ONLINE
TRAINING GUIDANCE KIT

A standard guidance kit on online training for peer educators

2022

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01 INTRODUCTION

Background

One of the finest methods of promoting health and healthy practices is peer education, in which individuals of a community are helped by their peers to change for the better. The 'peer' in peer education means people of your age or close to it who have similar experiences and interests, based on age, grade, or status. Peer education involves peer educators educating people who may have comparable social backgrounds or life experiences by teaching or sharing health knowledge, beliefs, and behavior.

Anyone from any location may learn new abilities or improve their current ones through online education. Adding new capabilities to your repertory expands your skill set and enhances your capacity. YPEER Asia Pacific Center has been focusing on peer education linking Sexual and Reproductive Health and Rights (SRHR) and other issues relevant to youth since its establishment in 2009. The center places a special priority on strengthening and spreading high-quality peer-to-peer education. While in-person activities have always been appropriate in the advocacy world, online training has gained momentum after the global outbreak of COVID-19.

General Objectives

This toolkit on online training intends to link the traditional forms of peer education with the modern means and methods of online peer education, which are becoming necessary and popular due to the COVID-19 pandemic and social distancing measures. The toolkit also intends to serve as a level-zero guideline for young people who want to initiate peer education through online means and advance their knowledge on online privacy, digital safety, etc.

The toolkit will also ensure that tips to conduct successful, effective, and sustainable online peer education are communicated through its contents.

Specific Objectives

01 To support civil society and youth networks in adapting to the recovering stage from the COVID-19 pandemic and other Humanitarian situations.

02 To expand youth and community-led efforts in mitigating the impact of the COVID-19 pandemic on human rights and access to health for vulnerable communities and key populations.

03 To monitor national and international resourcing of SRHR, HIV, and COVID-19 responses for inadequately served populations and other young people.

04 To ensure efficient, effective, and timely delivery of SRHR and HIV information and services.

05 To standardize the online peer education methodology across the Asia Pacific Region and beyond across every country around the world.

Introduction to Y-PEER Asia Pacific Center (YPEER AP)

Y-PEER Asia Pacific Center (Y-PEER AP) was initiated in 2009 with the support of UNFPA Asia Pacific Regional Office (APRO), UNFPA Country Offices, and partner organizations in the region. Since the establishment of the network, Y-PEER across the Asia Pacific Region has been focusing on peer education linking Sexual and Reproductive Health and Rights (SRHR) and other issues relevant to young people.

Additionally, Y-PEER Asia Pacific has been playing an active role in ensuring that youth voices are well-represented at key global and regional events and platforms, including:

01

The Asia-Pacific Forum on Sustainable Development (APFSD)

02

Youth-led regional mechanisms (e.g., The Asia Pacific Inter-Agency Task Team on Young Key Populations)

03

Regional youth networks (e.g., Y-PEER Asia Pacific, YouthLEAD)

04

Post MDGs as well as SDGs SRHR, Youth Peace and Security Regional Consultation

05

ICPD25, ICPD+30, International Family Planning Conference and others

YPEER Asia Pacific Center's Mission

To strengthen and spread high-quality peer-to-peer education in the field of adolescent sexual and reproductive health (SRH) and HIV prevention in the Asia Pacific and worldwide.

Y-PEER Asia Pacific Center Provides

Peer-to-peer education

Peer-to-peer education using participatory methods (such as theatre-based techniques, role games, simulations, etc.)

Capacity Building

Capacity-building opportunities in various fields, including SRHR, youth leadership, and mental health.

Youth Leadership

Youth Leadership in issues of young people linking SRHR (Example: SRHR and Environment, Substance abuse and Youth, Young People and HIV, Disabilities and Young Key Population)
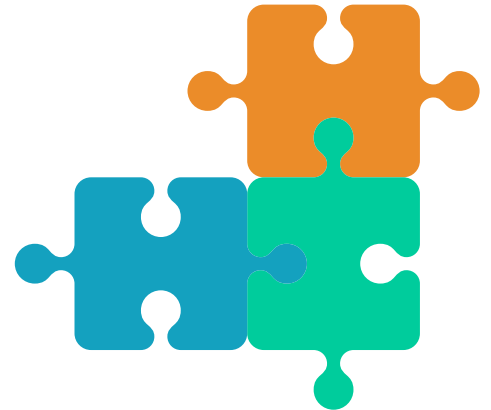
Structure of Y-PEERAP

