, for example to make informed and voluntary decisions that we can carry out and sustain without fear of negative repercussions such as disclosing our HIV status to a family member or disclosing our sexual orientation when we go for STI screening.

◆ Interpersonal sphere:

- The development of individual agency and power is influenced by the social context in which people live.
- Individuals are socialized to believe that heterosexuality is the norm and homosexuality is against the norm. This is then used as a weapon to exclude, marginalize, and criminalize MSM. The result is that MSM tend to hide or deny who they are even with people who are very close to them, including their families.
- Labeling of MSM has a very negative impact on developing constructive self-reflection, self-esteem, self-assurance, and a sense of self-worth as human beings. Without these assets, agency and power



are seriously undermined. Most important, this labeling fuels stigma, discrimination and exclusion from many opportunities for human and social development for those who “do not fit in.”

- Unless this situation is remedied, unfairness and injustice become entrenched and turn into cultural features of a society, and any attempt to change them may be easily labeled as an attack on “our culture/traditions” or as a “foreign intrusion.” Thus injustice is masked as cultural purity and/or moral righteousness.


At the same time, those who face the brunt of injustice need to find ways to survive, for example by denying their sexual orientation and leading a double life, or creating “secret” networks. In this way, people internalize stigma and guilt and may even feel angry at those who try to change things for fear of being associated with them. Again and again, injustice breeds injustice. There are also those who are fortunate enough to access support and opportunities to develop self-worth and self-esteem, and some may begin to challenge the status quo, often at great personal risk. Clearly, these are generalizations, but they reflect the actual impact of the inter-connections of the individual and inter-personal spheres of influence.

◆ **Institutional sphere:**

- This sphere of influence is connected to all the other spheres by many threads.
- The family is perhaps the most obvious institution showing the impact of this sphere. Values, beliefs, attitudes, and social norms that affect self-esteem and self-worth as a human being are first and foremost experienced in this context.
- From this perspective, the family really functions as the cornerstone of social ecology and plays a huge role in enhancing or hindering a supportive environment for equitable social development.
- Similarly, other institutions such as police, schools, media organizations, NGOs, religious groups, unions, and political parties all play an important role in shaping the social environment. The values and practices of these institutions greatly affect root causes of unfairness and injustice, such as gender discrimination, denial of human rights, and homophobia, one way or the other. Neutrality is not an option.
- However, these institutions are made of people who can use their agency and power to affect change. When change happens in one of these institutions, often there is a ripple effect over time especially if these institutions are elements of broader networks (i.e. government bodies or advocacy organizations) and if they can model change from within effectively (i.e. championing alternative visions for equity).
- In health, the institutional sphere is very important. Unless health institutions realize that they have a very significant effect on root causes of health problems simply by the values that they model (e.g. equity, respect of human rights and first and foremost the right to health, do no harm, ethical conduct and accountability) they may continue to exclude many people from accessing life saving information and services.

◆ **Policy sphere:**

- This sphere of influence is greatly affected by all the others and in turn affects the social ecology as a whole.
- In public health, we have come to realize the importance of informing policy development through research and evidence. However, in order to affect the social ecology of health problems in democratic settings, health policy must also be the result of meaningful engagement of the communities and groups that it aims to benefit (e.g. the Meaningful Involvement of People Living with HIV and AIDS or MIPA principles).
- Most important, health policy should address root causes of health inequities, i.e. the unfair and avoidable disparities among socially defined groups – such as MSM – because these inequities drive vulnerability and enhance risk.
- Therefore, health policy development and its implementation cannot be divorced from an equity and



rights-based perspective and approach in order to ensure access to information, services, research, and resources (including decision-making for health-seeking behaviors and choices for health).

- In the social ecological model, effective policy development and implementation (intended as a broad term encompassing laws, guidelines, and practices) is one of the most important strategies for equitable social development and for promoting social inclusion.
- The policy sphere fulfills its role effectively only if it addresses the unfairness and injustice that undermine achieving the highest possible level of health and well-being, which is a human right as well as a social and individual outcome. Only by fulfilling this role can the policy sphere create supportive environments (or social ecologies) in which people can develop and sustain agency and power for health-seeking behaviors at individual and social levels.



CURRICULUM GOAL, OBJECTIVES, COMPONENTS AND METHODOLOGY

3

3.1 Overall goal of the curriculum

- **To develop individual agency and power for sustainable safer sexual behavior (3SB) among MSM in Kenya.**

