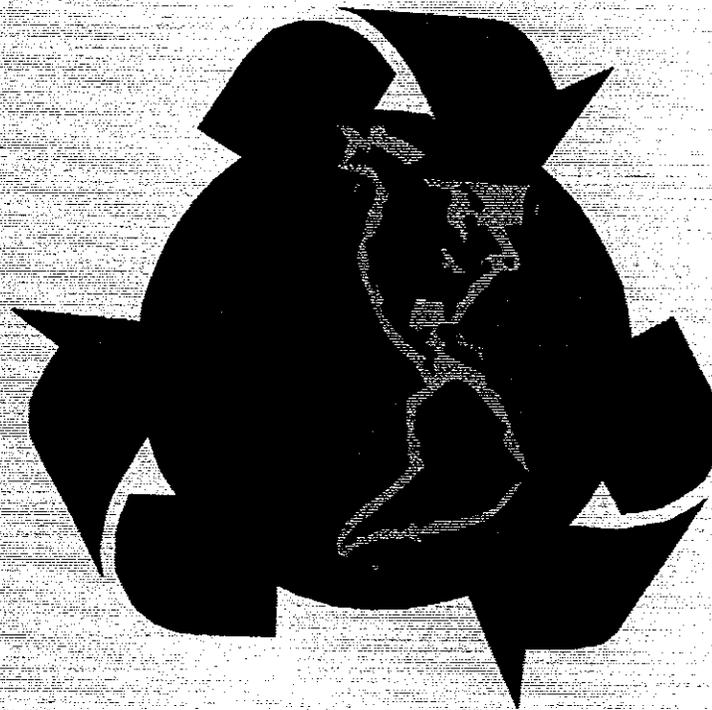


PN-ACR 484

The GRMA/PRIME

**Self-Directed Learning/
Client-Provider Interaction
Adolescent Reproductive
Health Initiative**

a programme in six modules



**Module 4:
Information, Education and
Communication for Adolescents**

1999

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
ARH	adolescent reproductive health
CBD	Community-based distributor
CBS	Community/Outreach-based services
CPI	client-provider interaction
FP	family planning
GRMA	Ghana Registered Midwives Association
HIV	human immunodeficiency virus
ICB	Institutional/Clinic-based services
IEC	Information, Education and Communication
MOH	Ministry of Health
OC	oral contraceptive
PAC	postabortion care
RH	reproductive health
SDL	self-directed learning
STD	sexually transmitted disease
STI	sexually transmitted infection
USAID	United States Agency for International Development

Module 4: Information, Education and Communication (IEC) for Adolescents

Introduction

You have already learned some counselling skills you can use in your work with adolescent clients. Don't be afraid to trust your instincts and continue to look for ways to apply counselling techniques with adolescents and with all clients. Your growing ability to communicate effectively with adolescents will result in improved reproductive health care for them and will increase your clientele, too. You can extend the impact of your counselling by adding the skills you will learn next. The activities in this module will help you develop or improve your Information, Education and Communication (IEC) skills and help you to reach out to adolescents in your community.



Objectives

After completing this module and the related peer review session, you will be able to:

- explain the importance of IEC for adolescents and the community in which they live
- identify the IEC needs of adolescents in your community
- use IEC strategies effectively to improve adolescent reproductive health

Module Four is divided into two lessons:

- Lesson 1 presents background knowledge about IEC. Please complete Lesson 1 before your partner meeting.
- Lesson 2 helps you apply what you've learned about IEC as you conduct IEC activities for adolescents.

As you work, use the pages at the end of the module called, *Things I want to discuss when I see my facilitator are...* and *Things I want to discuss at the next peer review meeting include...* to keep track of questions or comments you want to discuss.

To complete Module Four, you will need flipcharts, posters, models, etc.

Module 4: IEC for Adolescents

Before you start...

Fill out your schedule for completing the module during the next month. The items should include: **covering the lessons in the module, the meeting with your partner, your practice activities in the work site, preparing for your monthly meeting and the monthly meeting itself.** In order to fill in the schedule ask yourself the following questions: **“What am I doing this month? What time is available? When is the best time to do my lessons? What are my obstacles to completing the lessons? How will I overcome what gets in my way?”**

	Sun	Mon.	Tues.	Wed	Thurs.	Fri.	Sat
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							

Lesson One: IEC and adolescents



Self-assessment

Answer the following questions and then check your answers in the text that follows.