Y-PEER ASIA PACIFIC CENTER

Y-PEER AP Networks and Partners

Y-PEER National Networks in Asia Pacific

National Board & Members

7

International Core Members

Y-PEER AP Thai Foundation (ongoing registration)

Annual General Meeting

Alumuni Members

- **Y-PEER AP Coordinator**
- **Communication Focal Point**
- **Staffs, Consultants, International Interns**
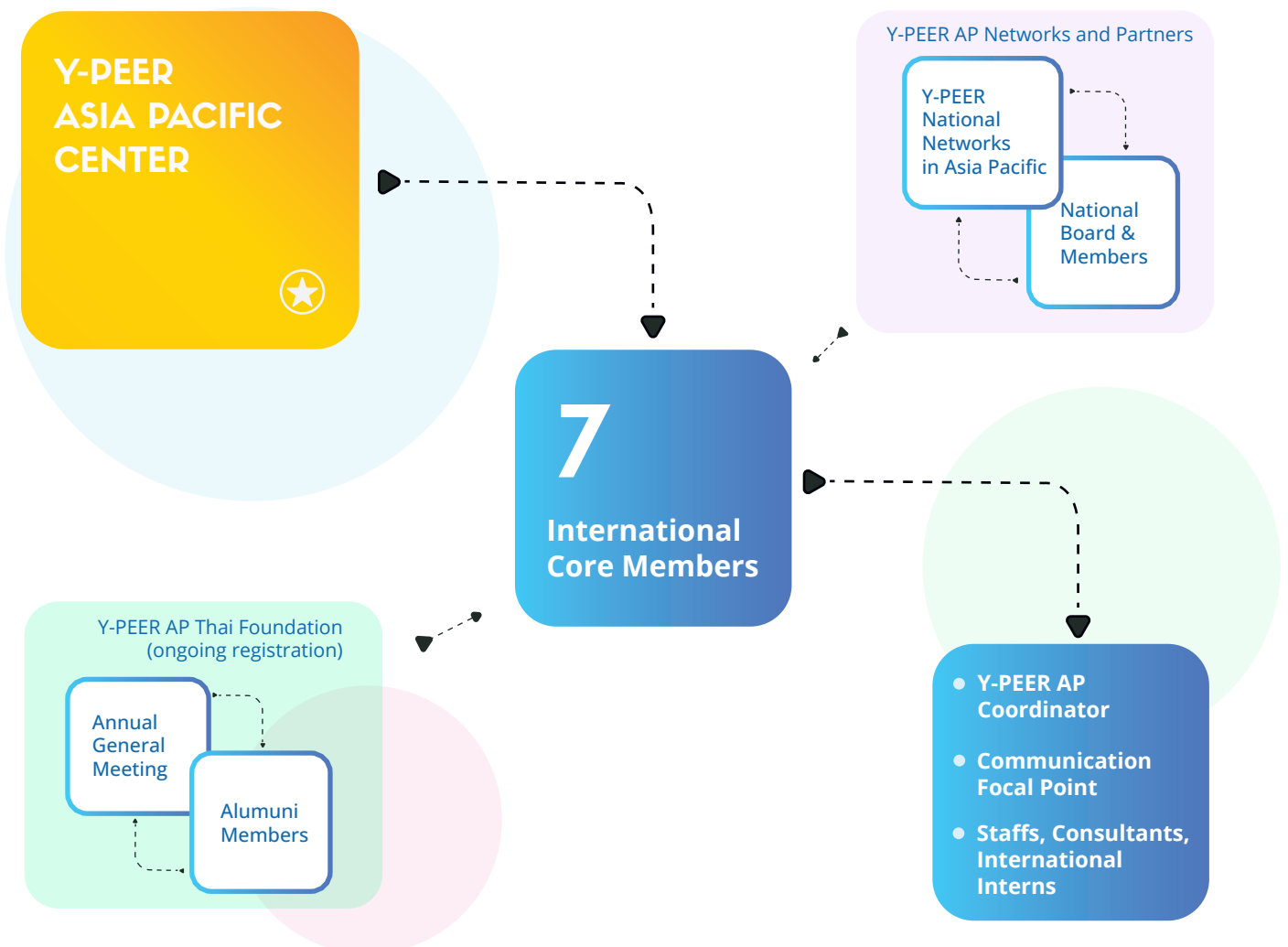
Y-PEER Asia Pacific National Networks

A Registered Y-PEER Asia Pacific National Networks

Y-PEER Philippines NGO	Y-PEER Nepal NGO	Y-PEER Kiribati NGO	Y-PEER Mongolia NGO	Y-PEER Afghanistan NGO	Y-PEER Bhutan Foundation
2013	2015	2017	2018	2018	2022