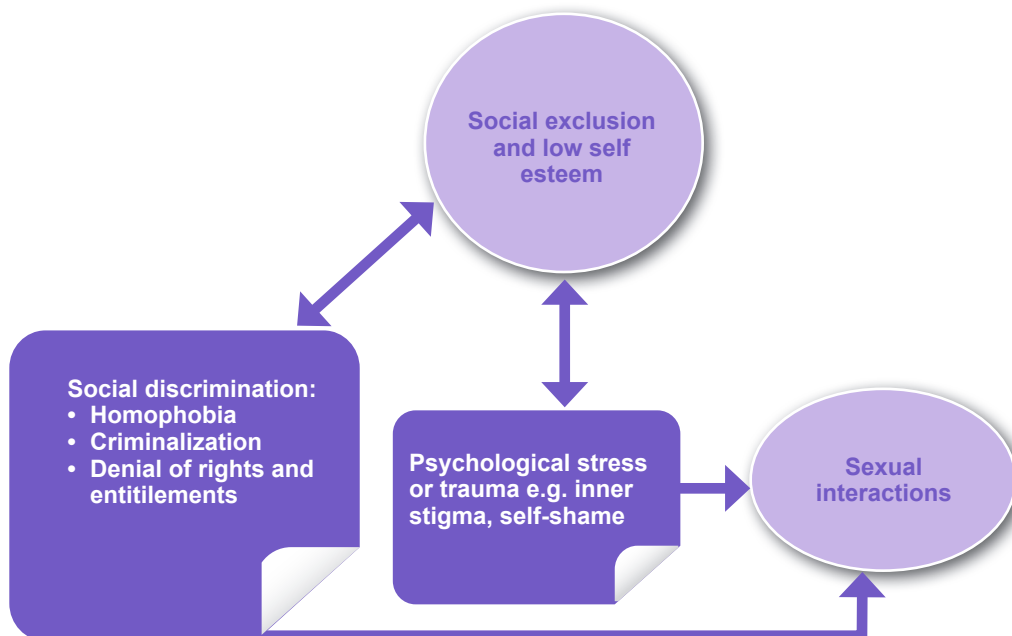
Developing individual agency and power is an aim that enables a pragmatic exploration of human rights and health equity as tools to help address the social determinants of STI/HIV vulnerability and risk in a BCI program context and give meaning and realization to EMPOWERMENT.

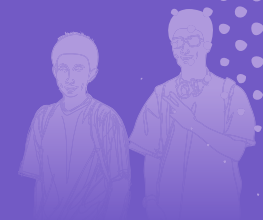
The focus on agency and power for 3SB is in itself a strategy and a means to contribute to:

- Overcome internalized stigma, self-hatred, shame, guilt, and homophobia.
- Enable participants to build a personal capital of self-worth and self-esteem, which are essential pre-requisites for valuing one's own health and well-being and safer sexual interactions.

Thus, developing agency and power for 3SB is essential to address the sociocultural model of HIV risk:

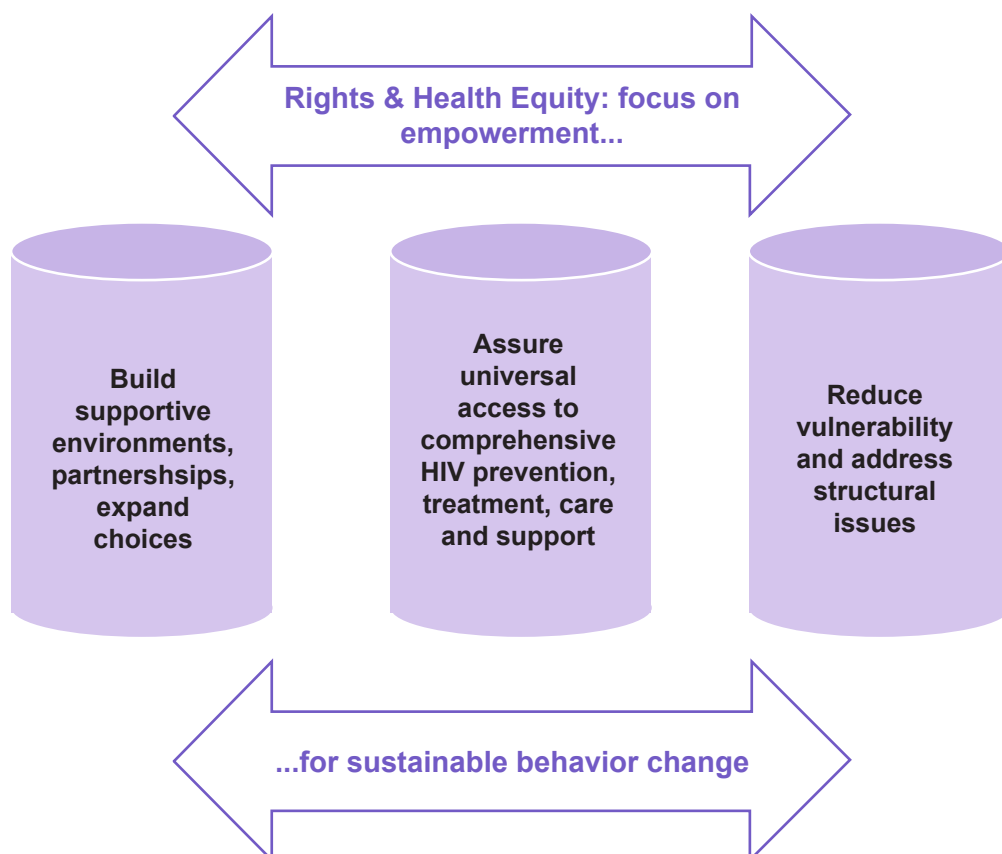
Sociocultural model of HIV risk (Adapted from Rafael M. Díaz, J. Antonio Aguilar-Karayianni and Ramón Ramírez: *Hermanos de luna y sol*. An empowerment HIV prevention program for Latino-Spanish speaking gay and bisexual men)





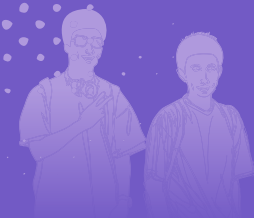
At the same time, the integration of a human rights and health equity approach with bio-medical and behavioral content supports the strategic pillars of NASCOP:

How this curriculum supports intergration and synergies of the pillars



3.2 Specific objectives of the course

- Increase self-worth and self-esteem for health-seeking.
- Increase agency and power for health-seeking.
- Explain what STIs and HIV are and the relations between them.
- Assess effectively their risk perceptions for STIs and HIV.
- Understand the process of behavior change, its role in reducing risk for STIs and HIV transmission, and how it can be managed.
- Choose and implement a menu of prevention and risk reduction options for sustainable safer sexual behavior.
- Identify gender and sexual roles and power relations in sexual relationships that hinder or support sustainable safer sexual behavior, and skills to manage these issues.
- Understand what alcohol and substance abuse are and their impact on risk, and identify strategies especially for reducing alcohol abuse.
- Identify prevention and risk reduction options for HIV positive people.