1. IEC is a process you can apply with adolescents. What is its purpose?
:

2. Why is it important for adolescents that you provide IEC in your community?

3. What are some benefits to you of providing IEC for adolescents in your community?

4. What are some benefits for the community of providing IEC for adolescents?

5. Where in your community/region could you find IEC materials to support your activities?

INFORMATION, EDUCATION AND COMMUNICATION (IEC)¹

Steps for Presenting FP/RH Information to Groups

- Information on RH including FP can be presented to individuals and groups through the following channels: talks, lectures, discussions.
- The following steps should serve as guide for the service provider.

Steps	Community/Outreach-Based Services (CBS)	Institutional/Clinic-based Services (ICB)
1. Preparatory phase	<ul style="list-style-type: none"> • Contact the head of the community and solicit for his assistance/permission. • Select the site, time and duration and topic for presentation with the assistance of the community members. • Prepare the site and equipment needed for discussion by ensuring adequate seating and positive learning environment, e.g., gathering teaching aids, etc. • Recognise group/community leaders. • Greet and welcome the group recognising male and female participants (respect customs and traditions). 	<p>Select the time, duration and topic for discussion according to schedule. Same as column CBS</p> <p>Same as column CBS</p>
2. Introduction	<ul style="list-style-type: none"> • Introduce yourself/team members, functions and responsibilities. • Give the day's topic for discussion. • Find out what the group knows about the topic (ask volunteers from the group to say what they know or have heard about the topic). • Tell group more about the topic using visual aids including actual samples if any. 	<p>Same as column CBS</p> <p>Same as column CBS</p> <p>Same as column CBS</p>
3. Discussing the topic	<ul style="list-style-type: none"> • Definition • Rationale • Benefits <ul style="list-style-type: none"> - Socio-economic - Health • Reproductive anatomy and conception. • Available methods <ul style="list-style-type: none"> - Modern <ul style="list-style-type: none"> a) Characteristics of each methods b) Eligibility and side effects. - Traditional • Answer questions on traditional methods and stress on the disadvantages. 	<p>Same as column CBS</p>
4. Conclusion	<ul style="list-style-type: none"> • Summarise the talk • Stress the main points of the topic <ul style="list-style-type: none"> - Benefits to mother - Benefits to child - Benefits to society • Inform them about where to go for service (either a site, Community-Based Distributor (CBD) or service provider). • Answer any questions • Thank the group for their attention and participation. • Distribute handouts and samples if available. • Show a film/video or role play, or play audio-cassette 	<p>Same as in column CBS</p> <p>Inform them of the clinic service schedule (hours and days)</p> <p>Same as column CBS</p> <p>Same as column CBS</p> <p>Same as column CBS</p>

¹ adapted from *National Reproductive Health Service Protocols*. MOH. 1996. p. 1.

while the group is awaiting consultation.

- Provide privacy for consultation.

What is IEC?

IEC stands for Information, Education and Communication. You are probably already conducting formal and informal IEC activities, although you may be calling them something else.

You probably already know that IEC is a process (see the *National RH Service Protocols* for IEC on page 4). It is a process you can use to provide useful information to clients in your maternity home or to other members of your community. IEC can be done with individuals or groups. Whomever or wherever the audience, the purpose of IEC is to increase positive behaviours and improve quality of life. IEC can take the form of talks, individual or group education sessions, discussions, theatre, radio shows, etc. IEC activities are often supported by brochures, flip charts or posters, and other types of audio-visual or print materials.

Here are some reasons why midwives conduct education sessions for clients or groups:

- to create FP/RH awareness, build trust and stimulate interest that will eventually lead to those interested adopting an appropriate FP or RH-related practice
- to give correct and balanced information regarding FP/RH
- to dispel rumours and misconceptions
- to introduce a new service or FP method
- to give information matched to a client's specific needs, such as you would do in counselling for informed choice
- to help clients to make decisions on health matters that will benefit them, their partners and/or their families
- to respond to individual and community needs, interests and concerns about FP/RH and FP/RH services and commodities

Why should providers spend time on IEC for adolescents?

You are probably already conducting IEC activities for adult clients and groups. From your own experience, you probably already understand the value of clear, accurate, and useful information for adults. You may have also recognised that there is a need for adolescents to receive information about their developing sexuality and sexual behaviour that is clearly presented, accurate, and useful to them. The needs of adolescents differ somewhat from those of adults, so they need to have information presented in ways that consider those different needs. There are many reasons to spend time on IEC activities for adolescents. Let's look at what they are.