B Other Y-PEER Asia Pacific National Networks, Y-PEER AP National Groups, and Y-PEER Asia Pacific Country Representatives. Non- Registered

Pakistan	India	Srilanka	Maldives	Bangladesh
China	Thailand	Lao PDR	Cambodia	Myanmar
Vietnam	Indonesia	Timor-Leste	Papua New Guinea	Tonga
Fiji	Samoa	Australia		
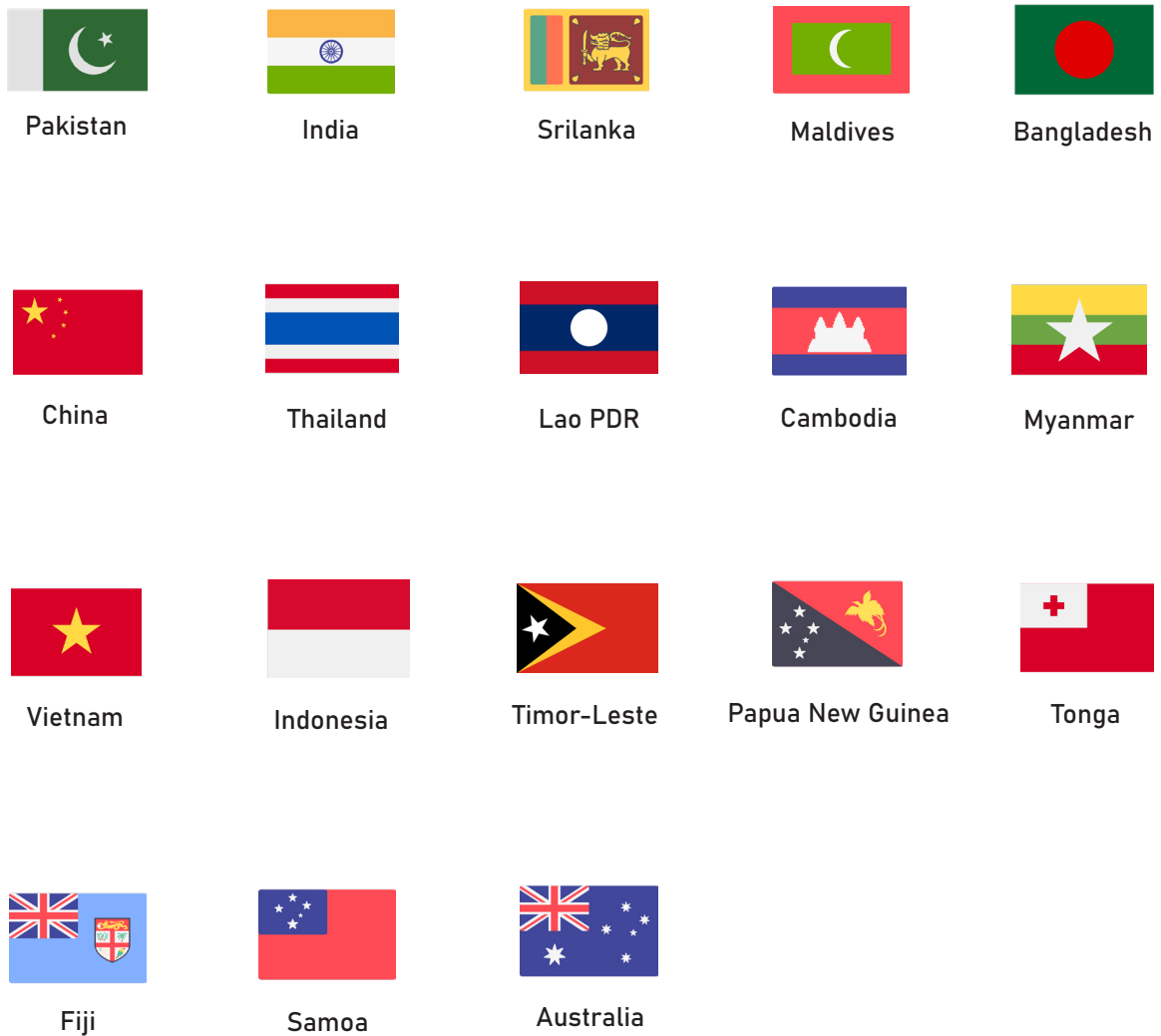
PEER Education

Peer education is one of the four most popular approaches to youth development among first-generation adolescents and young people, alongside youth centers, youth-friendly services, and family-life education. The term peer education can describe many different things, including an approach, a technique, a channel for communication, a method for message transfer, and a philosophy.

