

PEER EDUCATION
FOR
SEXUAL AND REPRODUCTIVE HEALTH

YMCA AND KARHP PROGRAMMES

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I declare that this research report has not been submitted for a degree in this or any other university.

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ABBREVIATIONS

AIDS	: Acquired Immuno-Deficiency Syndrome
C.C.F.	: Children's Christian Fund
FGD	: Focus Group Discussion
FLE	: Family Life Education
FLMZ	: Family Life Movement of Zambia
GRZ	: Government of the Republic of Zambia
HIV	: Human Immuno-deficiency Virus
ICPD	: International Conference on Population Development
IEC	: Information Education Communication
IFFLP	: International Federation for Family Life Promotion
INDECO	: Industrial and Economical Corporation
IHCR	: International Health Care Research
IPPF	: International Planned Parenthood Federation
KARHP	: Kafue Adolescents Reproductive Health Programme
KTZ	: Kafue Textiles of Zambia
LECA	: Lutheran Evangelical Church in Africa
MOH	: Ministry of Health
NGO	: Non-Governmental Organisation
PPAZ	: Planned Parenthood Association of Zambia
Sida	: Swedish International Development Agency
SRH	: Sexual and Reproductive Health
STD	: Sexual Transmissible Diseases
STI	: Sexual Transmissible Infections
UNFPA	: United Nations Fund for Population Assistance
UNHCR	: United Nations High Commissioner For Refugees

UNICEF : United Nations International Children's Education Fund
VPO : Vice President Office
WHO : World Health Organisation
YFHS : Youth Friendly Health Services
YMCA : Young Men's Christian Association

ABSTRACT

A flexible data base of messages through a flexible range of media to a flexible target population. This is a succinct image of YMCA SHR and KARHP messages through the appropriate peer education communication method to their respective audiences.

This applied research is aiming at empowering peer educators of both programmes by shaping and rendering more effective their communication methods. By observations, on-the-job-trainings and formal empowering ventures, the methodology utilised is active participation.

The report reviews some of the SHR and peer education literature and purposively defines both terms. It reflects the researcher's observations on the field and points out some of the weaknesses and strengths of the two SRH programmes. As it briefly profiles them, it also comparatively tabulates their similarities and dissimilarities.

The study appreciates, improves, corrects and introduces some communication methods in both programmes. This exercise is tried at researcher-peer educators, peer educators' internal exchange visits, peer educators' external exchange visits and peer educators joint workshop levels.

The research report also records some of the direct feedbacks as reactions/responses from individual peer educators, peer educators body and from the co-ordination of both SRH programmes. Lastly, it makes some recommendations and suggestions for the peer education methods to enjoy a conducive environment and be continuously bettered.

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Chapter One

Introduction

Today, sexual and reproductive health (SRH) is a broad and comprehensive term encompassing family planning, HIV/AIDS, and sexually transmitted infections (STI). SRH calls for a wide range of media forms and varying levels of language to meet the needs of an identifiable audience. The SRH audience has been enlarged to include groups of people under-served by the “classical” family planning programmes. These include the disabled, street kids, men, youth , refugees, and others.

Family planning together with maternal and child health approaches have till recently been the only health aspects of reproduction. However, with social and demographic changes, these approaches have then proved too narrow to meet all reproductive health aspects of a given population. These include for instance the men’s involvement with regard to STI. In addition, the unmet need and demand for family planning services and women’s health needs beyond their child bearing functions must be addressed.

SRH issues are multiple and delicate. The target has become singularly identifiable and call for particular messages and message-spreading vehicles. Autosegmentation of a group, the in-group needs identification, its message designing, its own decision-making and hence its own attitudinal and behavioural change, need just one of the peer members to lead focus group discussions, conduct counselling sessions and simple interpersonal communication. This form of communication ensures the highest level of participation, the fullest involvement and self-discovery of all group members; it is called *peer education* . This communication method was the one utilised in both Young Men’s Christian Association (YMCA), and Kafue Adolescent Reproductive Health Project (KARHP) SRH programmes.

Firstly, YMCA, one of implementing partners of United Nation High Commissioner for Refugees (UNHCR) in Zambia, runs “Kamwala Refugees Project”. This project is the UNHCR assistance channel to urban and peri-urban refugees, in Lusaka. It actually provides to refugees such services as multi-disciplinary counselling, medical problems, social affairs, education, business and reproductive health. The YMCA SRH programme is intended for Lusaka under-served groups of people namely refugees, disabled, street kids, men, widows and widowers, prostitutes, immigrants and the youth.

Secondly, the collaboration of Planned Parenthood Association of Zambia (PPAZ) and Family Life Movement of Zambia (FLMZ), gave birth to a Family Life Education (FLE) and SRH Programme called Kafue Adolescent Reproductive Health Project (KARHP).

The two projects target the same audience, the under-served social category. Both utilise the same communication method, peer education and its varying applications. This peer people-based, -centred and -oriented communication is one of the highest participatory approaches.

This study draws the general overview and detailed definitions to both terms SRH as a developmental issue and peer education as a communication method. It descriptively traces the general background of both YMCA and PPAZ/FLMZ SRH programmes. More attention and emphasis will be made on the researcher’s experience with both programmes especially their focus group discussions led by peer educators.

A discussion of both programmes performance in the light of their likelihood to bring about audience behavioural change will in comparative terms be tabulated. The exercise and experience were designated to allow peer educators’ self-evaluation, self-improvement and

hence allow a “new look”, greater impact, and people’s trust in the programmes. The report pays a particular attention to how and what was the benefit from the stay of the researcher. This is at individual (peer educators), group, intergroup, programme and inter-programmes levels.

As a normal process, reactions or feed-backs to “inputs” from these different gradual entities are synthesized and criticised. This look into both programmes brought the two bodies of peer educators, as peers themselves, to visit and learn from each other, either within a particular programme or between the two.

The last step was intended to bring together both peer educators’ bodies, help them make auto-critique, criticise the programmes and, from their own field experience, make recommendations to the programmes, either separately or collectively.

1.1. Statement of the problem

SRH communication relies heavily upon face-to-face interaction and group communication processes between clients and the SRH educators (peer-educators). In addition, “foreign” training expertise is at times sporadic and this results in a situation of fragmentation of effort. Therefore, in the field of SRH, there is an urgent need for communicators for development (e.g. peer educators) to understand interpersonal communication as well as group communication. The question that arises is how do SRH personnel of the YMCA and PPAZ/FLMZ strive to attain and sustain an efficient, effective and efficacious peer education, communication method?

1.2. Objectives of the Attachment

The objectives of this attachment are:

- To examine the local potentialities of the YMCA and KARHP to become self-sustaining.
- To highlight the YMCA and KARHP programmes strengths and weaknesses.
- To assess the feasibility of suggested activities for the period of 1997-2000 in the National Workplan of SRH (UNFPA/GRZ,1997).
- To strengthen the peer education and shaping its real and practical image.
- To trigger peer educators to identify their problems and propose alternatives and solutions.
- To help to, with the positive and active co-operation from all peer educators, create a situation where SRH messages are participatorily designed, smoothly introduced and professionally monitored.

1.3. Methodology

The attachment, which lasted for six months, was primarily conducted through **active participation**. This method has been recommended by some scholars like Anderson (1987) who stated that “Only by participating (interviewing and actively observing) can adequate data be gathered.” In the same line, the view of Lindlof (1991) is that “Some degree of active intervention by the investigator is needed to successfully generate these data.”, cited in Potter W.J. (1996:106).

The student started by attending focus group discussions. He sat in more than thirty group discussions dealing with YMCA SRH programme and a similar number of activities in the Kafue Adolescents Reproductive Health Project. At the end of each session a short discussion with the peer educators was held about their performance, mainly dealing with the role of a peer educator vis-a-vis the audience and the programme.

The second step was to let peer educators exchange visits to witness, assess, and to learn from and advise each other. These visits were done both within one programme as well as between both.

The third step consisted of intensive and regular informal meetings with programmes coordinators, in order to exchange views about issues surrounding the peer education in the programmes. At this level the researcher prepared a draft report containing an overview of the major issues of peer education approaches in focus group discussion situations. The draft report also dealt with the delicateness of SRH topics and the need for a more insightful look into the hard-to-reach targeted audiences.

The last step was the convening of a formal meeting of peer education from both programmes that reviewed the draft report prepared at earlier stages and formulated a number of observations that have been integrated into the present report. All these efforts to reflect people's views were to establish a wider sense of participation and "ownership" of the report .

1.4. Report outline

The report whose introduction constitutes the first chapter, is divided into six chapters. The second chapter frames the study in the conceptual overview of SRH and peer education. The same section also provides both constitutive and operational definitions of these generic terms. The third chapter descriptively presents the student's observations during the field work. This is in the triple aspects form of the programme's activities, weaknesses and strengths. The fourth chapter profiles YMCA and KARHP SRH programmes. It also establishes their comparative parallelism under the sub-section of the programmes' similarities and dissimilarities. The fifth chapter addresses more directly than

other chapters of the main text about the practical implications of the attachment. It deals with the key item i.e. the attachment's direct inputs and outputs. The last chapter separately makes recommendations to both programmes and concludes the whole report.

Chapter Two

Conceptual Framework and Definition of Terms

This report is about the application of the peer education communication method to YMCA and to PPAZ/FLMZ SRH programmes in Lusaka, Zambia. The report deals with a very wide spectrum concerning SRH and peer education. Peer education as a communication method can be used as a developmental tool among numerous target groups of people. In this case, it is applied to SRH programmes.

SRH is a comprehensive developmental issue. It has, especially since 1994 (UN, "Programme of Action" Section 7.2.), been tackled by numerous scholars (Diczfalusy, P.D.Griffin & J.Kharlna, 1988; Kathumia, 1994; A. R. Meashan & R. A. Heaver, 1996: 11), practitioners (RFSU, 1990: 52, 53, 61), health organisations (UN, 1996: 2; P. Dover, 1995: 4; Care International, 1997) and governmental departments (GRZ, 1997; MOH, 1998). Today, it is widely admitted that Zambia has made SRH part and parcel of her health reform (GRZ/UNFPA, 1996; MOH, 1996).

The current SRH trend has called for, among others, a specific and adaptable communication method (Nairobi Conference, 1993, 1995; Zambian NGOs, 1995: 16, 57). For more effective and durable results, many programmes cherished the peer education. (J. S. Robinson et al., 1998: v, 12, 13). In Zambia, peer education as a generic communication method (J. Silwe & D. Webb, 1996: 2, 6; M. Youssef, 1996) is, in its different forms (Sara, Participatory Assessment Group (PAG) Participatory Rural Appraisal (PRA), Participatory Learning Approches (PLA), and Visualisation in Participatory Programmes (VIPA), etc.), used to reach various and dynamic audiences of SRH programmes.