Benefits for providers

Let us look first at the benefits for you as a provider of using IEC with adolescents. Most importantly, IEC programs and activities for adolescents can attract adolescents as clients. If adolescents know that services are available to them, and if they also know that you will provide those services in a respectful, understanding, caring and helpful way, your clientele will increase. Adolescents will come to you for services, and your business will grow.

As a midwife, you are respected member of your community. The respect your community has for you provides you with a unique opportunity to influence and educate adolescents, their parents, and other community leaders. However, you may be concerned, as are many

providers, that talking with adolescents about issues related to their sexuality may encourage earlier sexual activity and promiscuity. In fact, research has demonstrated that IEC activities and programs for adolescents may actually delay the age of first intercourse! Adolescents who receive sexuality education before they become sexually active can avoid unhealthy practices in the first place. Research has also shown that effective sexuality education results in increased use of contraceptives among adolescents who are sexually active. Conducting on-going IEC activities for individuals and groups of adolescents is a service that can improve the health of your community.

Benefits for your community and the adolescents in it

Adolescents are an important part of your community. They represent the future of your community. Young women who postpone childbearing can stay in school longer. More education means increased economic benefits for individuals, families, and communities. Communities with healthy members are stronger, more vigorous and better able to make the most of their resources and opportunities. The success of your community depends on the contributions of all its members.

On a more personal level, open discussions about sexuality between young people and caring adults give everyone the opportunity to express their feelings about the complicated subject of sexuality and its related issues. Communication can be improved and can become a tool for behaviour change. Adolescents who can discuss the issues that are important to them with adults they can trust are more likely to respond positively to adult guidance. Adolescents who are encouraged to talk about the issues that influence their behaviour can be encouraged to adopt safer practices for themselves. They are better able to resist the pressures of peers and others that might otherwise place them in coercive or abusive situations. Open communication about sexuality can promote communication on a variety of issues and can strengthen the bond between the older and younger members of a community.

What opportunities exist for conducting IEC for adolescents in your community?

You may have already considered how you might offer IEC programs for individuals and groups of adolescents outside your maternity home. You may have already identified some resources you could use to help you. If not, the idea of conducting IEC activities for individual adolescents and groups does not need to be overwhelming. Working with the module and the related activities, you will develop the skills you need to reach out to adolescents in your community. There are individuals and organisations, such as the Health Education Unit of the Ministry of Health (MOH) that can help you acquire materials. GRMA can also assist you. And you do not necessarily need a special invitation or a particular setting in order to conduct IEC for adolescents. You do need to start by going where adolescents are, though.

Locations that could be used for IEC include but are not limited to:

- centres that provide FP/RH education programs
- schools, youth training centres or youth-serving organisations
- women's and other community organisations
- markets or village squares
- community radio (programs must be dynamic and interesting to adolescents)
- waiting-room video (must be dynamic and interesting to adolescents)
- gynaecological wards (especially postabortion)
- antenatal, postpartum and labour wards
- children's wards where mothers stay with their sick children
- under 5-year-old child health/immunisation and antenatal clinics
- nutrition rehabilitation wards for malnourished children and their mothers

Conducting IEC activities for adolescents outside of your maternity home gives you opportunities to let adolescents know they are welcome at your maternity home and they will receive quality services that are focused on their needs. They will also know those services are delivered by you and your staff in a caring and respectful manner. Your IEC activities in the community become a way of advertising your services to adolescents. Providing services for adolescent clients in a manner that makes them feel comfortable will encourage them to tell their friends about your maternity home. Your IEC activities in the community and your service to clients in your maternity home both serve to advertise your work and generate future business.



Apply it now

Activity 1

Make a list of the locations where you could perform IEC activities. Which of these sites have you used in the past?

:

Activity 2

What other opportunities could you use for IEC (regularly scheduled events; religious, school and civic group meetings, etc.)?

Activity 3

Write a short letter to the regional or local radio station inviting them to plan IEC events on ARH topics. Explain the benefits of this type of activity to the adolescents and to the community. What specific behaviours might you suggest that the events target?

Lesson Two: Conducting IEC with Adolescents



Self-assessment

Answer the following questions and check yourself in the text.

1. What do you need to know about adolescents when you are planning and conducting IEC activities for them?

2. List 3 topics you might choose for each of the following groups:

adolescents ages 10 - 12	<ul style="list-style-type: none"> • _____ • _____ • _____
adolescents ages 15 - 18	<ul style="list-style-type: none"> • _____ • _____ • _____
parents	<ul style="list-style-type: none"> • _____ • _____ • _____
community leaders	<ul style="list-style-type: none"> • _____ • _____ • _____

3. What should you keep in mind about content when developing IEC programmes for adolescents? What should you keep in mind about methods?