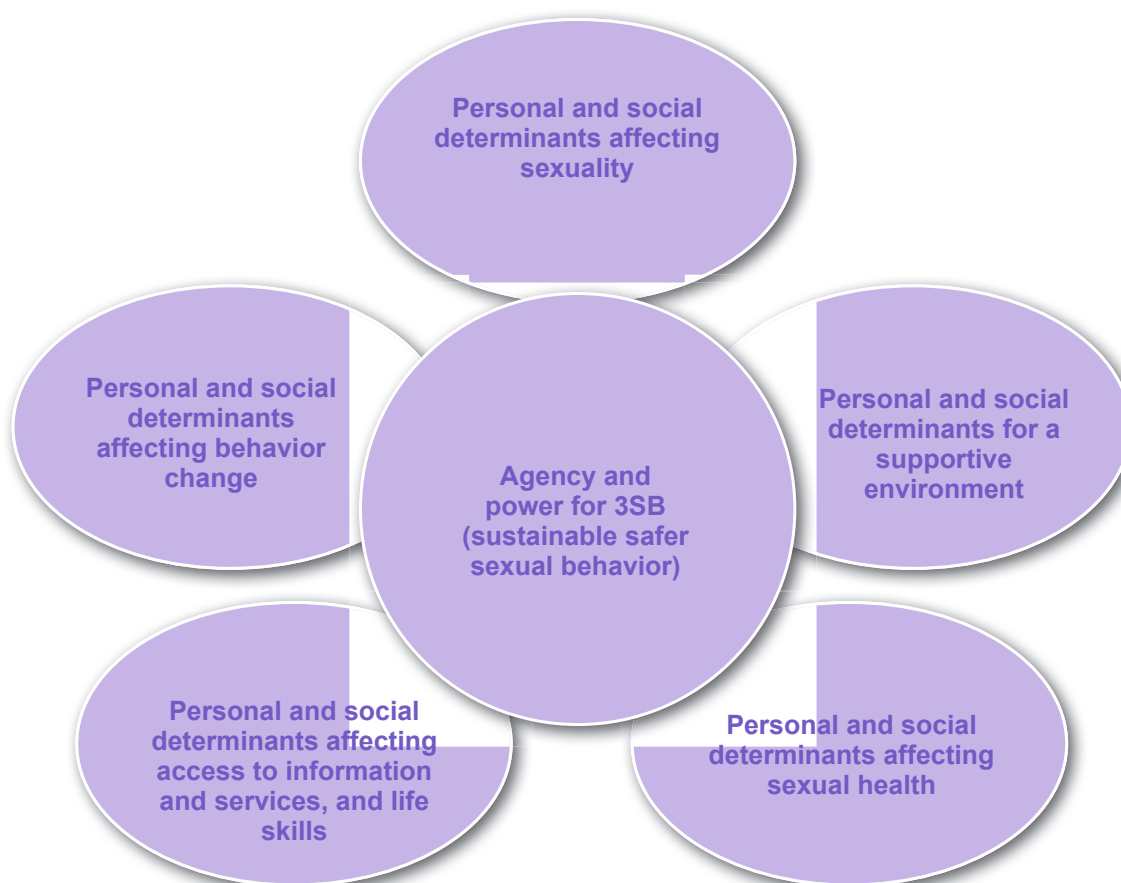


- Use essential communication and life skills for safer sexual relationships.
- Increase agency, power, and skills to access key services, such as HIV testing and STI treatment.
- Increase agency and skills to strengthen prevention networks and disseminate prevention messages.
- Increase agency and skills to promote rights and help address stigma, discrimination, homophobia, and reduce barriers to information and services.
- Increase agency and power to lead safe and satisfying lives.

The above objectives represent a selection of the specific objectives included in the sessions of this course.

3.3 Course components

Whether used to train PE as facilitators or conduct peer education with MSM groups, the course revolves around the interconnected components shown below:



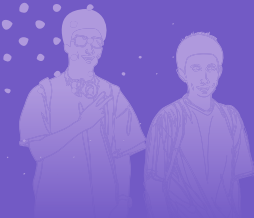
These components reflect:

- The inter-relations of the spheres of influence in the SEM
- The impacts of these spheres on individual agency and power for health-seeking behavior
- The psychological and cognitive assets (i.e. **the attitudes-skills-knowledge, ASK**) necessary to manage and overcome such impacts and develop individual agency and power for 3SB.