2.1. Conceptual Framework

2.1.1. Peer Education

(a) Peer Education: A Generic Approach

There exist three major types of education. The formal education meets all official formalities in which those being educated attend an established educational institution. The non-formal education is arranged in order to provide useful skills to life. Those being educated do not sit for examinations nor receive certificates. It is usually administered by specialised non-governmental organisations. The informal education implies spontaneous and occasional skills learning, like a child learning how to pedal a bicycle.

Peer education is one of non-formal education sub-methods. It is a persuasive approach in order to change SRH attitudes and behaviours. It is always purposively utilised. Participants are intentionally and deliberately taught.

It has been found that individuals are selective in their self-disclosure and the decision to reveal is based on the perception of the other person. “Subjects tend to disclose more about themselves to people who resemble them in various ways than to people who differ from them”. (ROGERS, 1995:20)

Peer education sessions are best conducted with participants who are similar to each other. The similarity is expressed in terms of social status, educational level, occupational status, income, etc. In a peer education session, participants discuss ideas, issues, insights and experiences among themselves. Each member is free to comment, criticise or elaborate on the views expressed by previous speakers. The role of the moderator is simply to stimulate discussion and keep it focused. ROGERS (1995:18-19) states that “an obvious principle of human communication is that transfer of ideas occurs most frequently between two

individuals who are similar, homophilous, in certain attributes such as beliefs, education, social status, and the like.”

Education is defined as “the systematic instruction, schooling or training given to the young in preparation for instruction or training obtained in adult age”(SIMPSON J.A. & WEINER E.S.C.,1991: 74). Peer education is simply this kind of training by and for peer group members. Peer group, in anthropology and sociology means “a group of people, frequently a group of adolescents, of the same age or social status” (Simpson J.A &Weiner E.S.C., 1991: 453) . Gould J. & Kolb W.L., eds. (1964: 321) state that “peer group commonly refers to a group of homogeneous age composition”. They further say that “There is no reason, however, why this term can not be applied to a group whose members are equal in some respect other than age”. Marshall G. (1994: 385) provides a full fledged definition of per group as being “A set of individuals who, sharing certain common characteristics such as, ethnicity, or occupation, perceive themselves and are recognised by others as a distinct social collectivity. The group is seen to have its own culture, symbols, sanctions, and rituals into which the new member must be socialised and according to which those who fail to comply with the group norms may be ostracised”.

(ii) Peer Education In FGD: Participatory and Impactful

Peer education, when conducted in FGD is very participatory (M. Debus, 1995: 12). Individuals tend to disclose themselves in a peerhood situation where strong comments on what could be a wrong act are less expected. Peer education allows for the fullest interaction with genuine interventions, comments, ideas, experiences and all kinds of fantasies in a particular “democratic” setting. Peer group members freely choose one of them to lead discussions according to the ground rules. Peer education is participatory in the sense that it is peer-group-members-centered, intended and controlled” (Nairobi Conference, 1993: 5; Kathumia, 1994; M. Yussef, 1996).

It is also generally agreed that peer education in FGD is more effective than any other type of communication, because it efficiently impacts the intended change (Nairobi Conference,1993:5). Among other scholars who gave credit to this type of communication is E.M. Rogers (1994: 20). He notices that “more communication occurs when two or more individuals are homophilous. When they share common meanings, a mutual subcultural language, and alike in personal and social characteristics, the communication of new ideas is likely to have greater effects in terms of knowledge gain, attitude formation and change, and overt behavior change.”

Peer education or education among similar individuals is credited to be the most efficacious in terms of impacting change as psychology and communication experts discovered. In group communication, individuals' decisions are likely to be made and maintained when influenced and backed by group decisions. The group decision can also be an alternative decision to some people who “fear” to decide on their own. Peer education is said to be as “an economical and potentially effective approach to STD/HIV prevention in Zambia” (Kathumia, 1994). Peer education is also portrayed as “culturally appropriate , community-based, accepted by the target audience and economical” (AIDSCAP, n.d.). Peer educators “also need to share characteristics of their target audience (such as age, language, ethnicity) so that they are true peers and can relate well” (Judith Senderowitz, 1997: 45).

2.1.2. SRH

(a) SRH In General

SRH is a developmental issue that can be indefinitely broken into small topics. Emanating from the close-ended family planning methods, SRH is a more broadened and comprehensive term in health issues.

Theoretically, a number of authors gave a thought to SRH. Fathalla Mahmood in E. Diczfalussy, P.D. Griffin, & J. Kharlna, eds (1988) quoted by A. R. Meashan & R. A. Hever (1996: 11) defined SRH as “a state in which people have the ability to reproduce and regulate their fertility; women are able to go through pregnancy and child birth safely; the outcome of pregnancy is successful in terms of maternal and infant survival and well-being; and couples are able to have sexual relations free of the fear of pregnancy and of contracting disease”. As a complement, a UN report (1996:2) notes that “while acknowledging the importance of family planning, the approach recognises that reproductive health concerns men as well as women. It also recognises that to address reproductive health issues successfully, there is need to address relevant social behaviour and cultural practices”.

In practice, SRH programmes are a business of so many organisations and benefit large audiences from all the corners of the world (P. Dover, 1995; Care International in Zambia, 1997; Anti-AIDS project, Lusaka; Fee, N. & M. Youssef, 1993) .

(b) SRH in Zambia

In Zambia, it has been recognised that SRH has under-served certain social categories of people who include adolescents, refugees, men, disabled, prostitutes, street kids and the homeless. “Following the endorsement of the ICPD Programme of Action, Zambia is moving towards a new broadened concept of reproductive health that offers a more comprehensive and integrated approach to meeting the current health needs of all and that is consonant with the health system reform process.” (GRZ, 1997: 11). Zambia, especially since 1997, entered a new era through the programme of SRH care. The Cabinet Office released early 1997 a national work plan (1997-2001) entitled “Reproductive Health. A sub-programme of the fourth GRZ/UNFPA country programme (1997-2001)”. Objective

Four of the work plan reads: “to have strengthened and expanded integrated FLE in schools and committees”. Objective Five reads: “to have increased participation and responsibility of under-served groups in SRH issues including HIV/AIDS/STDs (e.g. refugees, men, street kids, the homeless, etc.)”. Objective Five is particularly being taken into consideration by the YMCA SRH Programme whose target audiences comprise of refugees of urban and peri-urban Lusaka, street kids of Chawama compound, widows of Kanyama compound, the homeless and blind of Kamwala market, street vendors of the town center market and New Kanyama market, the immigrants in Chawama compound, etc. The programme makes use of refugees to supervise the programme through the crucial role of peer educators. This project is unique to our current knowledge and search in Zambia.

Objective Four is being fulfilled by, among other programmes, KARHP. It is a particular programme that is youth-centered. It serves the youth aged between 13 and 25, with emphasis on the out-of-school, drop-out and push-out youth. This kind of audience is found in Kafue Estate, Kafue town, Zambia compound, Chanyanya compound, Shikoswe compound and the wood sculptors on the main Lusaka-Kafue road. For the in-school youth, the project primarily targets Naboye Secondary School, and eight primary schools within or around Kafue town.

2.2. Definition of Terms

The definitions of the terms peer education and sexual and reproductive health in the literature on communication and health theories respectively cover a wide spectrum. For the practical reason and purpose of this report, the researcher opted for operational definitions.

2.2.1. Peer Education

Many scholars have been interested in this communication method topic. The available literature did not, however, offer a full fledged either constitutive or operational definition. For the purpose of this report, peer education is defined as a non-formal training for and by individuals with similar attributes.

2.2.2. Sexual and Reproductive Health

The definition of sexual and reproductive health is falsely attributed to the International Conference on Population and Development (ICPD) by a good number of documents (GRZ, 1997). But the 1994 ICPD only adopted the World Health Organization (WHO) definition of sexual and reproductive health (UNFPA, 1996: 5; UN Programme of Action 7.2.). This report borrows it: “A state of complete physical, mental, and social well-being and not only merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and process.”

Chapter Three

The Field Lesson

This chapter describes this student's experience with the two programmes, YMCA and KARHP. It also highlights the programmes activities the student participated in and their weaknesses and strengths.

3.1 The YMCA Pilot Programme

3.1.1. Observations

The student participated in the YMCA pilot programme in SRH starting on 26 January 1998 and ending on 26th March 1998. This programme was designed to serve groups with special SRH needs. This target audience for this programme is geographically scattered in Lusaka and is also scattered in terms of social positions. Their social positions differ in that they are refugees, the homeless, street kids, men, widowers, widows and the blind.

While the target audience is varied, the peer educators are not. In fact, all of the 32 peer educators (18 female and 14 male) are refugees asyllumed in Zambia. Of the group, two are Angolans, one is Burundian, 16 are Rwandians, four Ugandans and nine from the Democratic Republic of Congo.

One of the activities conducted by the peer educators and which the researcher observed is focus group discussions (FGD). The peer educators were required to conduct at least one FGD per week over a period of eight weeks, and at least one video show session over the same period. Stationery and wages per session are provided.

According to their weekly reports, FGDs were regularly conducted. However, observations indicate that the situation was otherwise. Some groups of peer educators spent the whole first month trying to organise a gathering, and yet others failed up to two weeks to the end of the period. In addition, another category of peer educators were shifting from one audience segment to another, creating a desire, with no follow-up. Oftentimes, peer educators appear to have very few things in common with their different audiences.

The selection of peer educators presented another problem. First, peer educators are selected from different refugee communities in Lusaka without taking their proportional representation into consideration. For example, there are four Ugandan peer educators against two Angolans and one Burundian. The second problem was that the peer educators all came from the refugee community. This was all right when the programme was originally started since the refugees were the first audience. With the reconceptualisation of the programme to include different targets, the peer educators no longer represented the present targets. A third problem that was observed concerned finances. Peer educators were reimbursed for monies spent while conducting FGDs upon submitting the weekly session report and presentation of receipts for snacks and drinks. Given the financial situation of refugees, many of them talked to any audience or forged reports and receipts in order to get funds.