4. What other resources exist in your community that can provide support to adolescents and promote adolescent health?

What do adolescents want and need to know?

What adolescents want and need to know may be different from what the adult members of their community think adolescents want and need to know. This has been true for generations, and will probably be true for generations to come. It is important, as you contemplate providing IEC activities for adolescents and as you provide services to them as clients, that you step away from what you think they should know (or how you think they should behave). Consciously stepping away from what you think is appropriate for adolescents will let you focus on them and let their needs guide you. This will yield information that is truly useful for IEC and service provision—information that can be accepted by adolescents.

Take a moment to think about what you have learned about counselling adolescents. Many of the skills and strategies you are developing as a result of your work in counselling can be applied in your IEC activities with adolescent clients and groups of adolescents. Your IEC activities in turn will help you improve your counselling!

In counselling adolescents you are learning to focus on their needs. One way you do this is by talking less and listening more. As they talk, you begin to hear about what their needs are and what information they want. Then you can provide information that is focused, clear, and useful to them. Adolescents do not have the wealth of knowledge and experience that adults have, so they need to have their information presented in a way they can “digest” it.

So what is it that adolescents need to know? This has been the subject of many discussions in most communities, especially when the issues are sexuality, family planning and reproductive health. Experts agree that adolescents need the knowledge and skill to take responsibility for their own behaviour. Today’s adolescents must understand the personal consequences and risks of sexual activity. They must make informed choices and decisions on a range of issues to protect themselves against the consequences of irresponsible sexual activity. STDs and unplanned pregnancies do not need to be a consequence of adolescence.

What do I need to consider when developing IEC programmes for adolescents?

When you develop IEC programmes and activities for adolescents, remember to communicate that Ghana’s *National RH Service Policy and Standards* state that all services are available to adolescents, without a requirement for parental or spousal consent. In addition, you will need to consider content and methods. **Content**, of course, is determined by the topic area. Some suggested topics for adolescents follow in this lesson. **Methods** are the approaches and strategies you use to help your clients turn information into learning, and learning into behaviour. Effective IEC programs for adolescents share certain characteristics.

In terms of content, you should:

- provide basic, accurate information
- focus on reducing risk-taking behaviours
- address the pressures to be sexually active
- strengthen individual and group values against unprotected intercourse

The content you select to support a topic should follow the guidelines above. **Do not include more information than is needed by your audience.** Providing more information than an individual or group can use is likely to mean they will miss your main points. Consider trying out your talk or your IEC materials with one or several adolescents to get their input before presenting to the larger group. With this input, you can revise, clarify, and maybe even shorten your information. Keep in mind that your goal is to shape attitudes and behaviour. Some subject areas you might use in planning FP/RH IEC activities for adolescents are found on the next page.

Methods should focus on opportunities for adolescents to practice skills of negotiation and communication. For example, you might set up a role play in which an adolescent girl negotiates the use of a condom with her male adolescent partner. You might want to do this with a group of girls only, in which you play the male partner and girls in your group play the female partner. Or you might create an exercise in which adolescent girls can practice techniques for saying "no" to the sexual advances of an older man. You might develop an exercise for boys to give them an opportunity to explore how they feel about unplanned pregnancy and early fatherhood.

How do I get started using IEC with adolescents?

Adolescents will tell you, if you communicate in a way that is comfortable for them, what they want to know and need to know. You may also want to conduct IEC activities for parents and community leaders. Their involvement can support your work with adolescents. Remember that creating open communication and the ability to discuss difficult issues will take time for everyone involved. Don't give up if your first efforts are not as successful as you would like them to be. The wonderful thing about skill is that it improves with practice.