The topics and the session in the curriculum connect all the components to achieve the overall aim and the specific objectives using the Stages of Change Theory as a framework to apply agency and power to behavior change:

Sessions	Psychological and cognitive assets (ASK)
1 - 8	<ul style="list-style-type: none"> • Self-worth • Self-confidence • Overcoming inner stigma • Overcoming stigma/discrimination against other types of MSM • Valuing one's own health • Valuing other people's health • Valuing health-seeking behavior • Clarifying perceptions of risk • Understanding impact of gender roles on how sexual roles are internalized, negotiated, and expressed, and connections to risk perceptions and risk taking • Knowing one's own rights • Using different types of power in sexual relationships constructively • Developing motivation and own meaning for safer sexual behavior; • Developing agency for sustainable safer sexual behavior (3SB)
9 - 13	<ul style="list-style-type: none"> • Knowing what HIV, AIDS, and STIs are and how they are transmitted • Knowing different types of STIs, their symptoms and treatments • Knowing how STI and HIV inter-relate • Being able to assess STI and HIV risk indifferent circumstances and understanding how different circumstances affect risk for STI and/or HIV differently • Knowing how to prevent and reduce STI and HIV risk • Knowing prevention and risk reduction options, including for HIV positive people • Being able to asses and practice prevention or risk reduction options, including for HIV positive people • Knowing what alcohol and drug abuse mean, and how they can impact prevention and risk reduction for HIV and STI • Being able to identify strategies to limit alcohol abuse
14 - 15	<ul style="list-style-type: none"> • Being able to use own agency and constructive types of power to negotiate safer sexual relationships • Being able to assess potential triggers of relapse and manage effectively • Being able to use own agency to seek information and services • Being able to claim own rights constructively • Being able to support others in their health-seeking behaviors • Being able to use own agency and power for 3SB • Being able to spread safer sex information • Being able to seek help and support • Being able to disclose STI or HIV status • Being able to disclose sexual orientation

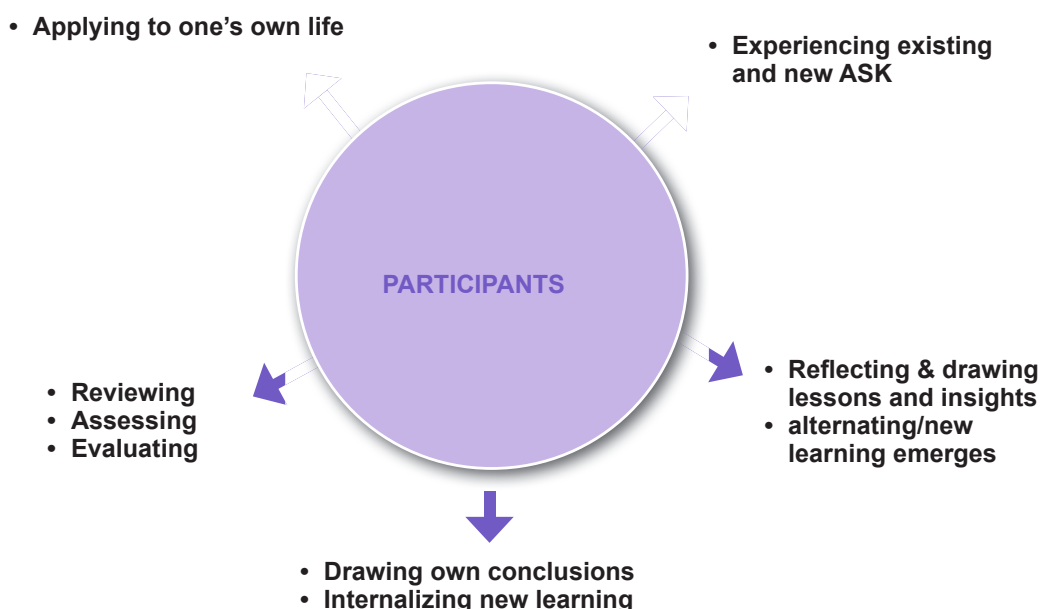


16 - 17	<ul style="list-style-type: none"> • Feeling equal and dignified as a human being • Feeling a valuable member of a community • Being able to define good partnerships for creating a supportive environment for MSM • Being able to assess own learning and progress through the course • Being able to identify ASK that have been acquired • For 3SB
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3.4 Methodology: Application of the Experimental Learning Cycle to this course

This course is based on contemporary good practice models for learner-centered training, namely the Experiential Learning Cycle (ELC). This model recognizes that participants/learners bring psychological and cognitive assets –i.e. existing ASK- to the process. These assets, often informed by the participants' own experience of the issues being explored, are valued and contribute to the wealth of knowledge from which the activities in the course will draw:

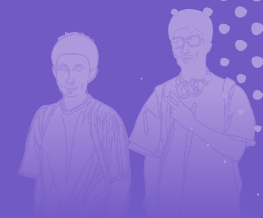
Experiential Learning Cycle: Theory Outline



Experiential learning, as the expression suggests, is about experiencing the learning actively. A very important aspect of experiential learning is to use one's own reflective thinking in order to discover answers and solutions to questions by oneself. This is why experiential learning is very useful to develop problem-solving attitudes and skills.

In this respect, experiential learning is very different from lecturing and in fact lecturing and lengthy presentations are not considered useful methodologies because experiential learning is about processing and internalizing learning rather than trying to remember what the facilitator said.