3.1.2. Peer education performance in YMCA programme

The conditions surrounding the programme such as weekly reports, session allowances and a period of eight weeks tended to dilute the intended efficacy of the peer education communication method applied to YMCA SRH programme. Given eight occasions on eight weeks, only eight groups of peer educators managed to organize a gathering purposively for the programme at least once. Of these eight groups of peer educators only

four were meeting their peers. These were a teenagers’ religious group at the Seventh Day Adventist Kanyama Church (SDA) ; refugees’ group at the Makeni Skills Centre (formerly Refugee Transit Camp) a group of marketeers in the town centre market and a women’s religious group at the Lutheran Evangelical Church in Africa (LECA) Kanyama Church. The last-named is considered as the best model in the whole programme. Here follows the description of its wednesdays afternoon sessions:

- Venue: Lutheran Evangelical Church in Africa (inside the church) Kanyama Parish.
- Time: Wednesday around 15:00 hours

Peer Educators: Augustine Ntambwe is leading a group of other three peer educators.

Group Profile

- Same denomination : Christian
- Same religion : Lutheran Evangelical Church in Africa (LECA)
- Same parish : Kanyama
- Same women’s religions group
- Same cultural background
 - Nation : Democratic Republic of Congo
 - Tribe : Luba
 - Language : Shiluba
- Same cohort (age group) : 25-45 years
- Same sex : Female
- Same official status : Refugees and immigrants
- Same education level : Semi-illiterate
- Low income

- Auto-organization
- Size : Between 15 and 24 women

Focus Discussion

- Major theme : Family Planning

Sub-topics : Polygamy, Birth control methods, AIDS/HIV.....

Here is a description of one of their sessions :

The introductory session was overwhelmingly welcomed. The peer educator, who is the vice chairman of the parish, led the discussion in which interventions were held in an orderly manner. This could be noticed especially when asking to speak.

Religious aspects and positions were referred to and some biblical citations were read by one of the women and commented upon in general by the whole audience. Some treat marriage and yet others treat human reproduction. Being refugees and immigrants living in an urban setting and in a foreign land, this female audience agreed on the idea of small family size.

Cultural aspects were here and there evoked. The Baluba have a traditional sex education generally administered on grand-daughters by their grand-mothers. But the current situation of this audience permits breaking the taboos that important knowledge is passed on to children. The hot and interesting discussion was always adjourned for the following Wednesday and participants decided to give more time to their focus group discussion.

Comments

(a) Praise

The group is very homogeneous and its members share a lot in terms of religious, cultural, historical and social backgrounds.

Conditions surrounding meetings and discussions of this women's religious group are pre-set and the SRH as a topic harmoniously fits in.

(b) Criticism

(i) In general the peer educators failed to maintain the “continuity of the audience”. During one three week period for instance, they dealt with three different groups.

(ii) Absence of focal sub-topics results in a situation where decision-making for behavioural change hampered.

This situation, coupled with the lack of a continuous look into the group, constitutes an internal factor that may dilute the impact of this SRH education effort in this particular group.

(c) Advice/Suggestions

The peer educators have been advised to do the following :

(i) Try to have topical subjects under the general theme of family planning.

(ii) Ensure that the group make a decision (a stand) at each “level” while gradually orienting the discussion to the group's decisions/attitudes about “family planning”.

(iii) Keep the same group in order to facilitate monitoring of the way the group is reacting to this sexual and reproductive health education.

(iv) Break the group into two groups as they were four peer educators in order to ensure the full participatory interaction by all members.

(v) Stop making use of the board and scientific demonstrations due to the low literacy of these women.

(vi) Give more room to the group to discuss and stop lecturing to avoid the pastor monopolising the flow as in church preaching.

Response

All advice was taken seriously and gradually the group developed an interactive culture. However, the idea of breaking the big group into at least two small groups was not implemented because, apart from the main leader, other peer educators were not ready for the challenge and thus, refused to take up the challenge to avoid frustrating an already interested group.

Nonetheless, failures are part of this programme experience. The least successful group on those eight that managed to organise at least twice a gathering was operating in the premises of Chawama C.C.F. (Christian Children's Fund) primary school. For this FGD, there was one and last crucial problem, communication breakdown. In terms of language, the available interpreter was not competent enough to translate the message into Kinyanja. The inappropriate level of language and the inadequate knowledge of English made the above 40 years women peer educators fail to effectively communicate. The young adolescents' audience gave respect to the "mothers" by simulating to follow these classroom's sessions. Very few key messages filtered through this "mediated" peer education. All attempts by the author to redress the situation failed. The peer educators were advised to find their "real" peers, but could not. The management of the programme insisted and made this particular audience a priority and commended these peer educators' job. It has to be remembered that the peer educators body is intangible and inextendable. This unmouldable situation that the management forcibly created led to a mere hearing.

3.1.3. Weaknesses of the Programme

There are a good number of weaknesses in this programme. Some are common to young programmes, others, very specific and disquieting. The selected following problems are linked either to the method or to the programme itself.

- The under-served groups living in urban areas are mindedly unstable. They expose themselves to the city's wicked ways in order to earn a living through prostitution, begging, street vending, hanging around cinemas and attending political rallies. They do not respect time and do not give enough time. They ask to be paid. They require a multi-approach sexual and reproductive health education.
- The YMCA sexual and reproductive health human resources do not show enough empathy needed to help and educate the under-privileged urban people. Coming from a different cultural background as this researcher does, they do not have enough information about the audience, in terms of traditional sexual and reproductive health education, sexual habits, language and so forth.
- The programme is "many in one". It targets diversified audiences from diversified communities categorized under one name: under-served groups in terms of SRH care in Zambia. The programme did not provide adequate preparation for a multi-approach method to the peer educators that are unable of innovating a suitable appropriate peer education for a specific focus group discussion.

The "high" wages paid per session have lowered the spirit of volunteerism and of owning the programme that is needed in this kind of education. The peer educators work for salary, this has a negative effect. The salary per session makes the whole issue "quantifiable" at the expense of the quality needed throughout the process.

- Organizations involved in SRH education meet in their regular fora. Those targeting the same or similar audiences should particularly exchange experiences in order to avoid

double efforts.

For this case, the National Association of the Blind, the Zambia National Association of the Deaf, charity organisations that help the disabled, the children in need, the orphans, the widows and widowers, and the like should co-ordinate efforts to avoid repetitive action on one and same individual.

3.1.4. Strengths of the programme

- The programme is unique. The researcher talked to other programmes personnel who confessed they would rather avoid this adventure on an unexplored target. The programme is nevertheless very commendable. The pilot phase has shown some minor errors that would be easily correctable.
- The YMCA Refugee Project is in its SRH programme, a pioneer and an explorer in the field of the under-privileged people of urban and peri-urban Lusaka. It is so far unchallenged and will remain an authority and a reference in this area.

The YMCA sexual and reproductive health programme has weaknesses that are common to all pioneer projects in educating the corporally and socially challenged communities and individuals on a very sensitive issue.

3.2. KARHP in the First Quarter of 1998

3.2.1. The Project Activities

On 30th January 1998, a meeting of matrons/patrons, supervisors and the program coordinator was held at the programme site to set up a 1998 work plan.

The meeting tackled different issues and a schedule of annual activities was established. Those activities include meetings, sensitization workshops, coordinator's visits, events interesting the program, the setting up of a library, special days presentations and the provision of Information Education Communication (I.E.C.) materials.

The above-cited activities cited would be additional to the regular activities which include Youth Friendly Health Services (Y.F.H.S), FLE clubs in schools and FGD on SRH for the out-of-school youth.

(a) YFHS

The Youth Friendly Health Services are provided twice or thrice a week at Chanyanya Rural Health Centre, Kafue Estates Clinic, River Clinic and Nangongwe Clinic.

The services are becoming as helpful as popular though no study has yet assessed their effectiveness. Reactions from the youth, peer educators and health personnel suggest wide-spread happiness with the services.

A suprising visit by a nurse from the Railway Clinic, while the programme coordinator and the supervisors/trainers were in a meeting on 23rd March 1998, is one of the examples. She insisted that her clinic which caters for many compounds in Kafue should not be left out. The programme and the clinic promised each other to cooperate and renovate a hall to be used for YFHS.

(b) FLE In Schools

In less than one year period of existence, the programme introduced FLE in schools of urban and peri-urban Kafue. Today, FLE Clubs exist and are operational in eight schools.

At Chawama Basic and Primary School, the FLE club started towards the end of March 1998 when the room was availed by the school administration. This was some few days to the beginning of term-ending examinations. Since the student had to end the attachment before these pupils resumed class, he could not assess the application of peer education in FGD at this particular school.

In Kafue, Nakatete, Shikoswe and Mtendere basic and primary schools, FLE clubs are well organized. They meet regularly and support by the school administration is tremendous. Through activities such as sketches, poems, dances, songs, theatres and short presentations, FLE club members exchange ideas. Topics include self-esteem, friendship and human sexual anatomy.

In Kasenje, by mid-March 1998, the FLE club had met once since the start of the year. A revamping meeting was held at the programme site. The supervisor of the area, the head boy who is at the same time the president of the club and club members frankly renewed their commitment to the club's activities since there were no external inhibiting factors. Two weeks later, they met three times. However, the hesitation, low openness and shyness observed among the club members during these very first meetings are just normal "symptoms" of teething problems.

At Nangongwe Basic and Primary School, FLE clubs activities were suspended. The supervisors held a meeting on 23 March 1998 to exchange experiences. According to a mini-report by the supervisor of the area, the club suspended its activities after a school girl, a member of the club, was raped by a teacher whose wife is said to have died of AIDS and it was, therefore, assumed that the teacher was HIV positive. This was a disquieting issue among the club members, and the news was spread around the town. The school administration tried to cover up the issue for the teacher. It suspended the FLE club

activities and the FLE club matron was almost blamed.

This supervisors' meeting resolved that quick action be taken. It noticed that it was necessary to sensitise head teachers who are the final authority and decision-makers in schools.

In brief, FLE clubs have already gotten a shape. The supportive and empowering attitude of teachers, matrons/patrons, head teachers and the community around has made FLE clubs a totally youth- based venture.

(c) SRH Sessions

There is no noticeable difference between family life education and sexual and reproduction health in practice. The sexual and reproductive health is, as an education, provided to the out-of-school and out-of primary school age youth.

Peer educators conduct weekly focus group discussions on different topics under SRH, some of which are abortion, rape, adolescence and sexuality, STI, family planning, etc. There are only three out-of-school groups, mainly made of young adults. Here follows their brief profiles:

(i) First Group

The first one is a group of wood sculptors and sellers. It is permanently based near Shikoswe centre on the main Lusaka-Kafue road. Its members share a lot lifewise. They have developed their own jargon language. They have their own way of receiving clients and non clients. They have their own busy days and times. They have developed group fantasies. They are all men of almost the same age. Education level is low as only one of them is always delegated to bargain with English-speaking customers and to take and keep records. They are real peers. They always work while chatting. They even have work

songs.