Possible topics of interest to adolescents

- ✓ importance of delaying sexual activity, delaying marriage and continuing/extending education
- ✓ normal physical and emotional changes during adolescent growth and development for girls and for boys
- ✓ exercise and nutritional needs of adolescent girls and boys
- ✓ personal hygiene
- ✓ psycho-social issues related to changes of adolescence (e.g., developing self identity, importance of peer group and effects of peer pressure, hero worship, rebellion against adult guidance, changing family and or community dynamics leading to stress)
- ✓ emerging sexuality and fertility; sexual orientation
- ✓ sexual roles and responsibility
- ✓ early and/or unwanted sex (sexual abuse)
- ✓ physical consequences of early sexual activity (e.g., risk of unwanted pregnancy, unsafe abortion, STDs or HIV/AIDS, and cervical cancer)
- ✓ psychological/emotional and social consequences of early activity (e.g., shame, guilt)
- ✓ exploring social alternatives to sexual activity
- ✓ family planning, including emergency contraception
- ✓ physical consequences of early pregnancy (e.g., the younger the adolescent the greater the risk, higher risk of spontaneous abortion, still-birth, pre-term birth, babies of low birth weight)
- ✓ psychological consequences of early pregnancy (e.g., being socially rejected, feeling outcast and unwanted, potential for restricted education and poverty, forced marriage)
- ✓ prevention of STDs, including HIV/AIDS as well as the signs and symptoms of STDs
- ✓ developing and/or taking advantage of peer counselling or youth support services
- ✓ family life education and responsible parenthood
- ✓ other topics suggested by adolescents

Possible topics of interest to parents and other adults

- ✓ importance of delaying sexual activity, delaying marriage and continuing/extending education
- ✓ normal physical and emotional changes during adolescent growth and development for girls and for boys and the psycho-social issues related to these changes
- ✓ the risks and consequences of early sexual activity (e.g., risk of unwanted pregnancy, unsafe abortion, STDs or HIV/AIDS, and cervical cancer)
- ✓ how to communicate with adolescents
- ✓ other

Resources in the community which may provide additional support to adolescents and promote adolescent health include²:

- peer support groups
- youth activity clubs
- interested adults (i.e. family and friends)
- women's groups
- sports groups
- educational institutions
- religious organisations
- safe houses (for homeless or run-away teens)
- drug abuse treatment centres
- HIV/AIDS prevention/education programmes
- legal services
- hotlines
- news flashes

² A Source Book for Curriculum Development. PRIME 1997. Module 6 p. 21.

Paired learner meeting

The meeting with your learning partner is an opportunity for you to talk about what you have learned and the activities you have performed in the module. Use this time to discuss the self-directed learning process and to review what you have learned, your questions, your experiences and anything you might not agree with. Also use this time to put your learning into practice.

Suggested time: 2-4 hours (for both Module Three and Module Four)

1. Discuss with your partner the learning process to date

- What are you enjoying about the process?
- What difficulties are you having with the process?
- Are you able to find time to learn without being interrupted?
- What time management and planning strategies have worked for you?
- What time management and planning activities will you do differently with the next module?

2. Discuss the content

- What are the two or three most important things you have learned in this module?
- Is there anything you have found in this module that you disagree with?
- What in this module was review for you?
- Share your completed activities with your partner. How are your answers similar or different?

3. Partner activities

With your partner, use your knowledge of the effective use of IEC strategies to plan an educational activity for junior secondary school students in your community. What are the planning steps you would take and what methods would you use to present your subject?

Summary

Remember that IEC is a process you can use to provide useful information to clients in your maternity home or to other members of your community. IEC activities can take many forms and can be done with individuals or groups. You can provide it in your maternity home or out in the community. You can provide IEC formally and informally, in planned and spontaneous moments. IEC can be in the form of brochures, poster, role plays, talks, radio broadcasts, letters, and many others. You will find ways of using the many forms of IEC to support your messages and your work. The accurate information you provide, targeted to specific needs, is an important part of improving the health of your community. Even if your community is small, there are resources within it that you can use to assist you getting your message out.

Providing effective IEC activities will raise the health awareness within your community and let you extend your reach and impact in your community, but it is not without challenges. To be effective, IEC has to be the right information, in the right amount, and at the right time for your audience, whether it's an audience of one, several, or many. The more IEC activities you conduct, the better you will become at doing so. You will probably have many successes and a few failures. Learn from your mistakes and keep trying. Remember that you don't have to be a skilled public speaker to be successful in providing effective IEC. Your skills will get better with practice. With experience, you will find ways of developing or enhancing an IEC style that is right for you.