The young population has extensively used peer education to influence and create positive changes for those around them. In the health sector, it has been used in several areas, including nutrition, family planning, child health care, substance abuse (alcohol, tobacco, and drugs), and violence prevention. Initially developed by Aristotle, peer education has become one of the most widely used methods of combating the HIV/AIDS epidemic.

Peer education mainly includes education and counselling by and between individuals with similar backgrounds and characteristics.

Impact of COVID-19 on Peer Education and Learning

The COVID-19 pandemic has inconvenienced people, restricting their travels and limiting them from attending physical training and workshops. In these circumstances, many organizations have invested time, resources, and energy to create alternative ways to continue learning engagements and ensure that no one is left behind. It is essential that during periods of limited engagement, we build online resources that can be accessed by even the most vulnerable and marginalized communities and people.

Online platforms have not only helped keep people educated and engaged during the pandemic but also provided equal and equitable access to information. It has also helped organizations like Y-PEER AP understand the importance of strengthening online training and focusing on online training needs. A standardized online training toolkit will allow us to provide quality and sustainable online training and ensure maximum outreach, which is an advantage over physical engagements.

Having experienced the inconveniences caused by COVID-19 on physical workshops and engagements, it is time that we draw a lesson from it. Wars, countries' challenged economies, or political changes could be a few of the many possible future scenarios disrupting physical learning. While the future cannot be predicted, Y-PEER AP aims to create a standard toolkit to face such challenges. The organization seeks to ensure that timely and standardized quality education is accessible to anyone from anywhere in the world, as per the organization's values and scope:

> "No misinformation be passed, and no one will be left behind when it comes to online training!"

Other Humanitarian crises among adolescents and young people

The challenges facing the populace have increased as a result of COVID-19. People are not only afraid of contracting COVID-19, but their quality of life has also been negatively impacted. Due to increased labour concerns, isolation, and other intellectual problems, as well as effects on the provision of necessities, lockdowns were implemented. During such a difficult time, many humanitarian crises emerged. Some of the impacts of these crises are:

» Fear of getting COVID-19

» Loss of income sources/ No opportunity for the income

» Lack of food

» Lack of hygiene

» Un-enabling home environment

» Lack of access to the health care setting/treatment

» Lack of the access to family planning measures leading to unsafe sex and unwanted pregnancies

» Increase in the cases of STIs and HIV

» Increase of unsafe abortions due to inaccessibility issues

» Isolation leading to mental health problems

» Lack of security

» Increase of dependency on substances such as alcohol and drugs

» Hampered education

While many of these humanitarian crises stem from causes that cannot be dealt with, the main cause put forward by the pandemic is isolation and increase of the inaccessibility problem.

Organizations like Y-PEER AP are working towards bridging the gap and creating accessibility for everyone.

02 ONLINE TRAINING PROCEDURE
Before the training

Objectives

The facts, figures, and information keep changing in this fast-moving world. Educators must keep up with constantly updating information. As a peer educator, it is morally and ethically necessary to keep away from untrusted and unverified sources and deliver only correct information. This section of the toolkit will help peer educators prepare for every aspect of online training, starting at the beginning – collecting information.

Privacy and Staying Safe

Before learning about processes and methods of conducting an online training, one must learn about digital privacy.

Ensuring that the participants are in a safe space in all aspects is important in the planning and execution of an online training. As trainer, you must ensure that participants know virtual conduct. Some important points to remember include:

⭐ Use a safe meeting host site through a safe WiFi network.

⭐ Secure meetings with a password and use waiting room feature to filter attendees. Use unique meeting links each time, if possible.

⭐ Participants must refrain from sharing personal information such as phone numbers and address.

⭐ Constantly check whether unwanted links are being shared during sessions that may be spam or harmful to participants.

⭐ Unwanted groups created in name of official group can also be harmful and must be monitored.

⭐ Control who may share their screens during a meeting and monitor the participant list.

⭐ Make sure all participants are informed before you record any meeting.

⭐ Store all recordings in a safe place.

Following these simple steps can help better the online experience for you and the participants you are guiding, while helping you maintain a safe environment for your training.

Steps to organizing online training

Here are the steps you must take to build a successful online training program.

1 *Gather your Information*

a Make the proper inquiries. This will help you determine the information you need to put together. Consider which area your training will focus on and what information source will most benefit your trainees.