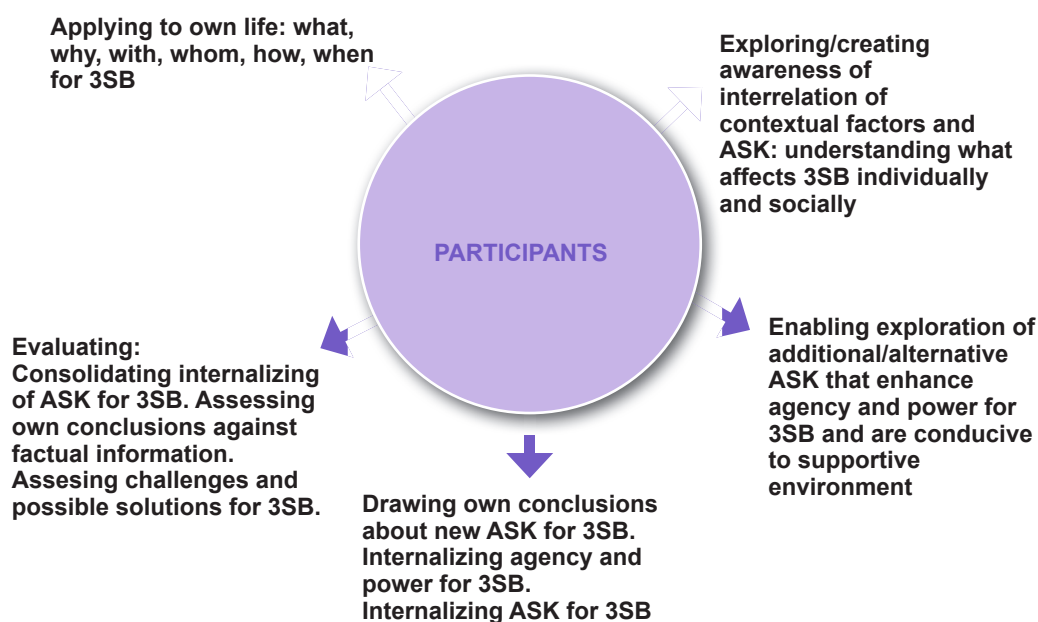
Experiential learning is about giving to the learner the primary responsibility to seek, analyze, and think through issues. In experiential learning, facilitators are exactly what their title suggests: they are vehicles to trigger and ignite the participants' own problem-solving abilities.



Facilitators therefore are not meant to tell participants all the answers or be the bank of all knowledge: In experiential learning, the most important role of facilitators is to ask questions.

This is why the application of ELC to this course focuses on enabling participants to challenge their own assumptions and attitudes, explore alternative perspectives, draw their own conclusions and debate their usefulness and relevance to real-life situations, evaluate their learning through peer feedback vis-à-vis factual content, and practice skills to apply the learning to their own problems.

Experiential Learning Cycle in this Course



In most activities, participants are encouraged to reflect on their experiences as a context for reflection and problem-solving and/or to apply new insight and skills.

The manual creates connections across session topics by exploring key attitudes, skills, and knowledge (ASK) i by using a range of methodologies such as:

- story telling
- scenarios
- role play
- values clarification
- factual knowledge check games, e.g. True/False
- demonstrations
- pair work
- group work
- buzz groups



- structured discussions
- structured brainstorm
- presentations

Teachable moments are built into the curriculum and used to reinforce internalization of learning. Substantial time is allocated to skill-building for 3SB through role plays and especially to encourage prevention and risk-reduction options in the lives of MSM.

The sessions use a variety of learning materials including scenarios, stories, fact sheets, and checklists.

The manual deliberately limits the use of power point presentations in order to focus on learner-centered experiential methodologies.



AUDIENCE, LENGTH, AND STRUCTURE OF THIS COURSE

4

This course is designed to be used for peer education activities with MSM in Kenya. These activities should be conducted by trained facilitators. Please refer to Section 4.1 below for recommendations about the training of facilitators.

In Kenya several civil society LGBT groups and networks already exist and are very active. Some of these groups and networks have been involved in the development of these materials. We encourage the organizations that will use these materials to collaborate with LGBT groups and networks to access MSM who could benefit from this course.

4.1 Length and structure of the course

The course can be implemented over 5 or 6 consecutive days, or it can be structured over a longer period of time, e.g. over two or three weeks. Structuring the five or six days of the course beyond a 3-week period is strongly discouraged as this would undermine the effectiveness of the learning.

This is a guide for facilitators to conduct peer education activities. These facilitators are required to go through a 10-day competency training delivered by experienced trainers with skills in experiential learning and sensitivity to the issues of MSM in Kenya.

The methodology and tools for the 10-day training program of facilitators are provided in appendices 6-16 of the manual. Trainers are encouraged to use their experience and skills to further improve the methodology and materials provided in these appendices.

The competency-based approach will focus on the facilitation skills necessary to deliver the content of this manual as well as the content itself. In other words, during the 10-day training, facilitators will have in-depth exposure to the content of this manual and will practice and be coached to deliver it in peer education sessions.

The handouts provided in the participant's booklet refer to the sessions in the facilitator's guide. These handouts are to be distributed by facilitators when they conduct peer education training. However, during the 10-day competency based training of facilitators, these handouts can be used as well for these reasons:

1. The 10-day competency training of facilitators is an experiential learning activity that simulates what will happen during the peer education training. Therefore, facilitators must learn when and how to use each session's handouts .
2. Each session is a package that includes both the session plan and the corresponding handouts . The 10-day training therefore must ensure that facilitators develop knowledge and skills to use the sessions effectively for peer education training.

Suggested criteria to identify potential candidates to be trained as facilitators:

- Ideally recruited from MSM networks or groups
- Demonstrating sensitivity to MSM issues and needs, and commitment to reduce barriers to information and services
- Demonstrating non-judgmental attitudes to sexual and gender identities
- Demonstrating commitment to principles of equity and fairness, especially non-discrimination and equal opportunities
- Having prior facilitation experience, especially as peer educators in related fields
- Committed to complete the entire training course
- Committed to run peer education groups after the training
- Committed to participate in supportive supervision activities



4.2 Sample agenda for peer education activities (5 days)

Please note: each day has a theme. Facilitators are encouraged to make this clear to participants so that they understand that each day of the course has a specific focus.