All this “sub-culture” developed around the woodwork is very flexible to accommodate SRH messages and contents. Here are some examples that can render them even more literate in SRH like asking them:

- To produce a wooden representation of the whole program activities and approaches would intensely help them to understand what they are asked to represent; or
- To make a simple request of a “wooden penis”, for condom use demonstration would also help them know how to use the condoms.

The group is receiving the programme messages well but needs to pay attention to personal idiosyncracies.

(ii) Second Group

The second group that responded positively and overwhelmingly is Kafue Estate youth. Living in a mushroomed situation in INDECO (Industrial Development Cooperation) Estates, their awareness about SRH is very high due to the following reasons: they are close to the programme site, have active peer educators and supportive attitudes of their skilled parents who know the real image and the expected outcome of KARHP. The group members are from both sexes, aged between 16 and 24 years and are literate with at least the basic and medium education. They know each other and are very open and frank among themselves. The sessions that are always embellished with a rich variety of warming songs manifest a high level of interaction and constructively enriching discussions. “There is no wrong or right answer” so goes one of their ground rules. The participation is very high and decisions are made first as a group.

Discussion approaches vary : a video show followed by a discussion, short presentation by peer educators followed by a discussion, group breaking up followed by presentations of decisions made by sub-groups and followed later by a “large” plenary group discussion

and decision-making. The peer educators - most times they work as a team of two or three and rarely as one- are just the “first group members” whose “symbolic” role is to lead the group to decision-making, to behavioral changes and action taking.

The programme’s first target was the out-of-school youth. But unlike the in-school youth who are more organised, the out-of-school youth are only very slowly responding to the programme. It has taken special strategies to trigger their interest to the SRH peer education.

(iii) Third Group

Zambia compound and Kafue town have somewhat sporadic groups. Still searching for their respective group identity, the group members irregularly meet, do not respect time nor make their follow-ups. This inconsistency in group membership can not allow for reasonable participation.

In both areas, many of the youth belong to both the priority youth group and the specially under-served group. This last-named category is of illiterate, street kids, call boys on taxis, etc.

For this potential audience, the programme needs to undergo the overall process that would start with localized needs assessment in order to map out adequate peer educational strategies to effectively attain these hard-to-reach potential audiences. As things are, this has yet to be done, and, as stated earlier, the effort is not achieving much at the present.

3.2.2. Weaknesses of the Project

Some weaknesses are noticeable here and there and, unless checked, these could, in the long run, grow and dilute the whole programme’s efficacy or even make it fail. The KARHP is about Kafue youth communities and about bringing change by rendering them

more literate and more sensitive in terms of SRH. Its problems relate to its different activities.

- The Kafue Youth is a varied population. The needs assessment results are hardly generalisable. The youth, whose lifestyle differs from the one portrayed by the “ *What is up in Kafue ?*”, are as expected, somewhat reluctant to take up the programme message.

A more localised needs assessment is urgently required. The look into the audience would provide useful knowledge of demographic data and other characteristics necessitating the adapting of approaches from one place to another, from an audience to another or from one time to another.

- Peer educators, by virtue of their being at the delivery point, are the key programme people. Peer educators are the owners of the programme and, more than any other programme personnel, they need more respect, more attention and better treatment by the programme. They are the ones who should shape the multifacial image of the programme instead of the current particularities caused by their supervisors’ personalities, commitments and acceptability.

- The FLE and SRH for Kafue youth is a timely programme. However, the contradictory objectives of the PPAZ and FLMZ, owners of the programme, are obstacles to the message, if we limit ourselves to communication aspects. The FLE clubs are not structured by any organisational policy. They look like uncoordinated movements without regulations and rules and hence without determined responsibilities. This could explain the existence of pockets of resistance in some schools.

The demographic, social, psychological and behavioral characteristics of population cohorts vary from one compound to another. Income, habits and attitudes are similar

among people of similar jobs or lifestyles. The programme does not recognise this reality but applies similar communication methods from one group to another.

- The communities, apart from their leaders' engagement to support the programme, are generally not well informed about the programme. This fosters discouragement and rejection of new ideas. The communities members could selectively be invited to give talks on some current stands of a certain community over certain issues like traditional SRH education, what the youth think of the programme and why, etc. in meetings, visits, workshops, training courses. Communities are valuable sources of much information the programme lacks; but the same communities also need to be sensitized about the programme objectives, activities and steps.

It is hoped that these trivial weaknesses will end. However, only an adequate strategy can assure their correction. The neglected communities forces and resources can easily be manipulated by those around Kafue who might be against the programme's goals. The programme is youth-based and the youth is community-born.

3.2.3. Strengths of the Project

- The project that has generally been a success, employs only one paid person. It is in the hands of the youth here and there backed by their guardians and parents.

The youth teach the youth. The youth chair meetings. The youth present papers in seminars and are trainers in workshops, the youth is making and testing the Education Information Communication (IEC) materials. The programme is fully of the youth, by the youth and for the youth.

- The youth stakeholders work in a progressive atmosphere in Kafue. Government

Chapter Four

Profile and Comparision of Both Programmes

4.1. Programmes'profile

The YMCA and KARHP programmes are run by local branches of international organizations. They both target special groups of people. The YMCA targets underserved populations such as street kids, men, and refugees. Whereas the KARHP targets the youth - people with special SRH needs.

4.1.1. The YMCA SRH Programme

(a) Contextual Overview

The reproductive health sub-program of the fourth GRZ/UNFPA country program (1997-2001) has consolidated the protection of the underprivileged groups. As stipulated under its Objective Five, it caters for displaced and distressed categories of the Zambian society.

With reference to SRH, there is no documented account reflecting the SRH of refugees, men street kids, prostitutes, the disabled, the homeless, etc. There are, however, indicators that these categories of people are vulnerable to SRH problems. To my knowledge there is no needs assessment study for this programme that has been undertaken so far. Any programme in this area should do both tasks : assessing needs of vulnerable groups of people and empowering them with information on sexual and reproduction health. Without this, it would be operating in a vacuum.

The last half of the year 1996 saw the project embarking on its pilot Phase One. Forty-three peer educators were trained. That was the initial training of 10 days meant to

introduce a group of selected refugees to sexual and reproductive health care aspects and to unlock the mysteries of peer reproductive health. After the course, peer educators carried out their field work. This consisted of conducting focus group discussions and counselling in their communities, Makeni Skills Center and market places. This pilot Phase One lasted three months.

In the last half of 1997, 38 peer educators attended a 10-day refresher course. There were, according to the evaluation, two main reasons: (1) the initial training did not equip peer educators with adequate knowledge and skills in many areas of reproductive health care especially in areas of counselling/teaching and facilitation; and (2) The trained refugees peer educators did not facilitate the training of fellow refugees in refugee camps. So, a comprehensive and well-tailored training programme was an important issue to address considering that most beneficiaries are from francophone countries. This training took place on the following dates: Part One was conducted between 1st and 5th September, 1997 and Part Two between 6th and 10th October, 1997. These peer educators waited until January 1998 to start the Phase Two of the pilot programme from January 26 to March 26, 1998. This last phase is the one this report is concerned with.

(b) The Target Population

Since its conception, the project was intended to target the refugee audience in Lusaka, hence, the program title: *Reproductive Health Care for urban and peri-urban Refugees in Lusaka*. (7) In the first phase, the target population was well-defined. All activities were undertaken in order to meet conditions as well as to impact refugees' behavioral change toward SRH. Peer educators were trained, course content identified and groups formed. In the address to peer educators during their second training session, the project coordinator urged participants to form groups of underprivileged people, and not only of

refugees. This statement changed many aspects of the project whose audience was previously made up of mainly refugees.

The target population of the YMCA SRH programme has been dynamic with the same peer education, SRH content and trainees. The name “Reproductive Health Care for urban and peri-urban Refugees in Lusaka” no longer applies to the second phase of the pilot project.

4.1.2. KARHP

(a) Background of KARHP

Unlike the above YMCA target populations made of groups with special needs, young adults or adolescents are KARHP priority groups for SRH information and services.

In this regard, the Zambian policy document states that “Adolescence is a special period of life in which change takes place, new experiences, challenges, behavior and relationships are established and the great potential of young people can be enhanced for the benefit of all” (MOH, 1997: 40). The Zambian plan document notes that “the Zambian population is young. In 1990, nearly half of the population (45.3%) was under fifteen years of age and 16.5% were under five years of age. The population aged 15-24 years was estimated to be about 22.4%. Areas of concern affecting adolescents (aged 10-19) and youth (aged 15-24) include the reduction in the age at the onset of puberty, early age at first intercourse which exposes them to the risk of early age at the first birth and marriage, increasing incidences of induced abortion and the growing cases of STDs including HIV/AIDS” (VPO, 1997: 10). The same document stipulates under Objective Four “ To have strengthened and expanded integrated FLE (Family Life Education) in schools and communities” (1997: 24)

SRH is an emanation of the elastic family planning. It is a more broadened approach. It tackles more issues than family planning. It targets more groups of people and especially makes use of new communication methods, new communication media and new communication experts. Sexual and reproductive health does not replace family planning but gives to it a stronger contextual frame. The programme's objective aims at a more SRH literacy and sensitivity among Kafue youth. The project provides services to more than 50,000 youths between the ages of 13 to 25 years. Under the auspices of the Swedish International Development Agency (Sida) through its Health Sector Support Programme to the Government of Zambia, the programme also involves an institutional collaboration between PPAZ and the FLMZ in Zambia and the National Association for Sex Education (RFSU for short in Swedish) and the International Health Care Research (IHCR).

The programme started in 1997, and is operative in Kafue district. But for the time being, it is concentrating its efforts on Kafue town and its surrounding areas. Its main aim is to pay more attention on the out-of-school adolescents and youth. The truth, however, is that more than 80% of the reached population is constituted of school-going adolescents and youths. As indicated earlier, the schools, apart from Naboye Secondary School, comprise of primary schools namely Shikoswe, Nakatete, Kafue, Nangongwe, Chanyanya, Kasenje. The out-of-school youth groups are led by Kafue Estate Youth Group that meets regularly on Sunday and sees its membership gradually growing. This category of already reached audience includes the wood sculptors on the main Lusaka-Kafue road near Shikoswe site. Zambia and Chanyanya compounds have also each an out-of-school group on the KARHP audiences list.

The programme also provides Youth Friendly Health Services (YFHS) that consist of trained peer educators who sit in clinics to provide information to fellow young people. This programme attempts to link young people to existing health facilities. It encourages

young people to visit health centres for health information and services.

(b) The PPAZ

Founded in 1971 and registered one year later in 1972 under Northern Rhodesia Societies Rules of 1957 of Section 7(i), PPAZ was first given the name Family Planning and Welfare Association of Zambia (FPWAZ). The association changed its name in 1979 to PPAZ in line with its mother body the International Planned Parenthood Federation (IPPF). PPAZ receives the bulk of its support, financial and technical from I.P.P.F.