Practice applying skills on the job

1. Choose at least two of the following suggested activities and complete them before your next peer review meeting. These activities are designed to help you apply your new knowledge and skills to your work site.
 - a. Meet with 8-10 adolescents either individually or as a group and determine what topics would interest them for an IEC programme. Use your counselling skills to help the young people express themselves and identify their real interests.
 - b. Contact local organisations to find out if they have activities planned for adolescents that could be used as opportunities for providing IEC activities. If there are no activities planned that you could use as a starting place for your own activity, ask one of the local organisations if you could plan and conduct a short IEC using their facilities. Identify the topic with input from the organisation. Describe the age and general characteristics of the group you would prepare the IEC activity for. Create an outline for your presentation.
 - c. Plan and carry out an IEC activity in your workplace for parents of adolescents (topics of interest may include how to talk about HIV/AIDS with our children, the risks of early pregnancy for girls, how to talk to adolescents about sex, etc.)
 - d. Plan and carry out activities to inform adolescents and members of the community that you are now providing services to adolescents.

2. Complete the Activity Plan for Applying Skills on-the-job that is found on the next page. This plan will help you identify the specific changes related to counselling adolescents that you can make in your maternity home. (See Module 1 for more complete instructions on how to prepare your activity plan.) You may want to include some of the activities from number 1 above.

ACTIVITY PLAN FOR APPLYING SKILLS ON-THE-JOB
MODULE 4: IEC FOR ADOLESCENTS

1. Name of Provider: _____

2. Name of Maternity home/Work Site: _____

3. District and Region: _____

Specific Changes I Wish to Introduce at My Work Site	What Activities Will be Done to Effect the Change at My Work Site	Outcomes at the Work Site and/or Among the Clients as a Result of the Changes	Time Period for the Changes to Occur (from _____ to _____)	Comments



Answer key for self-assessments and activities

This answer key is intended to be a guide. It may not reflect your exact response to each question.

Lesson 1 Self-Assessment

1. The purpose of IEC is to increase positive behaviours and improve the quality of life.
2. You may have answered that adolescents need access to clear and accurate information to help them make choices. Adolescents who are able to make responsible choices are better able to resist negative situations and will be more likely to remain safe and healthy.
3. You may have said that conducting IEC activities increases awareness of the services you offer and can increase your clientele. Another benefit is that IEC helps you to have an impact on the health of your community. What other ideas did you have?
4. Responsible choices help ensure health for the adolescents and the community of which they are members. IEC can give adults and adolescents a basis for more open communication.
5. You may have indicated that you can locate materials through regional health education centres, your GRMA regional representative, the Ministry of Health, colleagues, or from libraries. You can make some of your materials, too.

Activity 1

Your list probably reflects the options that are available in your community, which may include schools, youth organisations, markets, waiting rooms, clinical service sites, and others.

Activity 2

Opportunities exist wherever people gather formally or informally in large or small groups. Your answer will reflect the kinds of groups or meetings that take place in your community. If you don't know what these are, how might you find out? How might you learn about other opportunities that you are not already aware of? Opportunities can also be created—by you!

Activity 3

No answer is given here because of the creative nature of this activity. Share your letter with a friend, family member, or colleague and ask them to make suggestions to improve it. What benefits to adolescent and to the community did you include in your letter? Did you mention targeting decision-making, negotiating skills (like negotiating condom use), and reduction of risk-taking behaviours? Do you plan to send your letter?

Lesson 2 Self-Assessment

1. Your answer many have indicated that adolescents require basic, accurate information, presented in a way that will make sense to them. You may also have mentioned the need to provide just the right amount of content. Information should focus on positive behaviours and reduction of risk-taking behaviours. Adolescents need opportunities to turn facts into practice, so activities like role plays that they can participate in will help them learn.
2. Your answers may have included these, though you may have grouped them differently. Topics can overlap age groups. Note that the needs of younger adolescents differ from the needs of older adolescents. You may have listed different topics.

adolescents ages 10 - 12	<ul style="list-style-type: none"> • normal physical and emotional changes of adolescence • personal hygiene • nutritional and exercise needs of adolescent boys and girls
adolescents ages 15 - 18	<ul style="list-style-type: none"> • social alternatives to sexual activity • physical and psychological consequences of early pregnancy • prevention of STDs and HIV/AIDS
parents	<ul style="list-style-type: none"> • any of the above topics • emerging sexuality and fertility • how to communicate with adolescents
community leaders	<ul style="list-style-type: none"> • any of the above topics • early and/or unwanted sex • importance of delaying sexual activity, delaying marriage and continuing or extending education

3. In terms of content, keep in mind that adolescents need basic, accurate information that focuses on responsible choices. In terms of methods, create opportunities for your audience to interact with the content, such as role plays or other activities that maximise learning. Did you mention that you should avoid providing more information than is needed?
4. Your answer may include these or other resources:
 - peer support groups
 - youth activity clubs