On Comprehensive Sexuality Education, HIV, and mental health topics, it is crucial to visit the resources available on the websites for UNFPA, AR-ROW, UNICEF, WHO, and Ministry of Health in your respective countries.

b Align your training to the identified objective. Now that you know your training needs, you can divide training into small modules.

c Verify the consistency. A solid training program presents all the necessary phases in a logical order. Consider yourself a beneficiary of this training!

2 Create Your Presentation

a You may use existing PowerPoint presentations if they are available. However, you will need a fully featured authoring tool if you wish to start from scratch or need to make a lot of tests and quizzes.

b Where appropriate, provide video recommendations and interaction. Ensure you are not giving your learners slide after slide of static text that will bore them. Similarly, you don't want your animations to overpower the real e-learning information!

c Proofread! It is simple to overlook minor errors when reading the same material repeatedly for a while. However, even little mistakes might make a learner less confident in a course.

d Arrange Practice Runs. Show the content you have prepared to your co-trainer or group member and discuss what is good and what needs improvement.

3 Implement Your Online Training Program

a Choose a convenient Learning Management System (LMS) for your training. There are numerous free and paid versions of LMS. However, Zoom and Google Meet provide free online training/learning platforms.

b Get feedback. An online training program isn't effective if participants do not like the format or find it hard to use.

c Keep tabs on the training. To ensure the effectiveness of your training program, it is important to check its effectiveness and relevancy often.

Online Education Methods

There are mainly three types of online training you can choose as detailed below.

Live learning sessions

Live learning is a class delivered by a real person in real-time, online in a virtual classroom, or by any other method that necessitates interaction with an expert. It is one way to deliver online training. It is like face-to-face training, which enables trainees and trainers to interact live and get the queries and concerns clarified then and there. It is proven to be the most effective of these methods.

However, live learning can consume a lot of time and resources. It may not be feasible for countries with expensive or unreliable internet connections. However, it is most efficient for those with cheap mobile data, access to free WiFi, and ample time.

In such sessions, we can invite experts to speak on the chosen topics, have the trainer make their presentations, and have live control in the session. This online training method can also be in the form of webinars or panel discussions.

Self-paced learning session

Self-paced learning is a type of learning where the student controls how much material they take in and how long it takes them to understand the new knowledge fully.

In self-paced learning, the contents are made available on online platforms for a specific period, where learners can download and read whenever they are free. At the end of the reading, they are often required to complete assignments or quizzes.

Hybrid

It is a combination of self-paced and live learning, where learners enjoy the knowledge in different modes. This may be the most effective way of training.

FREE tools in online Peer Education

There are various tools one can and should use for online training. Some suggested tools are:

Google Meet
A free feature provided by google to conduct live sessions.

Zoom
A platform for real-time online sessions that provides streaming options.

Google Classroom
A free platform for offline learning where contents can be uploaded and made available for use.

Canva
This application provides a series of features from poster making to Power-Point presentation making and many more.

Google Calendar
You can quickly schedule meetings and events, and get reminders about upcoming activities, so you always know what's next.

Doodle
Is the fastest and easiest way to schedule anything — from meetings to the next great collaboration.

Kahoot
Is a game-based learning platform that brings engagement and fun.

Mentimeter
Is an Audience Engagement Platform that transforms any presentation into an interactive and engaging experience

Jitsi Meet App
Is a free encrypted video conferencing software. It is open source and uses end-to-server/transit encryption.

Cisco webex   WhatsApp   Google Hangouts   dialpad   Skype

FreeConference.com by iotum   lifesize   TrueConf

slack   f LIVE   YouTube LIVE   ... and many more

The To-Do list

As a trainer, you must know the following 'to do' things.

✅ *Concept Note*

A concept note is a 1-2 paged document that will be shared amongst partners and participants. It should include background of the training, objective, topics, application link, duration, time and number of applicants, fees, and benefits. It should also include whom to contact for any inquiries. It should also include a timeline.
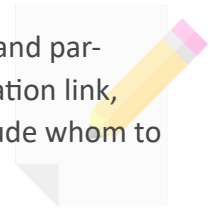
✅ *Screening and Selection Committee*

To ensure fairness and transparency in the selection, a team must be formed to carry out the selection process. The team can define the criteria for marking and select the participants. Having a selection team will ensure effectiveness and transparency and save time.
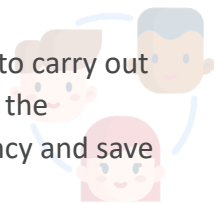
✅ *Design posters*

Before you start training, you should know how to design a good poster. The posters are essential for website and social media pages so that partners, funders, and applicants know what is happening. Contact details must be provided as well. A clean and informative poster can be designed using free online tools like Canva.