PPAZ is a volunteer-based organization directed and controlled by volunteers. It has more than 10,000 volunteers throughout Zambia. It has become the largest non-governmental organization providing family planning and SRH information and services in both urban and rural areas. One of the strategies to its priority areas is “to provide reproductive health and family planning services to meet the needs of vulnerable and under-served groups, including males and adolescents; the association recognizes the importance of the Youth and has pioneered many youth projects”.

(c) The F.L.M.Z.

FMZ is a federation of local family life groups. Registered under the societies Act, No. ORS/102/35/210, and incorporated under the lands (Perpetual Succession) Ordinance. FLMZ is a volunteer-organization without religious or political affiliations. It is a member of the International Federation for Family Life Promotion (IFFLP).

Formed in 1981, FLMZ, with its headquarters in Lusaka, has three provincial offices and affiliate offices in all provinces of Zambia. Its main objective is “to promote happy and healthy family life through the services it provides to the communities. These services

embrace FLE programme, parent/elder education programme, scientific natural family planning program, with health friendly services, integrated primary health care outreach programs, marriage preparation and counseling and support group.”

In its list of programs and services, FLMZ provides FLE for youth by collaborating with the ministries of Education and Health in drawing up syllabi and training teachers and by giving family life education in groups or singly to young people whose parents request for this service.

Both organisations PPAZ and FLMZ have teamed up to start and direct the programme whose target is mainly the youth in Kafue.

These are the descriptive profiles of both programs which underwent several stages to their current identities. Their mission is continuous and well-framed according to the recent international trend and to the latest national provisions in terms of peer education for SRH.

4.2. Comparison of Both Programmes

The two programmes are set in different environments although they are both urban-based. Their services are provided by different people trained differently. For the purpose of this study, differences considered are only about the programmes’description and communication methods utilised. In the same manner, the similarities of concern range from the subject, the method, the stage to the personnel of the two programmes.

4.2.1. Similarities

Similarities here could be explained as traits common to the two programmes, even if at any trait level, there may be some differences. These are like common social traits to two couples both of whom are young and married working spouses utilising public transport. These social traits are common to the two couples that still have much interest in knowing

each other's lifestyle for self-betterment. Similarities are not measurable data but can be qualitative indications.

(a) Identical Topic: Interest in SRH

The subject to both programs is SRH. It is taught is the same to all groups. It has many sub-topics. However, each group determines its own preferences depending on which topics are more suitable and appropriate to it.

The government of Zambia policy document (1977: 5) states that "a family life education in schools needs to place the biological aspects of the sexual and reproductive system within the wider framework of human sexuality, human relationships, responsible parenthood and individual human rights and their corresponding sexual responsibilities".

The content of the FLE clubs and to SRH groups is the same. There is no single difference. The work plan document (1997) states in Objective Three the need "to have integrated SRH at all levels of planning". In its Objective Four it aims "to have strengthened and expanded integrated FLE in schools and communities".

(b) Communication Method

The communication method used to educate the programmes' audiences is in essence the same, peer education. This education is of the peers by the peers and for the peers. The peers should never be understood as identical individuals. Rather, peers are here understood as individuals having as many life similarities as possible. The similarities include among others age, sex, education level, religion, culture, language, income, school, working place, job, residence place, etc.

(c) Young Programmes

Both programmes are very young. However, this does not make errors acceptable because they are intolerable for they can be costly to people's lives especially in SRH context .

The YMCA SRH programme is so far in its pilot phase. Its activities date from 1996 but its active services to intended audience are for less than one year. KARHP is also a one-year-old programme.

(d) Project Personnel

Both programmes have just one contact person, the only employed member of staff. All other people working there are volunteers. These are trainers who are supervisors of peer educators in KARHP structure; and trained trainers who play the role of peer educators in YMCA programme context.

The YMCA programme gives out direct and regular incentives that look like wages rather than pay. They are calculated on the number of sessions conducted and reported and on receipts of snacks and drinks taken at sessions.

The KARHP irregularly finds a way to motivate supervisors, and never peer educators, at least until now. These indirect incentives are in forms of bicycles, watches and transport and sitting allowances whenever the programme conducts workshops, seminars or training. The KARHP has also started co-sponsoring further training and studies of its devoted trainers/supervisors. All the personnel of both programmes volunteer in peer education for SRH.

4.2.2. Differences

There are some aspects found in both programmes that look different though this does not

necessarily mean one of the programmes is mistaken. These are discussed below.

(a) SRH Educators

Peer Educators are the key people whose hands run the programmes. They are the most important human resources that shape the programmes' image right at the delivery point. The YMCA peer educators are all non-Zambians. They are refugees, with more than 80% from a French speaking background. Having arrived recently in Zambia after their studies, they are not yet very conversant in English nor in local Zambian languages. They use English, though. The YMCA audience, made of the under-served groups of people, is illiterate and rarely semi-illiterate. The use of any available interpreter was necessary and utilised in two groups. The results were dubious; the poor translation resulting in a dilution or change of the meaning of the message. Where the translation was not done, the communication breakdown was manifest. The two situations led to unnecessarily long and tiresome sessions. As a result, little rapport was created and hostility resulted.

For KARHP the peer educators are all Zambians and youthful. Having been selected from already existing groups and/or communities, they command audiences in the appropriate level of jargon/language. The audience is spontaneous in discussing or documenting their activities and in entertaining its members. The peer educators find themselves learning from the peer groups' members whose final decision could even contradict the initial peer educator's statement.

The two peer educators bodies are also quite different in composition, in approach and hence in degree of effectiveness.

(b) Audiences of Programmes

The audiences of the programmes differ too. The KARHP audience is well defined, well

localized and well defined age-wise. Its needs' assessment can be easily regularly conducted, though particular youth sections need particular needs assessments. The training of peer educators is general with attention given to its applicability to the youth situation.

The YMCA audience is scattered, mobile and of various age groups. This audience needs dynamic and focalised needs'assessment depending on particularities of a social category/ group. This situation calls for specialised training for peer educators but this has yet to be conducted.

The differences of the audiences of the two programmes entail different needs assessment which should be both general and focused. It also requires differently trained peer educators. The heterogeneity of the YMCA audience would require the adoption of a strategy where different specialists are trained for multiple groups.

(c) Components of the Programmes

Counselling, referrals, FLE and SRH are common services provided in both cases. However, the most involving, practical and direct service of health friendly services - known as YHFS in the KARHP context, is absent on the list of activities of the YMCA programme.

The student believes that the YMCA audiences and potential audiences need this service more than the youth. Health centres and health services in Lusaka are to some extent very unfriendly to the blind, the disabled, the refugees, the immigrants, the homeless, the widows/widowers and the street girls and boys. This service, if provided, would even contribute to change the society's general negative attitude towards these social categories.

(d) Committed Volunteers

There are also differences in degree of volunteerism among the two programmes as the discussion below shows.

- The KARHP case represents on the one hand the motivated or active supervisors and peer educators, and on the other, those who are demotivated and inactive. The coordination team of the programme tries fairly to encourage the spirit of volunteerism commitment and programme ownership. A surprising result shown in the period from mid-April to mid-May 1998 when a very high degree of volunteerism was evident. The project coordinator went to Sweden for a one-month visit and course. Three out of five active supervisors left simultaneously in the third week of April. To this very big vacuum, the solution was simple. All pre-fixed calendar activities would continue, all regular meetings for in-school and out-of-school youth, for matrons and patrons would continue. This is precisely what happened and there was a proof that the programme was in the hands of the youth. One of the two remaining supervisors assured the interim coordination of the overall programme. All went well as if the absent “high ranked” volunteers had no role to play.

- The YMCA case is of another kind. The volunteers were semi-motivated, and this, at numerous occasions, was very apparent. Many peer educators used to give wrong timing to the FGDs to discourage any inspection by supervisors. Some were found with already filled-in forms for meetings which had not yet been held. Peer educators were working in small groups of two to four. Some members of these small groups never showed up for FGDs.

The student's stay with the programme was somehow annoying and unwelcome to some peer educators who, against their will, were now “obliged” to found a group. The culminating moment for lack of cooperation in the YMCA case came when the payment delayed at the end of the first month and some peer educators stopped activities and held on

their reports until they got their wages. This situation affected the course of the program, because they had to make arrangements for fresh meetings with their respective audiences.

The YMCA programme is a peer educators-centered one. The needs of the target audience were overlooked. A check by the author revealed that after 26th March 1998, the last date money was paid to peer educators, no single FGD was conducted. This situation left the audience without satisfying the created desire or concluding the learning process.

The degree of volunteerism in YMCA case is low, while in the KARHP situation it is high. This situation, if it remained unchanged, could by extrapolation, lead to low and high effectiveness for peer education for SRH, respectively, in YMCA and KARHP programmes.

The comparative discussion is not an evaluation of the programmes or by any means a measurable comparison between the two programmes. It is, rather, a look into the practice of the peer education for SRH. Therefore, the programme concerned by a certain aspect should do an introspection. This should allow them to learn from others what to do and how to do it in some situation.

However, there is no single and definite form of perfect peer education as a communication tool for SRH. The tools to increase the impact of peer education would include approaches, tact, charisma and commitment.

If the principle of peer education has to be part of life, “peer programmes” should help each other. This could happen through mutual evaluation, mutual enrichment, mutual correction and mutual appreciation from their field experiences before lending an ear to theorist

Chapter Five

Practicum : Inputs and Response

Before starting the practicum, it was agreed with the programmes' coordinators that, whenever feasible, an adjustment will be participatorily made jointly with the concerned level of people. This would be done to improve, consolidate, strengthen, smoothen and render more effective the peer education communication method SRH.

This interesting practice was customary. It was a way to discover, understand and interpret actions and reactions. A multi-pronged approach was adopted. The inputs could be specific or indirect, at group, inter-groups and programme levels. At inter-groups level, the occasion was seized for peer educators to engage in self-monitoring, self-evaluation, self-stimulation and self-encouragement.

At inter-programmes level, a successful two-way exchange visit among peer educators and trainers was conducted. In a one-day workshop, we also had a fruitful exchange of talents and experiences among peer educators of both programmes. They shared experiences. They defined peer education and its importance from the field work point of view. They discussed peer education and change, and gave a thought to peer educators in programmes and in communities, to their good times and their problems. The occasion allowed them to voice out their thoughts to their colleagues.

5.1. Inputs

5.1.1. To YMCA SRH Programme

(a) At the group level

During FGDs, one noticed that peer educators were trained in terms of SRH. One also felt

that there a way of improving the groups' activities could also be found.

