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MANAGEMENT OF PEER EDUCATION PROGRAMMES FOR POVERTY ALLEVIATION IN SELECTED GRAAFF-REINET SCHOOLS

BY

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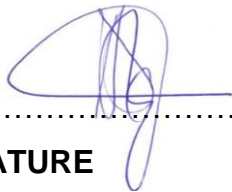**DECLARATION**

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In accordance with Rule G5.6.3, I hereby declare that the above-mentioned Treatise is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

…………………………………………..
SIGNATURE

DATE: 01 August 2019

DEDICATION

This study is dedicated to my creator, God who has given me strength to carry out this research and protected me throughout the journeys travelled.

Also to my children Wandisa and Athenkosi as well as my husband Vuyisile for their support, love and encouragements during the course of this study.

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ABSTRACT

Poverty in Graaff-Reinet is rife and inhibits successful learning among learners in that area. Poverty is not confined to any one racial group in South Africa; however, it is concentrated in rural areas. The researcher identified Graaff-Reinet as an area of study because it is a developing rural town, wherein social-economic development opportunities are arising especially at Camdeboo Local Municipality.

This research examined the imbalances of the past, particularly in the South African education system that still creates learning challenges for learners from disadvantaged communities. These challenges include a high rate of school dropouts and failure; violence; substance abuse; teenage pregnancies; and unemployment. This study investigates peer education programmes implemented as an intervention strategy aimed at increasing learners' academic achievements and supporting healthy behaviours. The aim of the research was to evaluate how the management of peer education programmes might help reduce poverty and meet the social and economic challenges facing Graaff-Reinet by promoting sustainable livelihoods. The research also focussed on how relevant stakeholders and the community could assist in the management of a peer education programme.

The researcher used a combination of quantitative and qualitative research methods, as they were complementary and provided detailed data that led to a thorough analysis of the research topic. Thus, integrating qualitative and quantitative research meant that numerical data as well as theoretical data were gathered. This non-experimental research study included a variety of different methods that described the relationships between the variables included in the descriptive/historical research method, which described the characteristics of existing and past phenomena. Because of the restricted extent of the research, no empirical survey was conducted.

The data were collected from relevant literature sources consisting of books, legislation documents and programmatic documents from the two schools of the study and the Camdeboo Local Municipality, using knowledgeable individuals in the field. The researcher analysed documents by using an inductive approach. Moreover, the researcher focused on all types of written material that could shed light on the

management of peer education programmes in addressing social issues in schools in Graaff-Reinet. A number of theoretical criteria to deal with the research problems were identified from the available literature, from which conclusions were drawn and recommendations made.

TABLE OF CONTENTS

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

CHAPTER TWO

LITERATURE REVIEW ON POVERTY AND THE MANAGEMENT OF PEER EDUCATION PROGRAMMES

CHAPTER THREE

RESEARCH METHODOLOGY

LIST OF ANNEXURES

LIST OF FIGURES

LIST OF TABLES

ACRONYMS AND ABBREVIATIONS

AIDS	ACQUIRED IMMUNODEFICIENCY SYNDROME
CSTL	CARE AND SUPPORT FOR TEACHING AND LEARNING
DAFF	DEPARTMENT OF AGRICULTURE, FORESTRY AND FISHERIES
DBE	DEPARTMENT OF BASIC EDUCATION
DOE	DEPARTMENT OF EDUCATION
DOH	DEPARTMENT OF HEALTH
GEAR	GROWTH, EMPLOYMENT AND REDISTRIBUTION
HIV	HUMAN IMMUNODEFICIENCY VIRUS
HPS	HEALTH PROMOTING SCHOOLS
LO	LIFE ORIENTATION
M&E	MONITORING AND EVALUATION
NDP	NATIONAL DEVELOPMENT PLAN
NGO	NON-GOVERNMENTAL ORGANISATION
NGP	NEW GROWTH PATH
NIP	NATIONAL INTEGRATED PLAN
NSP	NATIONAL STRATEGIC PLAN
OBE	OUTCOME BASED EDUCATION
OVC	ORPHANS AND VULNARABLE CHILDREN
PE	PEER EDUCATION
PEP	PEER EDUCATION PROGRAMME
PGT	PEER GROUP TRAINER
RCL	REPRESENTATIVE COUNCIL OF LEARNERS
SANAC	SOUTH AFRICAN NATIONAL AIDS COUNCIL
SAQA	SOUTH AFRICAN QUALIFICATION AUTHORITY
SBST	SCHOOL BASED SUPPORT TEAM

SGB	SCHOOL GOVERNING BODY
SMT	SCHOOL MANAGEMENT TEAM
STD/STI	SEXUALLY TRANSMITTED DISEASE/SEXUALLY TRANSMITTED INFECTION
UN	UNITED NATIONS
UN/ISDR	UNITED NATIONS/INTERNATIONAL STRATEGY FOR DISASTER REDUCTION
UNICEF	UNITED NATIONS CHILDREN'S FUND
UNODC	UNITED NATIONS OFFICE ON DRUGS AND CRIME

DEFINITION OF TERMS

Peer

According to the Merriam Webster Dictionary (2009), a peer is someone who belongs to the same social group, meaning that he/she shares at least one characteristic, such as age, gender, socio-economic status or educational level with other members of the group.

Peer supporter

A peer supporter is someone who provides his/her peers with a situation, where they can explore their problems. Moreover, he/she supports them on an emotional level by listening to them and referring them to appropriate assistance when necessary. (DBE, 2011)

Peer tutors or mentors

According to Minor (n.d.), peer tutors or mentors provide academic support, success and interpersonal development for other learners in one-on-one relationships.

Adolescent

An adolescent is a young person between the ages of 12 and 18 years. In this study, specific reference is made to secondary school learners (United Nations, 2003).

Counselling

Counselling is a relationship between a professional and an individual, in which the professional helps the individual to explore his/her problems, assists him/her to understand a particular situation and to take action to address these problems. Special training or professional skills are needed to undertake counselling. www.independentliving.org

Peer educator

An individual trained to influence the thinking and behaviour of members of his/her social group (Merriam-Webster dictionary, 2009).