Also, from Day 2 the first session is a brief recap of the previous day. Ideally at the end of each day starting from Day 1, facilitators will ask two or three participants to prepare a brief summary of the main issues and learning points and to be ready to present it the next morning. Alternatively, facilitators can conduct the recap by asking questions such as:

- **What were the main issues we talked about yesterday?**
- **What did you learned yesterday that is useful for helping you in your lives to prevent or reduce HIV/STI risk?**
- **What questions to do you have to help you clarify the issues we discussed yesterday?**

Day 1 Theme: Climate setting	
Time	Session
08.30-08.45	Official opening and welcome
08.45-10.00	1. Climate setting (includes ice breaker)
10.00-11.30	2. Introduction to the course
11.30-11.45	Break
11.45-13.15	3. What's in an attitude? What's an attitude got to do with protecting myself from STI and HIV?
13.15-14.15	Lunch
14.15-16.30	4. What makes me vulnerable to HIV and STI? What is risk to HIV and STI? What has my self-esteem got to do with my vulnerability and risk?
16.30-16.45	Daily reflections
16.45	Break and departure
Day 2 Theme: The social needs of MSM in Kenya and their impact on vulnerability and risk for STI and HIV.	
Time	Session
08.30-08.45	Energizer
08.45-09.00	Recap of Day 1
09.00-11.00	5. Sexuality, Power, and Gender: What do they have to do with stigma, discrimination, homophobia, and vulnerability and risk for STI and HIV?
11.00-11.15	Break
11.15-12.45	6. Fairness and Human Rights: Key tools to help reduce our vulnerability and risk for HIV. Understanding how we can use them in our lives.
12.45-13.45	Lunch
13.45-14.00	Energizer
14.00-16.00	7. Why human rights, including sexual rights, matter to behavior change and 3SB?
16.00-16.15	Daily reflections
16.15	Break and departure
Day 3 Theme: Inter-relations of social needs of MSM and sexual health	
Time	Session
08.30-08.45	Energizer
08.45-0.900	Recap of Day 2
09.00-11.00	8. Exploring how gender and sexual roles may affect sexual risk perception and risk-taking among MSM in Kenya
11.00-11.15	Break
11.15-13.00	9. Reviewing essential information about STIs and HIV transmission.
13.00-14.00	Lunch
14.00-14.15	Energizer
14.15-16.15	10. How STIs and HIV interact. Expanding our knowledge to reduce STI and HIV risk.
16.15-16.30	Daily reflections



16.30	Break and departure
Day 4	Theme: Options for 3SB
Time	Session
08.30-08.45	Energizer
08.45-0.900	Recap of Day 3
09.00-11.00	11. Skills for correct condom and lubricant use. Understanding how pre- and post-exposure prophylaxis for HIV can provide options to prevent and reduce HIV risk for MSM, and making sure that we understand how alcohol and drug abuse can undermine our efforts for 3SB.
11.00-11.15	Break
11.15-13.15	12. Building a menu of options for 3SB
13.15-14.15	Lunch
14.15-14.30	Energizer
14.30-16.30	13. Let's talk about positive prevention
16.30-16.45	Daily reflections
16.45	Break and departure
Day 5	Theme: We are not alone
Time	Session
08.30-08.45	Energizer
08.45-09.00	Recap of Day 4
09.00-10.45	14. Negotiating with partners
10.45-11.00	Break
11.00-13.00	15. Problem-solving for a safer life and to maintain change
13.00-14.00	Lunch
14.00-14.15	Energizer
14.15-16.00	16. Building our community partnerships and developing leadership skills
16.00-17.00	17. Closing the course

4.3 Structure of the sessions

Each session is organized in the following way:

- Number and title of the session
- Purpose
- Session objectives
- Attitudes-skills-knowledge addressed in the session
- Total session time
- Facilitator materials
- Handouts for each activity
- Advanced preparation
- Activities:
 - title of the activity
 - time
 - methodologies
 - facilitator's tips
 - steps
 - note for facilitators
 - Facilitator's Resources (not all sessions have this section)



HOW TO USE THIS MANUAL EFFECTIVELY FOR PEER EDUCATION

5

Please note: It is recommended that two facilitators work together to manage a group. Facilitators are encouraged to identify and involve expert guest speakers/contributors to enrich the content of the manual, provided that their groups are comfortable with the idea.

5.1 FACILITATION TIPS

5.1.1 Before starting the course

Please note: This course requires trained facilitators who will become familiar with the manual well in advance of conducting the sessions. They should organize materials that are usually needed for training, such as flipchart paper, tape, index cards and post-it stickers, scissors, markers, etc.

Each session details necessary preparation. It is recommended that facilitators allocate sufficient preparation time for the course and such time is budgeted as an integral aspect of implementing the course.

Once again, it is recommended that facilitators be selected through MSM networks.