- YMCA peer educators had at the beginning their own way of “educating” using demonstration materials and other written messages to illiterate audiences. This top-heavy practice would not allow for interaction. The group was advised by this researcher to switch from lecturing to conducting FGDs, in order to allow for free and frank exchange of ideas.

- Due to their weekly obligations to conduct a session and produce a written report, YMCA peer educators had a habit of shifting from one group to another provided a session per week would take place. The reseacher advised them to concentrate on one group due to the short time available for the evaluation.

The difficulty noticed was the lack of consistency of groups' membership. Sometimes instead of having a fixed group, peer educators chose a meeting place like a refugee centre, a school, a market, etc . They would then meet only people they found at these places. It is a positive sign if a particular place becomes popular because of the programme, and the sessions fit in into people's life schedule. However, in order to be sure whether or not participation brings about change, it is essential to have careful monitoring among consistent members of a group. The shifting group approach of some YMCA peer educators was therefore a nonstarter.

- In the early days, peer educators tend to be inclined to show-off their scientific knowledge, parroting summaries of chapters of books. This practice went on up to the

mid-period of the second phase of the programme when peer educators were advised to let the group itself depict life situations and discuss it. The peer educators were also advised that topics should be narrowed and well-focused, instead of the use of wide themes as happened at first.

- In order to be able to monitor change among group members, peer educators were introduced to *how to lead a group to gradual decision making: the topic is kept focused and all efforts and contributions are made to build a group consensus over a certain topic.*

- In some few cases, groups were very big. Their composition was of over 25 members each. As peer educators were working in groups of two to four, the advice of the researcher was to break up the groups into two, three or four smaller groups, so that one peer educator would conduct focus discussion in a group of six to eight members. Very common also was a situation where a group of three or four peer educators would “conduct” a session of less than eight group members. This was statistically almost one peer educator per one group member, a sort of interpersonal communication. In this situation, the advice was that one or two peer educators would remain with the group while others would form a new group. The group characteristics and the peer educators’ acquaintanceship would guide the division of groups.

(b) At the Programme Level

- The programme’s management was regularly informed of the propositions. They were also briefed about each session attended to permit them to compare and to contrast this researcher’s impression and the session report.

- After a long observation, this student discovered that many problems encountered by

peer educators in field practice were the outcome of their selection. The student felt that peer educators should preferably be selected from their communities and sent for training so they would feel obliged to serve the community.

In the YMCA programme, a body of peer educators is selected and exists before the communities or audiences are thought of. In a similar case, the co-ordination would first assess the degree of peerage of peer educators' groups and of their intended audience group. This would have eliminated the low degree of peerage in some group members.

A situation where both the peer educators' body and the target audiences' body, one body strange to another, are forcibly "arranged " in a peer education for SRH, the degree of peerage would be very low and the impact rather meagre.

5.1.2. To KARHP

(a) At the Groups Level

- Supervisors and matrons/patrons were taught about the need for small groups. Some peer educators were conducting FGDs of more than 70 members, while the ultimate aim of the exercise was to achieve quality and not merely quantity. The smaller the group is, the easier it is to monitor the change taking place among group members. The initial members of the few first sessions should be maintained instead of accommodating anyone anytime because, for instance, the new comers interventions would be taking the group backwards on already made decisions. This would also make the new comers have a distorted literacy relating to SRH.
- Supervisors, matrons/patrons and peer educators of Naboye Secondary School and those of the out-of-school groups were helped to work on the groups' selected theme. They were encouraged to ensure that subjects for discussion at future meetings be made very

topical with some attractive subheadings. Each sub-topic would be put in a presentation form by the group members themselves. It has been observed that group members are ably ready to improvise sketches, theatre, songs and dances before they discuss the content of the sub-theme embodied in their presentation. Decisions would be made on the basis of a group consensus.

- The audience of the whole programme is exclusively made of the youth and the youth is known to like creative and empowering approaches if applied to them. The peer educators were encouraged to try, with the help of supervisors and matrons/patrons to mix the pleasant and the useful and to include some approaches that were tried and proved youth-appropriate, like video show and video recording during the sessions. Video shows about SRH were very good sources of discussion. Video recording of their sessions' activities also proved an exciting experience. Reviewing group contributions and decisions created a feeling of satisfaction and consolidated decisions made. It was also a way to document the group's profile and activities.

(b) At the Programme Level

- The programme employs and pays one person, the co-ordinator. He could not attend all meetings. The field work was monitored daily by the supervisors and these later reported to the co-ordinator. During the researcher's stay, the co-ordinator was able to contrast his report on field activities with theirs. In the process researcher contributed to the monitoring of the efforts, successes and failures.
- The project is attracting more and more people whom it can not cater for with its current active volunteers. Before expanding, however, there should have to be a certain order in group formation and size, an FLE club constitution and attribution of responsibilities at all levels. This will ensure that quality peer education takes place.

5.1.3. Exchange Visits

“To have strengthened and expanded integrated FLE in schools and communities” is Objective Four of the Reproductive Health plan document. On the list of activities to strategically achieve Objective Six of the document reads “Facilitate programme exchange visits in neighbouring countries in areas of peer education, FLE in schools, YFHS etc.” (VPO, 1997: 24). The intended output of this activity is “Improved national capacity to undertake SRH activities through sessions learned in the region”. (VPO, 1997: 24).

It is the author’s strong belief that peer exchange visits are very exciting and empowering ventures and that they would positively and qualitatively benefit both guests and hosts. A short survey conducted among peer educators and the personnel of both programmes clearly indicated that they all would welcome the idea.

As the attachment was on peer education for SRH, peer educators were on 16th and 17th March 1998 asked one open ended question to identify what a peer educator would benefit from a visit to or by other peer educators. The survey revealed that their expectations were as summarised below:

- Learn different approaches in peer education
- Increase confidence in educating peers.
- See different settings of peer education
- Shape peer education communication method structures
- Improve peer education and SRH skills
- Strengthen volunteerism in SRH field
- Learn new packagings of SRH messages

The student exerted himself in conducting the monitoring exercise. Guidelines were set and facilities provided. The programme of exchange visits got started. It was done at two levels. Internal exchange visits and external exchange visits. They were introduced in order to be an on-going activity to be conducted as often as needed and possible.

(a) Internal Exchange Visits

Internal exchange visits, if well planned and organized, can be purposively used and yield positive results.

- For the YMCA programme, after five on eight weeks that correspond with the programme life period, there were two groups of peer educators that, according to the student's monitoring results, failed completely to organize a FGD for unknown reasons. The peer educators of refugees were like their colleagues receiving the wages on "session" report submission.

Dealing with under-served groups is a delicate experience. The student being himself a member of a Lusaka refugee community was embarrassed on what and how to advise coordinators of the programme. But as the assignment of the author was to try to improve the peer education for SRH, a step in that direction had to be made. Then, the exchange visit was tried.

The first step was to identify the most successful group that would host these peer educators and share with them in their normal FGD. The second step was to set directions to the guest peer educators. These were asked to fully and keenly participate in the FGD. After the session they exchange experiences with their fellow host peer educators. This allowed the guests in their report to the student to describe the session. They compared it with "their imaginary sessions". They also stated what and how they benefited from the

visit in terms of peer education for SRH. The exchange visit took place and the output is discussed below:

The guest peer educators recognized that the meeting held at Kanyama Lutheran Evangelical Church in Africa was well carried out . The host group had a number of members who were more punctual, committed and participated more actively, compared to the visitors' clients. From the visit, the guest peer educators admitted to have learned how to more successfully conduct a FGD. They did not hide their surprise about what they called the group's "high standards" of peer education in SRH. They took the experience as a challenge and promised to do better in the future. Three days later this student was invited to attend the first ever organised FGD by the guest peer educators. This group, however, was going to have only two meetings before the funded phase of the programme would come to an end.

Similar initiatives, were conducted in different places as the peer educators were told to be totally free to attend the activities of their colleagues. Peer educators often attended colleagues' video shows to get familiar with the medium use, to select and review the tape that would suit their group, etc. They were all asked to bring their group for a video show session at the programme headquarters, at least once over the eight weeks.

- For KARHP, the internal exchange programme was introduced as soon as the author joined the project. It was done for both youth categories : in-school FLE clubs and out-of-school SRH.

In the first case, it involved the best elements in KARHP peer education. These were taken along the student to visit FLE clubs, other than theirs. In the second case, peer educators and supervisors were invited to attend meetings of the most successful out-of-school

group, the Kafue Estate group. This was done in the hope that they would learn some “tricks” to succeed a FGD session. For the FLE in-school clubs, the programme produced an exceptional 13-year-old young school boy. His traits to capture and convince audience were becoming famous. He featured a lot in holding speeches on behalf of the youth on ceremonial public occasions, in radio programmes, etc. His audio-taped interviews are a source of discussions even among the parents and officials. He is a pride of the programme. The student took the young peer educator to visit two school FLE clubs. The audience were surprised by his advice, educating methods and entertaining songs. The two matrons and two head teachers were surprised by the young boy’s confidence, peer education skills, and the way he could trigger peers’ participation. The two clubs, which by the way, were still getting organised, presented some songs and poems, sketches and drama in the same sessions we attended and discussed the theme.

The young peer educator admittedly recognized the two clubs as being equally successful and rich in peer education methods of which some were new to him. The members of the two FLE clubs promised to challenge the “famous” young peer educator and his FLE club in a rewarding festival to be organized by KARHP. For the out-of-school FGDs, this student identified the Kafue Estate group as a KARHP leading group in peer education for SRH.

The exchange visit programme was organised in such a way that supervisors of other areas were invited and could attend the Kafue Estate group sessions and exchange ideas and experiences. This exercise which was initiated in order to help other groups whose orientation phase had delayed yielded some results.

The Zambia compound supervisor organized football games in the afternoon to attract the youth and started registering those who would be interested in regular FGDs on SRH.

This was a successful method.

The peer educator from Shikoswe had previously led a dynamic group of wood sculptors and woodwork sellers along the main Lusaka-Kafue road. He said that, though it was a good group, he felt that he and his “clients” were no longer peers. He rejoined Naboye Secondary School where he would rather serve as a peer educator. From experience, he revealed that the woodwork sellers’ group had special needs and hence, a special needs’ assessment as well as a special peer education approaches and a special attention were needed in their regard. He confessed he could no longer provide this service.

Peer educators from Kafue town in their interventions convinced the Kafue Estate group they were not participatory enough in their discussions. They challenged them to come and learn from them.

The host peer educators and supervisors decided to reciprocate the exchange visits. Friendly meetings like football matches among the group members were encouraged in order to build up fellowship.