Stakeholder

A stakeholder is a person or organisation that holds an influential position in the community and has an interest, investment or involvement in a programme. Examples of stakeholders are government agencies, donors, community-based organisations and schools. www.edglossary.org/stakeholder.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Poverty in Graaff-Reinet is rife and inhibits successful learning among learners in that area. To meet this challenge, peer education programmes were implemented in fourteen schools in Graaff–Reinet between 2011 and 2015 to alleviate poverty. However, in this study, the researcher concentrated on two randomly selected schools: Lingcom Primary and Nqweba Secondary. The study dealt with the management of the peer education programmes in these schools.

This chapter serves as an introduction to the study that it first contextualises by presenting the background. In addition, this chapter provides the problem statement, the research questions, the research objectives, the significance, the delimitations, the research methodology and the outline of the chapters.

1.2 BACKGROUND TO THE STUDY

This study report focuses on poverty, which is one of the government's three priorities together with unemployment and inequality. South Africa is rich in natural and human resources, but the majority of the population lives in shabbiness and chronic poverty.

Graaff-Reinet, a town in the province of the Eastern Cape, South Africa, is the fourth oldest town after Cape Town, Stellenbosch and Swellendam. Graaff-Reinet is situated in the Karoo area and renowned for its natural resources, rich heritage, and diverse people and culture. The town, which falls under the Camdeboo Local Municipality, is referred to as the "Gem of the Karoo" and is an agricultural hub, producing crops, wool, mohair, ostrich, poultry and red meat from beef, sheep, and goats. The Graaff-Reinet district office of the Department of Education serves four municipalities, namely Baviaans, the Blue Crane Route, Camdeboo and Ikwezi. (See attached **Map 1).** Fourteen schools in the district are currently implementing a peer education programme; however, this research study focussed on only two randomly selected schools, namely, Nqweba Secondary and Lingcom Primary.

1

In spite of the fact that the area is rich in resources and agriculture, poverty is widespread, which affects the self-esteem and sense of power of those who live there. Moreover, the inhabitants are easily disregarded and marginalised, as poverty and social exclusion go hand in hand, and people living in poverty often find themselves living in isolation, making it even more difficult to meet basic needs (King & Palmer, 2006:13).]

1.3   PROBLEM STATEMENT

Poverty in Graaff-Reinet is inhibiting successful learning among its learners. According to Statistics South Africa (StatsSA) 2011, the population of Graaff-Reinet, including that of uMasizakhe, was recorded as 35,672 people living in 8,393 households. Of this population, 62.2% described themselves as "Coloured", 28.2% as "Black African", 8.7% as "White", 0.5% as Indians or Asians and 0.4 % as "Other". The dominant language was Afrikaans (the first language of 76.0% of the population), 18.9% spoke Xhosa, 3.6% English and 1.5% spoke other languages.

According to the Camdeboo Municipality Integrated Development Plan 2012–2017, (4th Edition 2015/16; 2015:67), the 2011 National Census recorded that 30% of the labour force is unemployed and 46% of the working age population (the employable sector aged 15–64 years) is not economically active. Of the working age population, 38% is employed; of those 69% work in the formal sector, 20% in the informal sector and 11% in private households. (8,513+2,481+1,302=12,296). See Table 1 below:

Table 1 shows Employment and Unemployment in Graaff-Reinet in wards.

Table 1.1: Ward-based employment and unemployment statistics

Status based on 2011 Census data	Ward1	Ward2	Ward3	Ward4	Ward5	Ward6	Ward7	TOTAL
Employed	1,806	2,051	1,183	2,134	1,427	1,140	2,555	12,296
Unemployed	1,074	442	788	1,099	676	959	259	5,297
Not Economically Active	2,486	2,390	1,632	3,155	1,593	1,852	1,581	14,689
TOTAL								32,282

Source: StatsSA

The Camdeboo Municipality is characterised by a very young population. Almost half of the entire population is younger than 25 years; and of this group of people, nearly a third is younger than 15. The unemployment rate for the Camdeboo Municipality, as a percentage of all people between the ages of 18 and 65, stands at 25.3%. Four employment sectors dominate the situation of employed people in the Camdeboo Municipality, namely trade (business: wholesale/retail) 29%; community services (government departments: national, provincial, local) 20.5%; construction 11.6%; and domestic (home maker, domestic service) 11.2 % (Camdeboo Municipality Integrated Development Plan 2012–2017, 4th Edition 2015/16; 2015:67).

De Beer and Swanepoel (2000:7) maintain that poverty hinders the development of human life, increases human vulnerability, and limits human potential. People who live in poverty are distracted from focusing on other aspects of life because they are trapped in a situation that does not present them with opportunities to improve their living conditions.

According to the National Population Unit (2000:11), the rural population is excluded from many socio-economic development projects. Many opportunities benefit the

elite group who already live in better conditions, while the poor remain poorer. The following section explores the sub-problems.

1.3.1 Sub-problem 1: Because of high poverty rates in Graaff-Reinet, a number of children do not attend school.

The factors that contribute towards learners not attending schools might be unemployment at home, drug/substance addictions, and child abuse.

1.3.1.1 Child under-development in unemployed families

Unemployment hinders human development from the childhood stage. In fact, children who are born to unemployed parents have poor childhood development, starting from the food they eat and their social experiences. For example, they may lack parental love; role models; safety and security; a sense of belonging; and self-esteem. In many developing countries, poor parents are unable to enrol their children for primary education owing to the unavailability of funds. Moreover, this lack of proper education during childhood hinders children from growing into productive adults (Fitchett, 2009:1).