✅ *Call for application*

A call for application must ask applicants for their name, gender, age and country, and any other information you are looking for from a participant. It is similar to a survey form, where you collect the details of participants based on which a selection can be rolled out. Google form is an easy platform for designing the call for application.
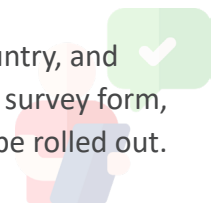
✅ *Congratulatory emails*

Once we have the participants selected, a professional congratulatory email must be sent out, based on which confirmation can be sought. Once confirmation is received, other details like meeting link and any other documents can be shared.
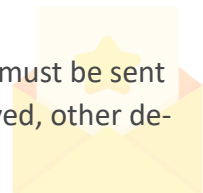
✅ *Communication to Partners*

One of the essential components of online training is communication. Once we have our partners confirmed, we should keep them updated on the use of their logos, sessions they may like to be a part of, and other important stuff. As trainers, we are not allowed to use their materials (logo, slides…) without their consent.
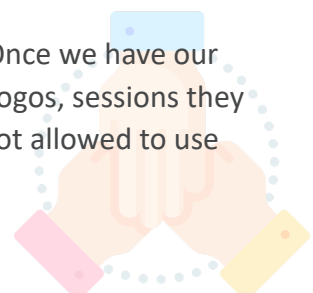
03 ONLINE TRAINING PROCEDURE
During the training

Irrespective of the type of training, it is crucial for one to follow specific standards and procedures to ensure quality in the delivery of content. This section will help trainers understand how the training can be initiated and delivered.

Introduction of Trainers and Participants

Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to work with this group.
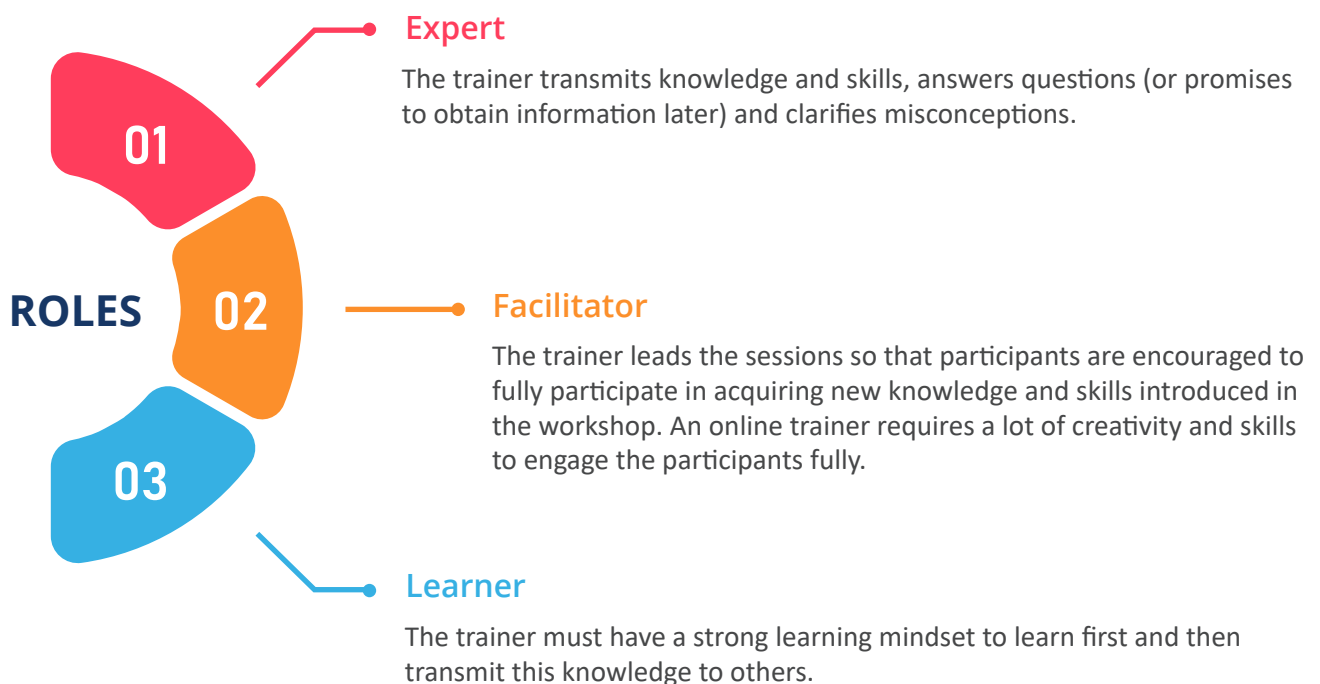
Participants may introduce themselves in chat box or on camera (no one shall be forced to turn on their cameras or speak). Note: If the meeting is being recorded, participants must be informed of this and given a choice to turn off their videos if they do not consent to their image being shared.