- interested adults (i.e. family and friends)
- women's groups
- sports groups
- educational institutions
- religious organisations
- safe houses (for homeless or run-away teens)
- drug abuse treatment centres
- HIV/AIDS prevention/education programmes
- legal services
- hotlines
- news flashes

Activity 4

No answer is given here because of the creative nature of this activity. Share your message with a friend, family member, or colleague and ask them to make suggestions to improve it. How did you begin to talk about RH with this group? Did you mention the economic benefits of postponing childbearing? Did you find a way to discuss the importance of avoiding STDs and HIV/AIDS? Did you indicate to the group that you would welcome them to your maternity home for counselling or services? Did you give the group an opportunity to ask questions?

Activity 5

- a. Your answers might include:
 - importance of delaying sexual activity, delaying marriage and continuing/extending education
 - normal physical and emotional changes during adolescent growth and development for girls and for boys and the psycho-social issues related to these changes
 - the risks and consequences of early sexual activity (e.g., risk of unwanted pregnancy, unsafe abortion, STDs or HIV/AIDS, and cervical cancer)
 - how to communicate with adolescents
 - other?
- b. You probably answered that you would engage the mother in a conversation and encourage her to talk. You might have asked about her daughter, how she is doing in school, what she and her friends like to do, etc. You might have then asked the mother if she had any concerns about her daughter. If she answered that she didn't, you may have said the daughter would be welcome to visit your maternity home or that you would be available if she had any questions or concerns. You might have some IEC materials on hand that you could give to the mother, and encourage her to talk with her daughter. You might even give her some tips for communicating with adolescents.

Final assessment

1. You may have said that conducting IEC activities increases awareness of the services you offer and can increase your clientele. What other ideas did you have?

2. You may have answered that conducting IEC activities for parents and other adults in your community helps them to understand and support your work with adolescents. Helping these groups find ways to support improved health services of all types for adolescents will have a positive impact on the health of your community. Did you have other ideas, too?
3. You may have mentioned that IEC helps you to have a positive impact on the health and economic outlook of your community. You may have also said that IEC can improve communication within the community about sensitive issues and lead to better understanding and support for important health-related issues.
4. a. You may have said that it is not always easy to communicate with adolescents. Sometimes adults are uncomfortable talking about sensitive issues with adolescents. Sometimes adolescents are hesitant to share their private concerns with adults. Did you think of other challenges?
 b. Adolescents will not necessarily come right out and tell you they have a concern or a need; you may have to probe. You may need to talk with them about what else is going on in their lives—at school, with peers, and in their family life. Also, although adolescents have knowledge and experience that can help them understand RH/FP information, the consequences of their behaviour, etc., they do not have as much experience as adults. Adolescents require basic, accurate information, presented in a way that will make sense to them. You may also have mentioned the need to provide just the right amount of content. Information should focus on positive behaviours and reduction of risk-taking behaviours. Adolescents need opportunities to turn facts into practice, so activities like role plays that they can participate in will help them learn.
5. a. You may have said that parents and other adults may not have experience talking about sensitive issues such as adolescent sexuality and FP/RH for adolescents. You may be challenged to find ways of introducing such topics. You may experience some resistance or even opposition to your work with adolescents. Some adults believe that adolescents should not receive FP methods, for example.
 b. Give the adults the chance to express their concerns. If you are able to establish an environment where ideas and concerns can be expressed freely, you are more likely to be able to create open communication and support for your work. Perhaps you have suggested that getting the support of one or two opinion leaders who are trusted by the adults in your community can help you gain the support of parents and other adults. Just as when you provide IEC activities for adolescents, you will need to make sure the information you present is clear and accurate.
6. You may have answered that you can use flipcharts, posters, brochures, printed materials, plays, or videotapes as you explain or answer questions for clients. You can prepare a display of FP methods. You can demonstrate the proper way to put on and remove a condom. You could organise meetings for small groups on specific topics, perhaps devoting a particular evening to education sessions. Whether individually or in small groups, you can use role plays to help clients turn knowledge into practice. Have you suggested other methods?
7. Your answer will be based on what is available in *your* community, but you are already familiar with this list of potential resources:
 - peer support groups
 - youth activity clubs
 - interested adults (i.e. family and friends)