1.3.1.2 Drug and substance abuse and addictions

The United Nations Office on Drugs and Crime (UNODC) (2011:5) indicates that poor people are more susceptible to drugs and alcohol as a mechanism to cope with the frustrations resulting from unemployment. The use or abuse of addictive substances is harmful to both individuals and the community. At community level, the people that use substances tend to abuse and offend other members of the community. At the individual level, families are destroyed because of conflicts that arise when people act under the influence of substances. The abuse of substances may be a short-term solution to the short-lived happiness that may occur under substance influence; however, it worsens poverty. People take the few resources they have and spend them on buying substances. Drugs are detrimental to all aspects of human well-being and affect people physically, socially, educationally and emotionally. As a result, the use of drugs and alcohol undermines human development; perpetuates health problems and causes long-term damage.

1.3.1.3   Abuse of learners

Kay (2003:125) observes that physical and sexual abuse promote educational under-achievement. Physical abuse, which ranges from minor injuries to broken bones and internal injuries, can inhibit the mental and physical growth of a child. Children exposed to physical abuse are often absent from school, which has a further negative effect on their schoolwork. In the case of sexual abuse, a child may suffer physical injury, contract a sexually transmitted disease (STD), AIDS, or become pregnant. All of these may have a detrimental effect on a child's scholastic work, as he/she may be distraught and absent from school.

1.3.2   Sub-problem 2: Children who do attend school often do so under in adverse circumstances, such as insufficient food or a lack of other resources needed for school attendance.

Maxwell (1999:3) indicates that absolute poverty is measured by an income of less than US$1 per day; it is also referred to as living below the poverty line. According to Oosthuizen (2005:2), absolute poverty is a condition where people cannot afford food; they lack the means to produce or buy it; and do not know where their next meal will come from. Relative poverty is defined by the inability of individuals to access aspects of welfare that are important for their wellbeing.

Al-Sahel (2005:481) maintains that there is a relationship between the social status of a family and the low achievement of learners. He is also of the opinion that boys from low-income families display a poorer learning ability than that of boys from middle-income families, which is also the case with girls.

Cooper, Lloyd-Reason and Wall (2003:81) show that, in low-income families consisting of single parents, the children often return home after school, while the parent is still at work. These children are not only disadvantaged by poverty but by multiple social deprivation, such as household, income and employment deprivation.

1.3.3   Sub-problem 3: The negative impact of the social environment complicates the development of school education in the Graaff-Reinet

The environment in which people find themselves determines their living conditions and plays a role in defining the opportunities and challenges that they face. The environment in developing countries is different from that of developed countries, as

it offers fewer opportunities for advancement, just as a rural environment offers fewer opportunities, as compared with an urban environment. African countries are referred to as tropical countries because they are situated in the tropical zone, which is associated with a high prevalence of infectious diseases, such as malaria, cholera and tuberculosis (TB), and the HIV/AIDS pandemic (Mills, 1998:11).

Handley, Haggins, Sharma, Bird, and Cammack (2009:2) acknowledge that risk and vulnerability affect people everywhere; however, the effects are more severe on poor people, more especially in rural areas. Poor people lack many choices, as their living conditions force them to rely upon the environment, which introduces additional risks. These risks impose insecurities upon their daily lives, for example, climate change, which has a huge impact on food security because harvests are affected by it. Another factor that exposes them to poverty is their lack of assets, both capital and physical. In addition, inadequate agricultural knowledge and food storage equipment to fight or cope with risks and shocks also have a negative impact on the poor. Furthermore, poor people are situated in areas where there is no infrastructure, and this disconnects them even more from opportunities. For example, rural areas are situated at a distance from markets, which means that poor farmers lack access to adequate venues where they could make an income by selling their products.

As mentioned above, peer education programmes were established to alleviate poverty and promote sustainable livelihoods in Graaff-Reinet. However, in this study the researcher envisaged evaluating the effectiveness of these programmes. Moreover, the researcher aimed to determine whether the management of these peer education programmes contributes towards meeting the challenge of poverty.

1.4 RESEARCH QUESTIONS

The research questions are:

1. Is there a need of peer education programmes in the community?
2. How will the management of peer education programmes contribute towards meeting the challenges of unemployment and poverty alleviation?
3. What are the benefits and challenges of peer education programmes and on the management of peer education programmes?

4. How do the management of peer education programmes promote sustainable livelihood?

1.5 RESEARCH AIMS AND OBJECTIVE

The aim of the study is to assess the impact that the management of peer education programmes has on learners in alleviating poverty in disadvantaged schools and communities in Graaff-Reinet. The study was conducted at Camdeboo Local Municipality in the province of the Eastern Cape.

1.5.1 OBJECTIVE OF THE STUDY

The objectives of the study are:

1. To review the existing literature in the context of poverty alleviation and on the management of peer education programmes,
2. To evaluate the extent in which the peer education programmes can assist in poverty alleviation in Graaff-Reinet.
3. To determine how the problem is being dealt with currently.
4. To determine how successful, the peer education programmes are in promoting poverty alleviation in Graaff-Reinet.
5. To examine the ways in which the peer education programme system can be improved to be more effective and efficient in alleviating poverty in Graaff-Reinet.

1.6 SIGNIFICANCE OF THE STUDY

The need for the study is vested in developmental goals that aim to improve the quality of life of the inhabitants of the Graaff-Reinet through education and successful schooling. The findings of this study may be of value to policy makers and implementers of social and emotional learning programmes like peer education. Moreover, the study might provide learners with information on how peer education can enhance learning at school level. The Department of Education may find the research useful where issues of the management of peer education programmes are dealt with in schools. The findings of this study might contribute to the enrichment of the curriculum. In addition, it could also guide policy makers, schools as well as other implementers of the programmes, such as social workers,

the South African Police Services and curriculum developers to create acceptable policies. Lastly, it could guide school stakeholders on how to manage the implementation of peer education in schools, by clarifying their role in peer education programmes.

This research study identified problems hindering the management of peer education programmes for the alleviation of poverty. These practical problems will be discussed in Chapter 5, which also discusses the research findings.