- Read the facilitator's manual and reference materials carefully. Consider the flow of topics, the structure of the course, and the training methodology of each activity so that you will know how to conduct the session, what you need for each activity, the key messages to convey, how to link sessions, and when handouts or materials from one sessions may be used in another one as well.
- Make sure that the training venue is appropriate for learner-centered experiential training activities, i.e. most of the sessions require the participants to move around the room to interact and/or to use and organize learning materials. Space is an important consideration that may affect the success of the course.
- Make sure that the materials presented in this manual are adapted to the local context if necessary. Use local language or words.
- Prepare all handouts, flipcharts, cards, and other materials and supplies in advance according to the instructions in each session.
- If co-facilitation is involved, facilitators should determine how the course will be managed with their co-facilitators. Be sure to discuss potentially disruptive situations, including:

How to intervene if a facilitator forgets an important point during an exercise, presentation, or discussion;

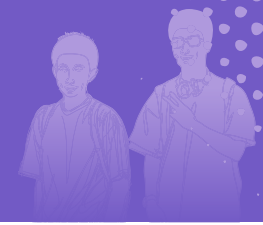
How to manage participants who dominate discussions;

How to respond to participants who upset others by making negative comments;

How to alert each other if the pace of training is too fast or too slow;

How to alert each other when a presentation or exercise is running longer than its scheduled time.

Please remember that thorough preparation (including rehearsal of activities when necessary) is essential to ensure quality and effective facilitation, whether individual or co-facilitation is involved. Also please note: simplifying the material is encouraged as long as the learning objectives are achieved. However, simplifying the materials should not be confused with undermining the quality and accuracy of preparation, e.g. turning participatory activities into lectures or not preparing all the necessary materials.



5.1.2 During the peer education course

- **Create a supportive learning environment:** Many factors contribute to and affect the learning process. The facilitator's understanding of her/his role is a key factor. A learner-centered training requires facilitators to:

Treat participants with **respect** and **as equals**, and make sure that the participants treat each other with respect and equality.

Maintain **confidentiality** if the participants share private information with you or each other.

Make sure that **the physical environment helps to create a positive learning environment** (e.g. thoughtful seating arrangements, comfortable temperature, ventilation and light in the room, scheduling of breaks, and other arrangements as feasible).

- Focus on enabling participants **to use reflective thinking** to develop insight, draw conclusions, and integrate new knowledge and skills into their lives.
- Understand that a **facilitator's fundamental role is to ask useful questions at the right time and in the right way** to foster creative thinking, problem-solving, and internalization of insight and skills. Remember that participatory facilitation involves asking questions to help participants draw their own insight and learning, not in giving all the answers.

The manual provides sample questions for each activity that facilitators can use to achieve these purposes. Facilitators should also use participants' comments/observations/insights to formulate additional questions and expand reflection, analysis, and insight. Facilitators are encouraged to use their groups as a resource by inviting questions, enabling participants to answer each other's questions, and using participants' observations to link topics and issues.

Through behavior and communication style, facilitators can create a positive, nonthreatening, and inclusive environment. Facilitators are encouraged to apply learner-centered principles in adapting and implementing these materials to ensure a successful learning process.

Pay careful attention to communication: The flow of information during this course is important. When people are well-informed, they feel valued and an integral part of the team. When there is secrecy, they feel threatened. Communication should be as complete as possible and should convey messages of trust. Other tips:

Use icebreaker activities at the beginning of the course and warm-up exercises after breaks to increase comfort;

Read body language of the participants and listen to all ideas;

Acknowledge and praise participants' ideas;

Avoid judging participants and their comments;

Acknowledge that it is normal to feel nervous, anxious, or uncomfortable in new and unfamiliar situations;

Show the group that you enjoy working with them;

If time permits, spend time with the participants during breaks and meals so that you are able to communicate with them informally;

Learn and use the participants' names.

Pay attention to the formulation of useful contracts: It is often standard practice to agree a set of "ground rules" – or contracts – with the participants at the beginning of the course to ensure useful and fair interactions. Contracts play a very useful role if they help to pre-empt or manage issues that may become potentially controversial or disruptive during the program. Facilitators often feel that only the participants are entitled to suggest contracts. However, in a participatory learning process based on mutual respect, facilitators can also contribute contracts. For this course, facilitators may want to consider including the following:



- Mutual respect, including of diversity among participants (e.g. ethnic, sexual role, geographic origin, etc.).
- Taking responsibility for one's own learning, i.e. recognizing that a peer-based learning process requires the active contribution of each person. Also, by being responsible for keeping the handouts that are distributed session-by-session and not losing them.
- Recognizing that facilitators are not the source of all knowledge, i.e. accept reference to other sources if the need arises.
- Committing to constructive feedback during interactions and throughout the course, and avoiding "blame games."

Model correct behavior by showing trust in others and being reliable yourself. Remember that your actions are as important as your words. Make sure that there is consistency between the two.

Avoid "right/wrong" debates: Except when it is necessary to provide correct factual information, facilitators should not engage in "right/wrong" discussions and should help participants to avoid such situations. In fact, "right/wrong" deadlocks will undermine the methodology and the learning aims of this course, which is primarily focused on developing agency and problem-solving skills for 3SB. When providing factual information, it is more effective to use the expressions **correct/incorrect** instead of right/wrong.

Use definitions flexibly to foster reflective and "out of the box" thinking: Some sessions provide definitions of concepts or approaches, and facilitators are encouraged to be flexible in how they use them. Use definitions to encourage reflections and insight. Don't waste time dissecting words, but do use words in definitions to help participants reflect on what is behind the words, especially how social issues may influence the concepts or approaches being defined.

Involve participants in course management if possible: To foster participation and ownership of learning, consider introducing a "task roster." Invite participants to volunteer to manage some aspect of the course by rotating responsibilities for tasks such as time-keeping, energizers, ice-breakers, and daily feedback.