- women's groups
 - sports groups
 - educational institutions
 - religious organisations
 - safe houses (for homeless or run-away teens)
 - drug abuse treatment centres
 - HIV/AIDS prevention/education programmes
 - legal services
 - hotlines
 - news flashes
8. Your answer might include talking with clients, colleagues, adolescents in the market, etc., to find out what they would be interested in learning more about. You will be able to use your experience in your maternity home to help you select topics. You might talk with people associated with some of the resources you identified in your previous answer to find out what they think the informational needs are. As important as selecting the topic is matching the audience with the topic. If you have an idea of a topic that needs to be presented, you may want to check with a few members of the potential target audience to see if there is interest—before you spend time developing your talk.
9. You may have answered that sharing your proposed outline with friends and/or colleagues, along with your idea of how long you want the talk to be, will help you determine if you have selected just the right amount of information. Then, after you have developed your outline further and added content, you can try out your talk with one or two individuals for their feedback. As you give your talk, watch your audience for signs that they are involved or that they are not paying attention. It is perfectly acceptable to adjust your talk as you are giving it to adapt to the circumstances. Remember to give the audience an opportunity to ask questions. Include opportunities for the group to interact with the content you are discussing, if possible. After your talk, ask one or two people in the group how you could improve your talk for another time.

Evaluation of Module Four

GRMA and PRIME are in the process of testing the suitability of using Self Directed Learning for identified training needs. Your thoughts and observations on the SDL process and materials will be helpful. Please take a few minutes to fill out the evaluation below. You will be asked to turn it in at your next monthly meeting.

✓ Checklist: Tick the boxes that apply. If your answer is "no" please explain at the right.

YES	NO	Observations
<input type="checkbox"/>	<input type="checkbox"/>	I was able to complete Module Four in the allotted time.
<input type="checkbox"/>	<input type="checkbox"/>	The amount of content and length of activities is appropriate.
<input type="checkbox"/>	<input type="checkbox"/>	The content corresponds to the stated objectives.
<input type="checkbox"/>	<input type="checkbox"/>	The content is sequenced logically.
<input type="checkbox"/>	<input type="checkbox"/>	The content is stated simply and clearly and corresponds to my job responsibilities.
<input type="checkbox"/>	<input type="checkbox"/>	The text is legible, clear and easy-to-read.
<input type="checkbox"/>	<input type="checkbox"/>	The instructions are easy to follow.
<input type="checkbox"/>	<input type="checkbox"/>	The self-assessments help me identify my knowledge and skills gaps and help focus my attention on important information.
<input type="checkbox"/>	<input type="checkbox"/>	The suggested activities help reinforce learning.
<input type="checkbox"/>	<input type="checkbox"/>	The information and practice is adequate for having an effective meeting with my partner.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to complete the module without assistance.
<input type="checkbox"/>	<input type="checkbox"/>	I had all the materials needed to complete the module.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to receive all necessary help from my facilitator if/when I needed it.
<input type="checkbox"/>	<input type="checkbox"/>	I will apply my new knowledge and skills in my workplace.

What did you like best about the module? Explain.

Did you have any problems when completing the module that are not discussed above? Explain.

Please add any other comments or observations that you feel would help improve the self directed learning process or the materials that you have been provided.

Things I want to discuss when I see my facilitator are...

Things I want to discuss at the peer review meeting include...

Learner Accomplishments Form

Please complete this form by the end of each monthly peer review and submit it to your facilitator. The form has two purposes:

1. to help you organise your learning activities each month
2. to help GRMA and PRIME identify any problems that learners may be having with the self-directed learning process.

Please note that this form is anonymous to ensure your freedom to provide honest feedback on your activities. This form will not be used to evaluate your individual progress. Please record any additional comments in the "comments" column.

1. Date of Peer Review Meeting: _____
2. Region: _____
3. Which module(s) have you been working on to prepare for this meeting: _____

My accomplishments during the previous month			
	Yes	No	Comments
1. I have completed the module(s)			
2. I have prepared questions for the paired learning meeting			
3. I have attended the paired learning meeting for the previous module and have completed the related exercises			
4. I have received my facilitator's field visit			
5. I have discussed content and process with my facilitator during the visit			
6. I have brought questions for today's peer review meeting			
7. I had problems/difficulties with the module or the process. (Use space below to record major problems.)			
8. I have filled out the evaluation form for this module			
9. I have filled in and used my calendar			
10. I have filled in my Activity Plan			
11. I benefited from the facilitator's field visit			
12. I discussed my Activity Plan with my facilitator			

Please use the back of this page to record any problems or comments you have about the self-directed learning process, the modules, the content, or your responsibilities.