1.7   DEMARCATION OF THE STUDY AREA

The non-empirical component of this study was limited to the Graaff–Reinet District Office of the Department of Education, Eastern Cape. Moreover, the study focussed on two schools situated within the Camdeboo Municipality: Lingcom Primary and Nqweba Secondary from 2011 to 2015. Fourteen schools had implemented peer education programmes in the district, namely Nqweba Secondary, Lingcom Primary, Aberdeen Secondary, Luxolo Intermediate from Camdeboo Municipality, Lukhanyiso Primary, Pearston Secondary, Johnson Nqonqoza Secondary, Cookhouse Secondary from Blue Crane Route Municipality, Gcinubuzwe Combined, Klipplaat Secondary from Ikwezi Municipality, Carel du Toit Secondary, Tom Kasibe Primary, Willowmore Secondary and Elmore Primary from Baviaans Municipality. From these, the two schools included in the study were randomly selected.

1.8   RESEARCH METHODOLOGY

The researcher used a combination of quantitative and qualitative research methods, as they were complementary and ensured a thorough analysis of the research topic. Integrating qualitative and quantitative research was appropriate for this study because characteristics from both methods were needed in order to gather numerical as well as theoretical data. The research methodology for the study was descriptive and sourced from the available literature. Because of the restricted extent of the research, no empirical survey was conducted. Several theoretical criteria to deal with the research problems were identified from the available literature, from which conclusions were drawn and recommendations made.

1.8.1   Outline of the chapters

The structure of the treatise is as follows:

Chapter 1 (Introduction): This chapter provides the introduction and background of the study and gives a general overview of the research topic, research problem, and purpose of the research.

Chapter 2 (Literature Review): This chapter outlines various theories and various ideas from the literature concerning the poverty phenomenon. This chapter also deals with the legislative framework and policies for poverty and peer education programmes.

Chapter 3 (Research Methodology): This chapter explains the research methodology and procedures that were used in collecting and analysing data in this research study. The chapter seeks to justify why the researcher chose to utilise certain research techniques over others, and it explains how these techniques assisted the researcher in gaining insight into the management of peer education programmes.

Chapter 4 (Findings): This chapter deals with the research findings that resulted from the researcher's analysis of documents obtained from Lingcom Primary School, Nqweba Secondary School and the Camdeboo Municipality. In addition, the chapter discusses the benefits and effectiveness of peer education including the management of peer education programmes.

Chapter 5 (Conclusions and Recommendations): This chapter presents the conclusions of the research and recommendations on how to improve the programme to alleviate poverty in the district of Graaff-Reinet.

1.9   SUMMARY

Quality Peer Education (PE) programmes offer hope to children and youth from disadvantaged backgrounds, having a positive impact on a range of academic and social outcomes. In this study, the researcher assessed the impact of these programmes on children's academic performance and social behaviour.

This research study examined the fact that, owing to the imbalances of the past, the South African education system still creates learning challenges for learners from disadvantaged communities. Among others, these challenges include a high rate of school dropout and failure; school-based violence; drugs and substance abuse; and teenage pregnancies. Peer education programmes aim to increase learners' academic achievements and support healthy behaviours. The researcher conducted a brief literature review on peer education programmes and identified that there is little literature related to this topic in South Africa. Hence, there is a need for research evaluating the impact of peer education programmes on learners from disadvantaged backgrounds.

In the next chapter, the researcher will explain the phenomenon of poverty, its definition, causes and effects. Moreover, this chapter will provide an overview of peer education and explain the legislative frameworks regarding poverty and peer education.

CHAPTER TWO

LITERATURE REVIEW ON POVERTY AND THE MANAGEMENT OF PEER EDUCATION PROGRAMMES

2.1   INTRODUCTION

This chapter outlines various theories that explain and define the poverty phenomenon. In addition, the chapter explores the causes and the effects of poverty. It gives a historical overview of peer education and defines the terms used in this context. Moreover, the chapter explains peer education in the HIV and AIDS context, including its management; the funding; and the roles and responsibilities of the role players in the programmes, which are the National Department of Education, the Provincial Department of Education, the District of Department of Education and school level officials.

This chapter also deals with the legislative frameworks and policies for poverty and peer education, such as the Constitution of South Africa Act 108 of 1995; the Batho Pele principles, the Reconstruction and Development Programme; and the Growth, Employment and Redistribution and the National Growth Plan. Other frameworks and policies include the following: The White Paper 6 on Inclusive Education; the National Policy on HIV and AIDS for Learners and Education (1999); the HIV and AIDS and STI's Strategic Plan for South Africa (2007–2011). In addition, the chapter gives an explanation of the National Strategic Plan including the National Curriculum Statement for Grade R–9 (2002) and the National Curriculum Statement for Grade 10–12 (2003).

2.2   HISTORICAL OVERVIEW OF POVERTY AND PEER EDUCATION

The population of South Africa faces the continuing challenge of poverty and unemployment, although since the advent of political democracy in 1994, there have been high expectations that the country would deliver better services to improve human well-being. However, poverty is still high, and most of the population experience economic inequality. There have not been any apparent changes in the rural areas of South Africa where most people are poor and lack facilities. As wealth is unequally distributed among members of the population, poverty affects many individuals who struggle to maintain a sustainable livelihood. The problem of

unemployment is a root cause of poverty both at individual and household level. Unemployment is caused by a lack of education and skills, and poverty means poor health conditions, which, in turn, reduce the ability of people to improve their lives socially and economically because it hinders them from participating in economic activities (Lindahl, 2005: 44).

South Africa has implemented poverty alleviation programmes and projects, of which skills development is one. Skills development is regarded as essential for poverty alleviation because it builds individual capacity and enhances opportunities for employment. One of the skills development programmes being introduced at school level is peer education, which is a popular strategy for behavioural change in young people, especially with regard to behaviour that is influenced by peer group norms and values. Peer education has been extensively applied both within and outside the school setting, and peer education programmes are currently implemented in schools in the context of HIV/ AIDS, STI and TB intervention.