The exchange visit among peer educators of the same sexual and reproductive health programme proved a successful and exciting method for them to “network” with to each other, learn some peer education skills, share experience, self-evaluate and to consolidate the programme capacity in terms of peer education for SRH. It is a way of shaping tact, strengthening and improving the peerage and youth empowerment and, lastly, of consolidating the ownership of the programme by the audiences and communities.

(b) External Exchange Visits

The external exchange visits or exchange visits programme between the two programmes

were organised in such a way they would not only be exciting for peer educators in different environments, but they would also be beneficial to both guest and host peer educators in terms of improving personal capacity to educate peers for sexual and reproductive health through mutually learned lessons.

This report recognizes that both guest and host peer educators benefit from a visit. For practical reasons, however, we hereafter present a one-sided impression from only the guest peer educators. The impression is based on the content analysis of their exchange visit reports.

- On March 22, 1998, four peer educators from YMCA SRH programme paid a visit to those of Kafue Adolescent Reproductive Health Project (KARHP). Being a Sunday and with the same spirit of respecting the audience's free times, the guest peer educators attended discussion activities of the Kafue Estate out-of-school group. Here follows a briefly paraphrased impression of the four peer educators:

“We attended a session of a Kafue Estate focus group discussion, at Kafue Textiles of Zambia (KTZ) Club on 22nd March 1998 from 15:00 hours to 16:50 hours. The group was composed of 25 young people, men and women, inclusive of the three peer educators. There were two sub-topics of one on-going theme, STI. The two subtopics consisted of definition of STI and a listing of STI consequences. The group was broken into two committees. Each committee was given one of the sub-topics to discuss and a task of sharing its stand with the other in a plenary session.

The whole session had three committees: the first one was the introduction and the giving out of topics and breaking the group into two committees. The second was a reasonable time to reach decisions in sub-groups in order to share with the counter-part in the

presentation. Thirdly, the plenary session during which their discussions yielded group consensus.

We have appreciated the right and sound interventions of peer educators, their approach, the discussion by the group members and the way peer members respect each other's contributions. They seemed brothers, sisters and neighbours who were convincing each other gradually making small decisions”.

The student's triple humble suggestion is that:

1. There should be an advisable limited number of group members,
2. The KARHP coordinator should encourage inter-exchange.

YMCA and KARHP sexual and reproductive health should work out a global exchange programme: exchange visits, exchange of reports of peer educators' activities, exchange of documentation (books, video and audio tapes) and so forth. Peer educators do not only need experts, they need most importantly their peerage.

A Wednesday was a very busy day in the context of YMCA SRH programme. On eight active groups, four would meet on that day of the week. KARHP peer educators visited YMCA programme's activities on Wednesday 18th March, 1998 and attended three FGDs namely Kanyama, Chawama and Kamwala in a group of two or three. Their impressions are summarized as outlined below.

Kamwala

The headquarters of the programme is in the Kamwala area of Lusaka. It was almost a ritual to have a video show in the afternoons on working days. On that particular occasion “*A choice in front of you*” was shown and discussed. Here are the words of the two KARHP Peer Educators hosted by this activity:

“At Kamwala we found different non-Zambian people (refugees) speaking different languages, unheard in Zambia. We learnt how to mix with other people and the value of peer education. The theme of the video was HIV/AIDS and decision-making.

“We learnt that video which is usually used for entertainment can actually be used as a teaching or learning tool. We learnt teaching methods: drama, songs, role play etc. and how to handle an AIDS patient. The good thing about the video show is that the setting is in the Zambian context.

“After the show, the peers, who are 13 to 15 years old, could tell what transpired in the show, and then the discussion started.

“The peers were feeling shy to openly and freely discuss. We thought of three factors that could justify this attitude. Firstly, the language used was English which these unfortunate street children could not understand and speak. Secondly, the fact that people leading the discussion were as old as their mothers. Lastly, the fact that they were in a different milieu and very unfamiliar to the comfort of modern conference rooms.

“For us there was no peer education. It was just an education, because there was nothing in common between the ‘teacher’ and the peers.”

Kanyama

At the Kanyama parish of the Lutheran Evangelical Church in Africa, a group discussion was held right in the church. The guest peer educators were impressed:

“Interrupted by energisers, prayers and 'alleluia-Amen' calls, the session was conducted in

Shiluba language. Well prepared and organized, the group members are all women of the age of marriage and above, mainly members of the “church women’s group”, and some of their close peers. The topic of the day was family planning methods. The peer educator handled the topic using visual aids.

“The discussion evidenced the traditional, christian and moslem viewpoints. The interventions were supported by the traditional wise sayings, biblical and koranic references. There was a free and full participation with the older ladies contributing fuller than the young ones.

“Generally, we were impressed by the way the peer educators conducted the sessions and captured the group’s attention without interfering in the progress of the discussion. It was concluded that family planning was a very personal affair for individuals and married couples. However, it had become a general concern of the community of immigrants and refugees. For practical follow-ups, group members were referred to Kamwala Clinic, the proposed referral.”

After the session our hosts disclosed to us that their good motivation was due to the wages they receive, the use of video shows for variety and especially the frequent visits by the program coordinators. However, it was also discovered that the proposed referral was expensive and distant to the members’ homes. This student felt they should be introduced to clinics within their compound.

Chawama

In Chawama, two young peer educators were hosted in focus group discussion of their peers but taught by old mothers. Their stay challenged the host peer educators.

“The topic of the day was ‘Adolescence and Sexuality’. It was given by old ladies who tried to follow a certain procedure in their session -introduction, discussion and conclusion. The lesson was well prepared but we noticed two major problems. The educators had a problem of communication breakdown. They did not know enough English nor any local language; while the audience was only fluent in local languages.

“We asked to intervene and conduct the discussion on their behalf, because the topic is popular among KARHP audiences. The youth seemed to enjoy our presence and contributions. We felt very confident.

“Another problem was the general environment. The Chawama sessions are usually held in a classroom. We found it better to go in the open back yard where we performed some sketch energisers. The group members learned our sketches and taught us some that we will introduce in Kafue.

“The fellow educators were very surprised with the fact that their usually timid ‘peers’ had radically changed. These were dancing, singing and fully and freely exchanging views. After the session, while the guests waited for transport, the youth stayed with them performing new sketches.”

All these three groups of KARHP had different recommendations and these were copied by their counterparts. However, they had two common suggestions:

1. Exchange visits should be increased because they create a rare opportunity to assess the strengths of self and of others and at the same time give an alternative to improve the peer education for the better.
2. The YMCA programme should revisit their peer education structure. The current peer educators are trained trainers. These should train opinion leaders among equal peers. Their

role would then be to supervise and refresh the peer education skills and tact for these “real” peer educators.

5.1.4. YMCA/ KARHP Peer Educators Joint Workshop

The culminating point of this student’s attachment was a workshop. This meeting was convened and attended by peer educators from both SRH programmes.

Unlike other previous meetings that involved both parties, this workshop was exclusively for practitioners and the practising peer educators. There were no usual official supervisors or coordinators. There was only this student.

Four YMCA peer educators and five KARHP peer educators attended the workshop at the KARHP headquarters in Kafue, on Sunday on 22nd March 1998. The major objective of the workshop was to fully understand the peer education from its practical point of view. After the introductory presentation, the peer educators expressed their areas of concern and what they expected to know from this practical meeting. Five topics were formulated and distributed to each group of two peer educators, one from each programme.

The peer educators’ approach was interesting. Each pair worked on a specific topic. They also found out from the other four pairs what they thought of the topic. Each pair returned the favour to the other four pairs.

The topics were:

- Peer education: definition, importance and weakness
- FGD and decision-making
- Peer educators in their communities and organizations
- Peer educators life: good times and problems
- Peer education and change.

These were presented and discussed in the plenary session in order to reach a more compromised, more common and more correct understanding of peer education for SRH. Each topic got a common stand of the plenary session. The following is the shortened version of their discussion.

(a) Peer Education: Definition, Importance and Weakness

The assembly produced the operational definition of peer education as being “the education among the youth of the same age-group who share ideas, especially on SRH.”

It said that peer education is of a certain importance for it yields to audience-produced solutions to peers’ problems. It takes place among peers as a democratic and free inter-education. However, inexperience, unsociability, lack of a suitable approach and lack of support may weaken peer education.

(b) FGD and Decision-making

The FGD has been defined as a way in which a group is organised by a facilitator or peer educator to discuss a particular topic related to them. It usually leads to decision-making because group members get proper information through discussions. They are also able to come up with a final decision, the one to be followed by people changing positively in terms of behaviour.

(c) Peer Educators in their Community and Organisations

People have different attitudes toward peer education for sexual and reproductive health depending on communities. Some argue that this kind of education and, hence, educators encourage prostitution by distributing condoms and teaching prevention of pregnancy contrary to tradition.

Others are happy with the results of peer education for sexual and reproductive health. They believe that the intended audiences have developed self-esteem and are able to make sexual and reproductive decisions which are right and informed.

For the organisations, peer educators who are at the delivery point of the whole process, have been overlooked. They need more respect, more attention and more support.

(d) Peer Educators' Life: Good Times and Problems

Regardless to their field of work, peer educators are people whose life has changed in terms of communication with people, with communities' leaders, health providers at the clinic, target groups in the communities, etc. In the field of peer education work, the positive side of life is the knowledge peer educators gain in communication skills and in sexual and reproductive health. This helps them to communicate confidently and effectively to "clients" whose opinions are an inexhaustible source of enrichment.

However, for peer educators, life is full of problems like peer pressure, lack of allowances, lack of demonstration materials, lack of freedom, low awareness in some non-sensitized communities. These life factors that are more social and organizational than personal can dilute the impact expected from the peer education.

(v) Peer Education and Change

Peer education especially in focus group discussions is a conducive setting and method for change. However, the change itself, its speed and its sustainability depend on which method, technique and approach to a peculiar audience. It has been noticed from peer educators' field work that change is usually slow and dynamic.

5.2. The Programmes' response

This section is important in that it helps us to do justice to the whole report. It finally traces the response to this student's inputs from the peer educators, supervisors and coordinators of each programme. The field lesson allowed this student to draw some recommendations which will be presented later. Some of these recommendations were to be tried on the spot or in organised sessions and meetings. This section presents reactions of participants to the two programmes to some of the suggestions this students made.

5.2.1. YMCA.

In the YMCA SRH programme, reactions to this student's inputs that are hereafter presented came from individual peer educators, the peer educators' body and from the the programme coordinators.

