

# ‘Us Too’ online peer-education programme

# Action Plan

|  | **Activity** | **Timescale/ Deadline** | **Responsible** | **Resources required** | **Notes / Considerations** | **Suggested next steps** |
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| 1. | **Set provisional dates for  peer-educator training days** |  |  |  |  |  |
| 2. | **Establish target dates for delivery of peer education workshop.** |  |  |  |  |  |
| 3. | **Establish basic eligibility criteria for enrolment on the online course.**  **This will include verifying that prospective learners:**   * **Have access to adequate internet connection and suitable tech to enable them to access an online meeting.** * **Have an informal or formal carer or support available and willing to be physically present with the learner when each of the sessions takes place.** * **Are not living in a violent or abusive situation (assessed via the risk screening questionnaire, discussed in the next section).** |  |  |  | To be successful and safe, learners will need to be able to confirm the support of an informal carer/supporter to be present throughout all sessions.  Having clear eligibility criteria in place will support decision making around inappropriate or appropriate referral to the course. |  |
| 4. | **Design enrolment and risk screening questionnaire for new and prospective learners.**  **Suggested areas to include in addition to standard enrolment information:**   * **Current living arrangements** * **Details re. any informal and/or formal supporters/carers** * **Tech set-up (access to functioning WiFi as well as adequate IT necessary)** * **Relationship status** * **If in a relationship, where does the partner live?** * **Assessment of the nature of the relationship as regards to any possible abuse concerns or risk.** * **Has there been any present or historical disclosures of abuse?** * **Assessment of the learners understanding of the nature and content of the programme (this part of the screening would need to a conversation).** |  |  |  | A crucial component of the risk management and safety planning for the online delivery will be to ensure that adequate risk screening takes place before admitting any new learner onto the course.  The screening questionnaire should be done either in person with a supporter/carer or over the telephone; in all cases, it would be necessary for a trained person to administer the questionnaire, in consort with the supporter/carer (where applicable) and learner themselves.  In some cases, following screening, a decision may be made to exclude participants on the basis that it is not safe for them to do the course in their current circumstances. In the event that the level of risk is deemed too high, appropriate sign-posting and onward referral would need to take place. |  |
| 5. | **Identify sites for delivery of the online program.** |  |  |  |  |  |
| 6. | **Conduct training and information session for formal or informal supporters/carers incl. provider staff where applicable.**  **Topics to include:**   1. **Overview of the program and what is expected from supporters (i.e. need to be present for all 4 sessions)** 2. **Ensuring basic IT competency[[1]](#footnote-1) (i.e. staff are confident and able to access the internet, a Zoom meeting, email address, basic safety re. social media platforms etc.)** 3. **Basic understanding of safe enquiry practices.** 4. **Basic understanding of risk management processes in case of disclosure of abuse during sessions – ‘what to do next, who to speak to etc’.** 5. **Information regarding onward referral to appropriate specialist agency for DA support – accessing established referral pathways.** 6. **Adult safeguarding procedures and protocols local to service provider.** |  | Peer-educator team to deliver this session. |  | This session is another crucial component of the risk management measures. It will also ensure that supporters are equipped with the necessary skills and information to support the new learners adequately, as regards to both accessing the tech, but also as regards to any disclosures of abuse and/or negative impact as a result of taking part on the program. | Once providers have confirmed their enrolment, they should be asked to nominate the staff member(s) who will be supporting learners.  For non-educational settings or community settings, informal or formal carers might be involved in the training. |
| 7. | **Delivery of online peer-education programme** |  |  |  | See separate plan for training delivery format | See separate plan |
| 8. | **Evaluation of programme** |  |  |  |  |  |

1. Not all supporters will have the adequate competency levels to support learners with the IT therefore this may be something you want to establish first when asking prospective learners or providers to nominate informal or formal carers/supporters. Likewise, support staff often won’t have the requisite skills or knowledge to respond appropriately to disclosures of abuse or issues of traumatisation or triggering therefore it’s really important to build in discussion of what to do in these circumstances. [↑](#footnote-ref-1)