Peer educators are especially effective in modelling healthy behaviour; in setting and shifting peer group norms; in supporting peers to find relevant information and help; and in demonstrating academic, decision-making and social skills. General interventions focused on various topics, using peer education, have shown positive results over decades of implementation if the programmes are implemented effectively (Cowen, 1982; Durlak, 1979). Various studies have shown that peer education is often as effective as professional help (Durlak, 1979). The effectiveness of peer education is often embedded in the high level of understanding between people in similar situations and the informal nature of the relationships (Frankel, 1992).

2.3   UNDERSTANDING THE POVERTY PHENOMENON

The problem of poverty is multidimensional, and it is not measurable. People in developing countries have different views of poverty from those in developed countries because the determinants are different (Everatt, 2001:24). Poverty cannot be measured only in terms of income and consumption rate, although these are regarded as basic indicators of poverty. Poor people are often vulnerable, voiceless

and powerless; hence, it is necessary to address the non-monetary factors of poverty.

Various factors contribute towards the conditions of poverty in developing countries, ranging from social, economic, political and institutional factors (Fox and Van Rooyen, 2004:16). According to Min and Zhiyong (2005:5), poverty has been a major factor hindering human development, and the effects of poverty on people cause them to lose focus on other aspects of life. People who live in poverty are deprived of life and improving opportunities, such as employment, better education, economic growth, income generation and nutrition. As a result, they are vulnerable to diseases such as HIV and AIDS, and the problem is exacerbated by the non-availability of health care services as well as by the poor people experience such as lack of food that resulted to malnourished of the children and non-school attendance also the lack of transport for learners to reach schools since the learners have to travel long distances to reach the schools.

2.4   DEFINITION OF POVERTY

Poverty has been defined in numerous different ways; it is multi-dimensional and affects people from different places in different ways. The United Nations Human Development Report (UNHDP) (1998) defines poverty as a condition wherein people lack resources, are deprived of and lack opportunities for better living conditions. From this definition, one can deduce that poverty is so wide-ranging that no definition of poverty can be said to be more descriptive or better than another may be. According to Oduro and Aryee (2003:13), poverty refers to a lack of social resources where individuals or communities have low levels of health, education and assets. In addition, it marginalises people, causing vulnerability, and takes away their human rights and dignity.

De Beer and Swanepoel (2000:2) distinguish poverty in two ways: case poverty and community poverty. Case poverty is the kind of poverty that occurs at individual or household level, where the individual or household is poorer than the surrounding society. Community poverty affects the whole of a particular society, and almost everyone is poor within that community. This kind of poverty is prevalent mostly in rural areas and informal areas in cities. Poverty is further classified into levels:

absolute poverty and relative poverty. People who live in absolute poverty are those whose income level is very low or who have no income at all, to the extent that they lack basic needs, such as shelter and food. Absolute poverty is common in rural areas, especially in the Third World. According to Oosthuizen (2005:2), absolute poverty is a condition where people cannot afford food. People who live in absolute poverty lack the means to produce or buy food, and they do not know where their next meal is coming from. Relative poverty is defined by the inability of individuals to access aspects of welfare, such as good health, enough money and have no job, that are important for their wellbeing. In the case of relative poverty, people are able to survive, although they are disadvantaged compared to others.

According to Department of Statistics (2011), the National Planning Commission (NPC) adopted the use of the lower-bound poverty line (R443 in 2011 prices) with regard to its poverty targets outlined in the NDP. The Commission has set the ambitious target of eliminating all poverty below this line by 2030.

2.5   CAUSES OF POVERTY

There are various causes of poverty; however, the challenges experienced by those who are poor are generally linked to a lack of resources for a better living. Hurley (1990:12) maintains that poverty is a condition that causes people to suffer because they are vulnerable and struggle to live. Min and Zhiyong (2005:5) show that poverty is caused by different factors and that the results of poverty are the causes of poverty as well. Factors such as high population growth, high illiteracy rates and environmental depletion are both the causes and results of poverty. According to United Nation/International Strategy for Disaster Reduction (UN/ISDR) (2004:13), the causes and results of poverty form a linked chain that traps people and makes it difficult for them to escape poverty. In the following section, the researcher discusses the factors that are associated with poverty, such as social factors; unemployment and housing; diseases; and political causes.

2.5.1   Societal factors

Jooste and Jooste (2005:382) cite the Department of Education in listing the following social factors as causing academic underachievement:

- Linguistic deprivation: Poor children may be exposed to poor language use, and therefore find it difficult to understand new concepts and cope with large quantities of work at school.
- The low literacy levels of parents also contribute to academic underachievement because parents are not able to assist their children with their schoolwork, and as a result, a failure to learn occurs.
- The harmful, negative attitudes or views of society towards groups that are different, for example, the poor, lead to prejudice against learners experiencing barriers to learning. Educators, in particular, label these learners as unable to learn, and expect these learners to fail anyway; this falls under self-pity theory.

In addition to those mentioned above, Theron (1985:5) identifies the following social factors that contribute to academic underachievement: parental divorce, which can cause emotional trauma and result in a feeling of not belonging; and environmental circumstances, such as overcrowded houses, loud music, and a lack of space to study, which make learning difficult, if not impossible.

2.5.2   Unemployment and housing conditions

Pretorius (1998:301) describes a social grouping that has a low economic and social status, low educational levels, high unemployment and limited community involvement as "milieu deprived". He maintains that a milieu-deprived family is characterised by unemployment, violence, divorce, illegitimate relationships and child neglect. The father and mother underachieved at school and have a negative attitude towards school, and this attitude is relayed to the child who, in turn, tends to underachieve in school.

The resultant high density living or overcrowding of houses brings about dangerous and unhealthy living conditions. The strain on health and education facilities becomes enormous as more poor and unemployed people lack the money to pay school fees and buy books, clothes and food for their children. These factors lead to underachievement.