But, to recognize who is who, all participants should rename themselves on zoom with:

1. Their name
2. Their pronouns
3. Country or network that they represent

Note

In any training, but especially online training, trainers play several roles.

ROLES

01

Expert

The trainer transmits knowledge and skills, answers questions (or promises to obtain information later) and clarifies misconceptions.

02

Facilitator

The trainer leads the sessions so that participants are encouraged to fully participate in acquiring new knowledge and skills introduced in the workshop. An online trainer requires a lot of creativity and skills to engage the participants fully.

03

Learner

The trainer must have a strong learning mindset to learn first and then transmit this knowledge to others.

Ethical Conduct

There is ethical conduct that a trainer must follow. Some of them are:

▶ **Respect, promote, and protect human rights:**
Participants may come with different opinions, characters, emotions, and pre-existing knowledge. As a trainer, one's moral responsibility is to respect their opinions, promote openness, and ensure that everyone feels safe and valued in the training space.

▶ **Show cultural sensitivity**
People come with different beliefs and cultures in an online forum. A trainer must first understand each participant's background and ensure that other participants understand too. The trainer must give enough time to understand and discuss the differences that may arise. If there is any disagreement, the trainer should make them feel that each culture is different and should be respected. Consent must be taken to talk about and discuss sensitive topics.

▶ **Respect diversity:**
The participant group may have varying knowledge and abilities. The trainer must dedicate their time and skills to encourage discussions on these differences, including interdisciplinary perspectives on how prejudice works and how the group can collectively overcome such a situation.

▶ **Promote gender equality and equity:**
No one should feel disregarded based on gender. The program must be designed to be gender inclusive.

▶ **Ensure confidentiality:**
The discussions, opinions, and debates brought up in training shall not be passed onto a third party without the participant's knowledge. Each participant should feel safe to speak and share their opinions.

▶ **Avoid personal judgment:**
Everyone's opinion is correct unless it is based on figures. Respecting opinions is a good quality of a trainer. Avoid personal judgment, biases, or interpretations.

▶ **Provide updated, correct, and unbiased information:**
The trainer must be equipped with facts and figures. Do not mislead participants with wrong or confusing statements. If you are unsure, be open about it. An excellent way to address this is by saying 'I am not sure. Allow me to get back'. You do not have to be perfect, do your homework and get back to them in the next session or any time that works for you.

Etiquette and best practices

For an online session to be successful, it is recommended that you:

Plan well and practise beforehand.

Always log in 30 minutes before the actual start time and do a dry run to check that everything works.

Have energizers planned in between sessions.

Engage participants to the maximum.

Monitor the session closely and improvise if needed based on the participant group.

Interact with participants using platforms like Kahoot, Mentimeter, Polls, etc.

Respect each participant.

Seek consent for anything you want to do (For example. Taking a photo)

Standard Session/Program Model

While there is no definite model to conduct virtual training, the standard virtual session model shall be used as per the toolkit to conduct sessions. The time and format may vary from session to session based on topic, duration, and objective, but irrespective of the nature of training all sessions must have:

Introductory Session

Beginning of the program. Introduces the topic that the session is based on. May introduce the guest speakers(s) if guests are present in the sessions. Icebreakers may be used in this session to create an exciting atmosphere.

Main/Plenary Session

Is where all participants, educators, and facilitators are present. This session is where sharing information from facilitators to participants occurs, where participants may do presentations, or where guests in the session may present.

Breakout Sessions

These sessions are where participants are grouped into breakout rooms and can collaborate on activities given to them by facilitators and educators.

Debriefing Session

Is at the end of the program. This is where facilitators and educators can debrief by evaluating and making recommendations.

Points to consider

Each session can be up to 2 Hours long - 15 minutes for Introductory Sessions, 1 Hour & 30 minutes for Plenary and breakout sessions, and 15 minutes for debriefing sessions.

Program Design and Delivery

This tool kit does not define the content type and delivery method. It provides broad information on how online trainings should be conducted and conveys ideas on the important things required for online training. One can define training topics based on the nature of training and its objectives.