Practice appropriate self-disclosure: When you share what you are thinking, people are more likely to trust you. However, revealing too much can be problematic, particularly in cultures in which it is not common to share feelings or inner thoughts. Keep the cultural context in mind when considering self-disclosure. Also always remember that you need to maintain a professional role and relationship with each participant. Excessive or inappropriate self-disclosure may jeopardize your professional role and relationship with the group and/or individual participants and may also create a conflict of interest.

Conduct daily debriefing of facilitators: Facilitators should hold daily debriefings with each other. Debriefings provide you with an opportunity to discuss aspects of the course that need improvement and to make adjustments to the agenda or style. Review the daily evaluation to understand the opinions of participants. Suggested questions for debrief discussions (select only the most appropriate/useful for your team of facilitators):

How well did we meet the objectives of our sessions today?

What did we do today that promoted learning?

What do we want to do differently tomorrow?

How well did we handle problems that arose during the sessions today?

How well are we working together? What do we need to improve?

Which feedback issues from participants should we address tomorrow?

How thoroughly have we planned tomorrow's sessions? What are our roles in delivering the sessions? What needs clarification? Are all the supplies and logistics organized?



- **Avoid gender and sexual stereotyping:** This course focuses on integrating a structural and behavioral perspective and enabling participants to increase their understanding of the role of individual and social factors on vulnerability, risk, and behavior change. It is extremely important that facilitators are aware of their attitudes about key content areas such as gender and sexuality to ensure that they do not hinder participants' change process.

Equally important, facilitators should be aware of participants' attitudes and beliefs and ensure that nobody attempts to impose their views on others.

For example, the group discussions held to inform the development of this manual revealed that some MSM hold stereotypical perceptions about other MSM based on gender and sexual roles as well socio-economic or ethnic issues. Facilitators should ensure that these issues do not affect negatively the learning process. A useful way to help manage these issues is by stipulating agreements/contracts at the beginning of the course that emphasize equality, non-stigmatization, and respect for diversity. Also, facilitators should make sure that participants do not work all or most of the time in the same groups, unless there is a learning purpose for it. It is also useful to encourage participants to change seating arrangements every day if possible.

In some socio-cultural contexts, facilitators or participants may tell jokes as energizers. It is fundamental that facilitators assess whether such jokes and stories may perpetuate sexual, gender, or ethnic stereotypes that may offend or alienate some participants. For example, some jokes may generate or perpetuate stigmatizing and discriminatory attitudes about 'tops' or 'bottoms,' reinforce stigma and discrimination against commercial sex workers or transgender people, or perpetuate perceptions of women as inferior to men. Particularly in the context of this course, it is critical that facilitators pay attention to group dynamics that may reinforce power imbalances based on gender/sexual stereotypes and norms.

Sometimes, agreeing to disagree is a strategy that facilitators may use if a discussion becomes too divisive. However, a more effective way is to help the participants reflect on how attitudes become barriers to achieving personal and social development goals, such as developing 3SB and reducing the stigma and discrimination that MSM face in Kenya. Facilitators can help participants reflect on these issues by using value-clarification exercises based on simple questions such as: How might attitudes undermine achieving these goals? What alternative attitude might advance support those goals? These questions may be more useful than 'agree to disagree' in fostering self-reflection and useful insights to achieve the learning objectives of the course. In addition, facilitators are encouraged to formulate and use contracts strategically, for example by having contracts that commit the participants to respect diversity in the group and provide constructive feedback.

- **Icebreakers and energizers:** Facilitators are encouraged to use icebreakers and energizers that they are familiar with. Icebreakers and energizers should aim not only to help participants maintain or revitalize their energy levels, but build their confidence to interact openly. Use icebreakers and energizers that will make participants move around the room, use the space, and do things that require collaboration or team effort.
- **Monitor participant progress during the training:** It is important that the facilitators monitor the learning process and how/if participants learn and strengthen their skills. Facilitators are encouraged to:
 - Use or adapt the tools in Appendices 1 to 5.
 - Monitor participants' knowledge and skills informally during brainstorming, small group work, exercises, role-play, and discussions while the course is in progress. These activities provide facilitators with opportunities to correct misconception and give correct factual information when necessary, and use the group as a resource to do this. For formal monitoring, please refer to the tools provided in Appendices 1 to 5.
 - Enable participants to reflect on their learning. Reserve a few minutes before the end of each session to ask participants to share what they have learned that is useful to prevent or reduce STI and HIV risk. Follow the instructions provided in each session.
 - Conduct a formal evaluation at the end of the course to get participants' feedback and identify changes to be made. The end-of-course evaluation allows participants to provide feedback about the usefulness of the course, the learning materials, the training methodologies, logistics, and to assess facilitators' performance. Refer to Appendices 1 to 5.



- **Use of participant handouts:** Participant handouts are provided for most sessions. Ensure that the distribution of these materials does not pre-empt participants' learning and reflective thinking. Although some participants may expect all handouts at the beginning of the course, this may not be the most useful way to promote participants' learning. Facilitators should explain that handouts are resources to help participants consolidate learning in their own time. When appropriate and useful, handouts can be distributed during activities. Facilitators are encouraged to use their judgment to decide the most useful time to distribute these materials. However, most sessions specify in the instructions of each activity when the handouts should be distributed.

Also: facilitators should become thoroughly familiar with participants' handouts during the preparation of sessions.

The course organizers and facilitators should provide the participants with a folder to collect the handouts as they are distributed session-by-session. Please note: participants will be asked to refer to handouts from previous sessions as the course unfolds. Make sure to explain to the participants that it is their responsibility to keep their handouts throughout the course.