2.5.3 Diseases

Unemployed people are at greater risk of malnutrition and disease. Unemployed people lack money, and therefore have limited or no choices with regard to where they live, what they eat or what they wear. Such people are vulnerable to disease borne in the food they eat or from pollution in the areas where they live (Morake, 1997). Moreover, these people's health is threatened by factors such as HIV/AIDS. Men and women are more at risk because they tend to engage in risky behaviour, such as sexual affairs in exchange for material items, such as money, food and clothes.

2.5.4 Political cause

Poverty is a political challenge as much as a social problem because political conditions determine economic conditions. Most developing countries are politically unstable; as a result, the economies are poor. Most countries without political stability deny their populace human rights and compel people to live in fear without being able to voice their views (Berthelemy, Kauffmann, Renard and Wegner, 2002:2). In addition, the political condition of a country influences the manner in which resources are distributed. Growth can only be an agent of poverty alleviation when resources are shared evenly among the people. When government leaders collect all the wealth for themselves, poverty obviously increases (UN/ISDR, 2004:22). According to Handley, Haggins, Sharma, Bird and Cammack, (2009:8), political leaders want to benefit from the country's resources and they use the wealth to enhance their own power. The next section will deal with peer education definitions, overviews, the theory used in peer education and the management of peer education programmes.

2.6   PEER EDUCATION DEFINITION

Peer education is an approach or intervention strategy that typically involves training and supporting members of a given group in order to effect change among members of the same group (United Nations, 2003). A peer is defined as an individual who belongs to the same social group as another person, meaning that they share at least one characteristic, such as age, gender, socio-economic status or educational level. Peer education is built on the premise that people in similar situations have similar experiences, they understand one another and can influence one another.

In the Unit Standard for Peer Education by the South African Qualification Authority (SAQA) (3 April 2009), peer education is defined as "a dynamic process, a strategy, a communication channel, a system and a tool" whereby selected and well-trained people in a specific situation contribute to the well-being of others in the same situation. These individuals are able to do the following:

- contribute towards an increase in knowledge, skills, values and attitudes
- enhance health-seeking behaviour
- reduce risk behaviour and vulnerability
- promote resilience
- rectify or influence a situation

Peer education targets the peer group and aims to effect change in the group as a whole by targeting group norms. Peer-led interventions are based on the assumption that behaviour is socially influenced (Bandura, 1986), and those behavioural norms that influence behaviours are developed through interaction (Campbell and MacPhail, 2002). The theory that the researcher followed in this study was the theory of reasoned action as applied to moral behaviour in peer-led intervention.

2.7   THEORY OF REASONED ACTION AS APPLIED TO MORAL BEHAVIOUR

This theory supports the relevance of peer-led interventions: The theory of reasoned action states that an individual's behaviour is influenced by what he/she sees as a "norm" or what he/she thinks people believe about behaviour (Fishbein and Ajzen, 1980:99). According to the theory (see Figure 2.1 below), behaviour is determined by the behavioural intention to emit the behaviour. The two major factors that determine behavioural intentions are the personal or "attitudinal" factor and the social or "normative" factor. In accordance with the expectancy-value formulation, the first component (the person's attitude toward a specific behaviour) is proposed to be a function of the salient (behavioural) beliefs about the perceived consequences of performing the behaviour and the person's (outcome) evaluation of these consequences. The second component, subjective norms, consists of an actor's perceptions of what important specific referent individuals or groups think he/she should do. Subjective norms are a function of the person's (normative) beliefs, regarding what each referent thinks he/she should do, and of the motivation

to comply with these referents. The relative importance of the attitudinal and normative components in determining intention is expected to vary according to the behaviour, the situation and the individual differences of the actor (Ajzen & Fishbein, 1980).
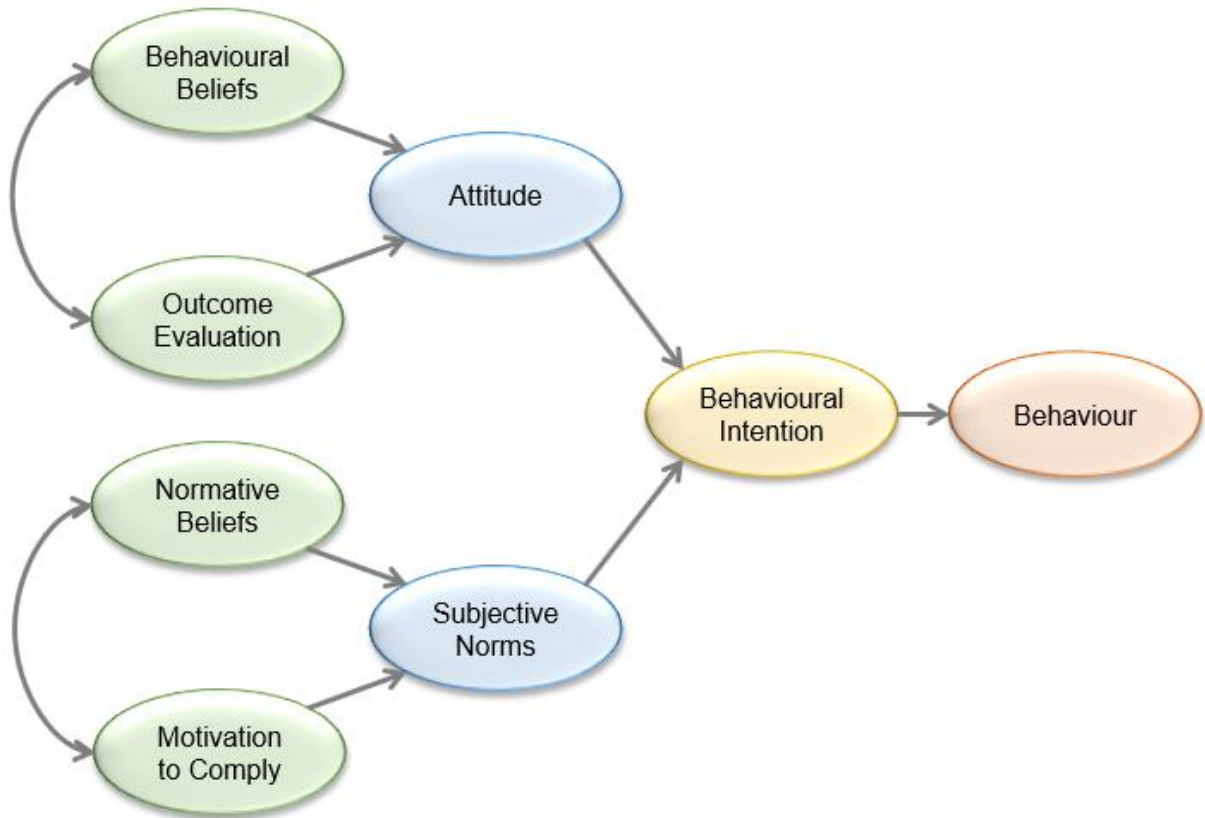
Source: Adapted from Fishbein and Ajzen (1980 :99). Belief, attitude, intention, and behavior: An introduction to theory and research