(a) Peer Educators

- Many peer educators at the beginning of this student's attachment were conducting focus group discussion for "available" audiences. These were people easily and normally found in some places, people already organised to whom a peer educator looked a strange expert. They were selected because of some peer educators' reasons: distance, zeal, emulation, etc. Peer educators were interested in "teaching" the nearest available group.

A revisit of these selected audiences by peer educators was not possible given the short time and the obliged weekly report. However, the attachment proved to them that that was a lost effort. It persuaded them to quit from casual groups and find and concentrate on the "right audience". Many of the peer educators did this and expressed their satisfaction.

- To some YMCA peer educators were suggested some target audiences. The suggestions of the coordination team were taken as obligations even if in some cases peer educators were going to experience problems.

The suggestions were very good but only to be considered if the peerage was going to be high. They were told that individuals only can decide on which audience is more convenient to peer educate.

- The first field follow-up served to adjust situations whereby peer education was, from indications, going to be harmful instead of being beneficial to the intended audiences. The student and the peer educators convinced each other that, in SRH, nothing could be better than anything.

The delicateness of the subject they were handling made peer educators to make more effort to achieve the quality service. Persisting in a reckless manner in this type of topic would cause more harm to the audiences.

- The quality of work is not judged by the size of audiences one has “peer educated”. The work should be measured in terms of quality service and the impact on the audience. All peer educators understood that they should concentrate on “one right” group, especially given the eight weeks (eight meetings or less) that the project would last.

- The visits became a peer educators’ empowering activity. Peer educators serve as examples and models to each other. They are frank in their advice to each other.

The practice increased both host and guest peer educators' confidence. They ended up with a good package of practical communication skills and strategies. However this should be done in an orderly manner to avoid frustration of the host group.

(b) Peer Educators' body

- In this particular programme, refugees, who are also on the list of under-served groups in terms of SRH services and information, are here utilised as the exclusive peer educators of this audiences' category. This student's regular attendance to their activities, consistent quest for quality peer education, keen attention and pointful advice contributed to built up refugees' peer educators confidence.

Being at the central point in the programme, this attitude building proved to be a "good conductor" of quality in peer education. Peer educators who were striving to impact the change among groups' members, did the same also to progressively involve themselves in the programme control.

- Educating peer educators about the largest picture of the programmes, its general national context, and especially its goals and objectives put them in readiness situation to make due effort to improve the quality and charisma of peer education for SRH care among underprivileged groups of our society.

At the end of the attachment, all peer educators were able to trace a correct profile of their programme and put it into the national context.

- Peerage is a key factor in peer education. The SRH is a delicate topic to handle tactically. Moreover, the underprivileged are hard to educate. The tendency to accommodate anyone in a targeted group frustrates groups' members in their discussion, decisions and

actions. At the beginning, the charisma and sympathy of peer educators would made them welcome anyone in the group.

Peer educators learned from the information and exchange visits that being exclusive, and selective is a desirable quality than discrimination. All social categories are (supposed to be) dealt with the appropriate peer education.

This practice astounded the pyramidal situation of group members' selection. On ten groups that were still active at the end of the attachment, only two remained "wrong groups". Efforts to remedy the situation were vain because the two groups were recommended by the coordination of the programme.

(c) The Programme's Co-ordination

- The attachment was intended to practically improve the "quality" of the communication method. It demanded full and interested involvement of the student in the field work. The coordinator enjoyed the free service of the student to monitor, correct and contribute, especially when many activities were simultaneously taking place, on holidays and weekends or when the coordination was held up.
- The attachment permitted the whole programme to constantly evaluate itself. This was achieved through internal and external exchange visits. The programme also benefitted from the openness and inclination to effect quality communication by the coordinator.
- The programme grew through exchange visits. It acquired a sustained motive to strengthen its capacity of improving the peer education for sexual and reproductive health among the vulnerable groups of the society.

5.2.2. KARHP

The attachment's contributions to effect more peer education through better communication method either got instant or retarded feedbacks. The views hereafter presented are some of those registered from the peer educators, trainers /supervisors' body and the programme coordination.

(a) Peer Educators

- The peer educators learned from the attachment that the information channel was ritual rather than official. They are now able to directly address themselves to the programme coordinator. The supervisors constitute an intermediary position between the coordination and peer educators, only when necessary. Peer educators are not obliged to use the same channel to communicate their views. They are freely able to communicate with the coordinators about themselves and their concerns.
- More positive attitude were observed among peer educators after the internal and external exchange visits programme started and the announcement of the in-programme festival on which occasion awards will be presented .
- The National Workplan stipulates in its Objective Four, Sixth point that responsible parties i.e. non-governmental organization, the Ministry of Education and the MOH will, in the time frame of 1997-2001, "facilitate programme exchange visits in neighboring countries in areas of peer education, FLE in Schools, YHFS, etc."(VPO,1997).

A similar programme at organizational level is scheduled to start in 1998. That is twinning of Zambian and Swedish schools. The plan of activities for 1998 limited the activity to meeting its requirements and conditions.

As explained earlier, internal and external exchange visits were conducted within programmes and between KARHP and the YMCA programmes. This was to psychologically prepare the people who will be involved in schools twinning programme and Zambian-Swedish in-school groups' exchange-visits.

- Lessons learned from different settings during the out-visits, and praise, advice and even criticisms received during the in-visits consolidated peer education capacity and shaped the social, and relational ability. For instance, soon after the visit, the KARHP peer educators (and supervisors) openly disclosed the existence of a continued negative attitude of some elders (teachers, headteachers and others) about their activities. This was partly because they knew their sole programme and that its communication method can only be used among the youth. After the visit to YMCA similar programme, for which the target is not only the youth but even the old people, KARHP peer educators asked the coordination of the programme to quickly address the issue.

(b) Trainers / Supervisors

- The peerage factor should be respected. At the beginning of the attachment, trainers / supervisors tended to override peer educators' role in different groups. Towards the end of the attachment, this had changed. Peer educators were almost irreplaceable in their groups; and if they had to go, supervisors certainly could not possibly be the replacement.

Supervisors/trainers activities were doubly reported to the coordination by both supervisors themselves and by this student. This practice brought in a culture of fairness in reporting the programmes' activities and taught supervisors to report even failures because they are part and parcel of the development of the programme.

(c) The Peer Educators and Supervisors' body

The attachment consisted of daily attending the programme's activities in peer education. The student, when necessary, advised and taught the peer educator and/ or supervisor how the session could be qualitatively improved and, depending on the concerned audience, how the peer education could be made more durably impactful.

The KARHP peer educators and supervisors copied and improved the use of video after their visit to YMCA programme. The video shows helped them break the monotony so as to attract more youth. The discussions became more interactive. The video show activities in KARHP were doubled with the video recording that was going to be used for documenting their activities and allowing groups' members to review whatever activity had been recorded. Recording and listening were also adopted.

(d) The Programme Co-ordination

- While some researches were conducted by elderly people who could not create a real rapport with the programme audience and personnel, in this case this student almost as young as some of the personnel could easily mix with them. The approach went even further by making peer educators and supervisors research themselves and produce alternatives and solutions to peer education scenarios.
- The programme has mainly hosted white experts from Sweden for the reason that it is SIDA-sponsored and that the mother organizations of FLMZ and PPAZ are, under the arrangement, entitled to assessment and evaluation of their programmes. This is often done by foreign (white) experts.

- The coordination of the programme is still trying to meet the requirements and conditions for successful twinning and exchange ventures. The exchange visits, internal as well as external, have proved the idea very feasible and, if well prepared, very enriching at individual, group and programme levels.

Chapter Six

Recommendations and Conclusion

This chapter consists of a short list of recommendations to each programme in the area of communication method only. Recommendations are specifically addressed to either peer educators, supervisors /trainers or coordinators. Their compilation is based on observations and experience of this student during the fieldwork visits and workshops.

6.1. Recommendations to the YMCA SRH Programme

- (i) The groups being advised with in sexual and reproductive health are specific and different from each other. The peerage should, therefore, manifestly exist within a particular social category.
- (ii) The trainers should identify and train opinion leaders of the different groups of peer members in order to sustain the programme.
- (iii) The IEC programme should start and be operational in order to provide basic literature, appropriate to each social underprivileged group. This would facilitate supplementing mass communication and the FGD by either interpersonal or even intrapersonal communication.
- (iv) This SRH programme should work hand in hand with the groups' associations and NGOs that advocate and work towards their welfare.
- (v) Specific need assessments for specific groups of people should be done regularly.

6.2. Recommendations to KARHP

- (i) Give a deep thought before introducing incentives to peer educators in order to avoid and minimize what might be incentives' negative effects to the efficient and effective peer education.

- (ii) Needs assessment results are not automatically generalizable. There is need to extend the exercise to all areas not covered by “*What is up in Kafue?*”
- (iii) There is an urgent need to formalize the FLE clubs in schools in terms of numbers and responsibilities of their leaders.

6.3. Conclusion

SRH is a comprehensive term whose sub-topics lie in the the target group members’ mind when peer-communicated. The peer education communication method is more persuasive and more impactful when it is done in a small group situation.

Using the same method, YMCA and KARHP SRH programmes are doing a commendable job. They naturally present some weak points.

The exercise on trial basis of empowering peer educators is the ultimate noble goal that development communicators should strive to attain. This attachment has just made a humble contribution. It has observed, profiled and compared both programmes. It also “empowered” their personnel, mainly the peer educators. At programmes different gradual entities, it tried to inputs some appropriate and capacity building actions. To these, some direct feedbacks were recorded.

The attachment has also made recommendations for self-betterment of the programmes and for guiding initiatives.

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Chapter Five

Practicum : Inputs and Response

Before starting the practicum, it was agreed with the programmes' coordinators that, whenever feasible, an adjustment will be participatorily made jointly with the concerned level of people. This would be done to improve, consolidate, strengthen, smoothen and render more effective the peer education communication method SRH.

This interesting practice was customary. It was a way to discover, understand and interpret actions and reactions. A multi-pronged approach was adopted. The inputs could be specific or indirect, at group, inter-groups and programme levels. At inter-groups level, the occasion was seized for peer educators to engage in self-monitoring, self-evaluation, self-stimulation and self-encouragement.

At inter-programmes level, a successful two-way exchange visit among peer educators and trainers was conducted. In a one-day workshop, we also had a fruitful exchange of talents and experiences among peer educators of both programmes. They shared experiences. They defined peer education and its importance from the field work point of view. They discussed peer education and change, and gave a thought to peer educators in programmes and in communities, to their good times and their problems. The occasion allowed them to voice out their thoughts to their colleagues.

5.1. Inputs

5.1.1. To YMCA SRH Programme

(a) At the group level

During FGDs, one noticed that peer educators were trained in terms of SRH. One also felt