However, if you are someone affiliated with Y-PEER, it is a must to keep in mind the objectives of Y-PEER. Y-PEER primarily highlights SRHR, Gender equality, mental health, CSE, and voluntarism. Also, as we venture into online training, it is vital for trainers to know and be equipped on social privacy and digital safety.

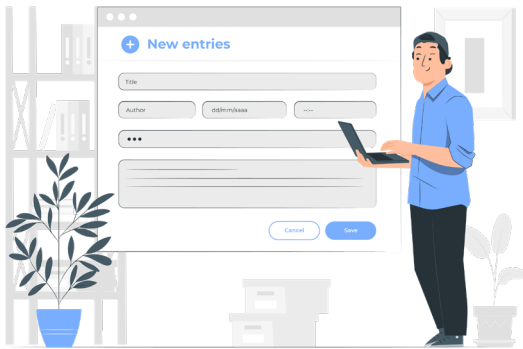Having said this, the programs must be designed such that they are:

- Simple to read and easy to understand.
- Engaging for the participants.
- Delivered in a friendly and open manner.
- Enjoyable and have a learning-based delivery.
- Accurate and fact-checked.
- Based on respect and protection for everyone involved.

Linking to Y-PEERAP Training Manual

As a Y-PEER AP peer educator it is important to follow the Y-PEER AP training of trainers manual available on **www.YPEERAP.org.**

Action Plan drafting

Every participant should have an action plan drafted, either individually or in a group on the last day of the training. The Asia Pacific team will then revise and review the action plan for funding opportunities and execution. A template is provided below. While a separate application may be shared for some opportunities, the following components are necessary for any kind of opportunity.

Sl. no	Activity	Objective	Target Audience	Timeline	Expected Outcome	Potential Parameter	Estimated Budget

ONLINE TRAINING PROCEDURE
Post Training

Monitoring and Evaluation

Monitoring means routinely tracking information about the program and its intended outcomes. It should happen throughout the training, from planning to reporting. You should monitor inputs and outputs through record keeping, regular reporting systems, or surveys. The goal of continuous monitoring is to identify problems and remedy them immediately.

The evaluation comprises a group of activities that determine your program's effect or value, particularly on whether your program had the intended effect on specific behaviors or outcomes. Indicators are a measurable statement of your program's results and help track your performance. All reports must be submitted to Asia Pacific Center by the trainer.

Reporting

1 *Financial Reporting*

Once the activity is completed and has incurred financial expenses, a detailed reporting must be submitted to Asia Pacific Centre. While submitting financial expenditure, remember to submit the following:

- Scanned copy of Original verified incurred bills duly signed
- Participants list with their desegregated data

2 *Detailed activity report with pictures*

Include how the activity was conducted along with the successes, failures and opportunities for improvement. For the program's long-term sustainability, participants should coordinate with other programs. Activity reports include:

- Overall report– what was the training all about and what were its outcomes
- Individual report- who did what

A few sample reports can be found on **www.ypeerap.org**

05 MISCELLANEOUS

Example of Different online training conducted by Y-PEER AP

National E-course

Y-PEER National Networks organize country-level E-courses on SRHR and related topics. The programs are designed based on country contexts and conveniences.

Regional E-course

Y-PEER Asia Pacific Center organizes regional level E-courses to cover a wide range of topics with international expertise. These E-courses are expected to help widen the knowledge of participants.

Regional Academy

Regional Academy is an online training that happens regionally. It lasts eight weeks, with 2-hour real-time sessions every weekend covering a wide range of topics.

E-course on mental health

The Regional E-course caters to addressing mental health challenges and issues only.

Reference to some valuable resources

www.ypeerap.org

This Online Training Guidance Kit is an evolving manual and is intended to be updated every 2 years. The manual can be used by any organization and Individual without restrictions. However, to manual can only be reproduced by third party after getting approval from Y-PEER Asia Pacific Center.

The toolkit is developed by Y-PEER Asia Pacific Center (YPEERAP) and Asia Pacific Hub for Peer-Education with support from Robert Carr Fund (RCF), UNFPA Asia and the Pacific Regional Office (UNFPA APRO), YouthLEAD and Me for myself International Campaign on Mental Health (M4M Campaign), Working Group on Disabilities and 2030 agenda (Disabilities 2030), YouthLEAD and other Individuals.

We would like to thank the working team members Lakey Tshering, Ayeshwini Lama, Sangeet Kayastha, Damchoe Yonten, and other consultants as well as volunteers contributed to development of this toolkit.

Social Media for Further updates

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