Figure 2.1: The Basic Theory of Reasoned Action

Peer education activities are participatory and based on the sharing of ideas, building skills and developing critical thinking about existing behaviour and group norms. Peer education in schools thus makes use of established networks and channels of interpersonal influences among adolescents (United Nation Population Fund, 2005).

2.8   OVERVIEW OF PEER EDUCATION

Peer education, as an intervention based on the idea that individuals learn more effectively through teaching, has been used for several purposes. Child-to-child approaches in learning didactic material is therefore common practice, especially in

Outcomes Based Education where learners work in groups and assist one another. (Department of Education, 2003)

The West African Youth Initiative in Nigeria and Ghana uses peers to provide reproductive health and sexuality information and counselling to young males and females aged 12–24. Evaluation indicates significant positive effects on the programme participants' knowledge, perceived self-efficacy, and behaviour. A post-intervention survey found that, after about 18 months of program activities, the target population were more knowledgeable about reproductive health and sexuality, and the use of modern contraceptive methods had increased when compared to the baseline survey. The experimental group showed greater feelings of confidence in saying "No" to sex; in asking a partner to use condoms; and in buying contraceptives, compared to the participants in the control group. More young people in the experimental group than in a control group reported that they had taken protective measures against STD/HIV, including abstinence; limiting the number of sexual partners; and using condoms (Lane, 1997).

In a Cooperative for Assistance and Relief Everywhere (CARE) project in Kenya, Community Resources for under-18s on STDs and HIV (CRUSH), survey results indicated that, when compared to a control group of non-participants, the target group of out-of-school youth aged 12–18 displayed better knowledge, more positive attitudes and signs of behavioural change toward STD/HIV prevention, following peer-to-peer educational intervention (Chege, Avarand and, Ngay, 1995).

According to Wolf and Bond (2002), the perceived effectiveness of this strategy indicates that an effective HIV/AIDS preventive strategy involves not only information but also understanding and behavioural change, and that a similarity between the message source and recipients is vital to the success of the ultimate impact of the message.

An initial evaluation of the federation of the Ugandan employees' HIV/AIDS programme suggested that peer education interventions had a positive effect on the participants. Participants at sites where at least half of their peers were exposed to the program were eight times more likely to have used condoms consistently with at

least one partner, during the previous two months, than those at sites where fewer than half were exposed to the intervention (Family Health International, 2002).

2.8.1 Peer education in the context of the human immunodeficiency virus (HIV) and the acquired immunodeficiency syndrome (AIDS)

The International Standards describes the interventions and policies that have been found to result in positive prevention outcomes by the scientific evidence and could serve as the foundation of an effective health-centred national drug prevention system, for example in schools an intervention programmes such as peer education, policies about HIV and AIDS, teenage pregnancy, alcohol and substance abuse including the awareness programmes of these intervention programmes (UNODC, 2015:11).

A peer education initiative is undertaken to teach learners the science of the human immunodeficiency virus (HIV) as an intervention strategy. The Statistics South Africa (Stats SA) (2011) report estimated the overall prevalence rate of HIV as approximately 10.6% or 5.38 million in 2011. Furthermore, an estimated 16.6% of the population aged 15–49 years were HIV positive (STATS SA mid-year population estimates, 2011). The aim of the South African National AIDS Council (2007) was to reduce new infections among people in the 15-24-year age groups, since globally 45% of all new infections occur among young adults in this age group. The sixth millennium development goal (MDG) aimed to combat HIV/AIDS, malaria and other diseases and halt and reverse of the spread of HIV by 2015 (UN Report, 2006).

UN (2007) maintains that many young South Africans become sexually active between ages 13-14 years, regardless of generally having poor knowledge of sexual and reproductive health. In a study conducted in 2008, it was found that among children 12-14 years of age, 10.8% of the males and 14.5% of females were already sexually active the year prior to the study. Furthermore, nearly all the males 12-18 years (n=162) had sex within their same age group, while 26.4% females (n=220) were having sex with males five years and older (Shisana, Rehle & Simbayi, 2010).

Bhana (2008:310) finds that the question of sexual rights and independence for

children in early childhood education remains complex and unexposed. According to Stellenberg and Corfield (2013:70) cited Berry in (2007), basic education in HIV/ AIDS could be initiated when a child is as young as 7-8 years of age, and it does not need to include the topics of sexual activity or drugs. It is the learner's right to know more about HIV/AIDS before they leave school. Therefore, basic HIV/AIDS education is fundamental to the global effort to prevent the transmission of the virus.

The education and development of learners about HIV/AIDS may give rise to a modification in lifestyle behaviours. Improving knowledge about factors that influence the health status of an individual may enable people to become aware of what contributes to a healthy lifestyle, and ultimately lead to self-concept (Stellenberg, Welmann & Groenewald, 2008). Therefore, health and education challenges can be successfully addressed if appropriate steps are taken within the educational environment, especially for learners from poor communities.

Factors, such as poverty, rape and HIV/AIDS are prevalent at poor schools, influencing the educational circumstances and the standard of education (McGregor, 2007). Cooper, Risley, Drake and Bundy (2007) refer to the school age years of about 5 to 15 years as a "Window of Hope" as this involves the only cross section of any population that has the lowest prevalence of HIV infection. "Education is the social vaccine against HIV infection". Cooper et al. (2007) emphasise that school authorities should take into account the developmental stages of children and their emotional needs.

Traditional didactic health education seeks to change the views and attitudes of single individuals, while peer education promotes the assimilation or accommodation of a range of individuals' opinions within an evolving group process (Campbell & MacPhail, 2002). Teaching and learning among young learners should include role playing and small group discussions during which the peer educators aim at personalising the information (Kouvava, Antonopoulou, Zioga & Karalia, 2011; Evans & Tripp, 2006). The basis for this recommendation is that young learners are more inclined to engage with their peers, with whom they feel more comfortable, than with the traditional teacher (Evans & Tripp, 2006). Various studies illustrate that peer education appears to be ideal to teach young learners about HIV/AIDS (Caron,

Godin, Otis, Lambert, 2004).

In a peer education study on HIV/AIDS (Ozcebe, Akin & Aslan, 2004) conducted at a high school, the results confirmed a significant difference between the pre-assessment and post-assessment scores. The score before peer education was 29.52; SD = 4.38, whilst the score after the intervention was 31.89; SD = 4.96 (p = 0.000). The results obtained in a randomised control study (Borgia, Marinacci, Schifano & Perucci, 2005) proved that peer led groups showed a 6.7% (95% C.I. 1.9-11.5) improvement in the scores of knowledge than that of teacher-led groups. According to Berry (2008), HIV/AIDS education at schools is sometimes a contentious issue. The attitude of educators has been identified as a challenge that prevents HIV/AIDS education at schools (Katsande, 2006).

Parker (2007) believes the ABC (Abstain, Be faithful, Condomize) message is too simplistic and new approaches should be tested to address the global public health problem. Thus, an initiative to train community peer facilitators and present interactive HIV/AIDS workshops to school learners by using metaphors (Pramling & Saljo, 2007), role play and "street speak" was undertaken in Kuils River, a town in the Western Cape, South Africa.

According to Campbell and MacPhail, 2002, many interacting individual and environmental factors influence high-risk behaviour among young people including the following:

- low levels of perceived risk
- peer pressure
- gender norms that place young men under pressure to have unprotected sex and that limit women's power to make independent decisions
- a lack of positive role models
- poverty that can result in transactional sex
- inadequate support structures

The next section will discuss the management of peer education programmes.

2.9 MANAGEMENT OF THE PEER EDUCATION PROGRAMMES

Department of Basic Education (2011) drafted the Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools, which outlines the management system for these programmes and refers to the processes that guide and control how particular policies and procedures are implemented and objectives achieved. The overall management of peer education programmes should be the responsibility of all tiers of Department of Basic Education (DBE), which are at national, provincial, district and school levels, as well as key partners, including other government departments and non-governmental organisations. The management of the programmes includes co-ordination amongst the various role players at all levels.

2.9.1 Roles and responsibilities

The main stakeholders in peer education are the different levels of the Department of Basic Education (DBE); the school governing body (SGB), parents, school management teams (SMT); the principal, educators and learners in the school; health services and other providers; and non-governmental organisations (NGOs) serving a specific community. All these stakeholders have a role to play in the programme to create an environment conducive to change. The specific roles of the different role players are outlined below:

2.9.2 National level

The National DBE is responsible for the overall management of peer education, providing guidelines for developing or identifying existing curricula and implementation strategies, leveraging resources, and developing or refining existing Monitoring and Evaluation (M & E). It can also play a role in ensuring that best practice models are identified, documented and widely disseminated. Peer education requires an integrated approach with links to other government departments and non-governmental organisations in order to develop and implement programmes. The National DBE can assist in facilitating such links (DBE, 2011).

2.9.3 Provincial level

The provincial DBE is responsible for implementing the programme; making decisions about an appropriate curriculum; mobilising resources; and co-ordinating

the training of district officials with NGOs and implementation of peer education programme with the district offices. Schools and district offices report the M & E data to the provincial DBE that compiles reports on the effectiveness of the programme. The provincial department coordinates the activities of the various district offices. In some cases, this may be supported by a NGO and other sister departments (DBE, 2011).

2.9.4 District level

Various units in the district offices can become involved with the implementation of peer education, such as the units managing school safety, health, values, and the whole school culture. Collaboration between all relevant units in managing programmes is important.

A needs assessment should be done at district level to determine the focus of peer education in the district. District officials can assist each school in undertaking a brief needs assessment.

The peer education coordinator in the district office works with the steering committee of each school to plan and manage the day-to-day activities of the peer education programmes. The district office can assist in determining the needs of each school and in reviewing the existing programmes as well as those of NGOs to determine the appropriateness of such programmes and adapting them to fit local needs. The NGO's coordinate the selection and training of peer educators and peer mentors and support programme implementation in the schools. They monitor the programmes, co-ordinate data collection, and report the results. Such a model of decentralised management of programme activities contributes to direct involvement in programme implementation and promotes ownership of the programmes (DBE, 2011).

2.9.5 School level

In the school level the researcher is going to deal with all the school stakeholders, such as SMT, SGB, Educators, Peer Educators, Peer mentors, parents, guardians or caregivers, youth involvement and Peer Education Steering Committee.

2.9.5.1 School management team (SMT)

The principals and SMTs should support peer education programmes and allow peer educators to take the initiative and lead the programmes. Educators should play a supportive and guiding role. The SMT controls the resources of the school, such as time, venues, human and financial resources and needs to approve all activities in the school. When principals promote peer education as an integral part of the school calendar of events, programme implementation improves significantly (Visser, 2007). Specific time needs to be allocated for peer education activities that are conducive for peer educators to access other learners, preferably within the school day or after school during the co-curricular activities.

2.9.5.2 School governing body (SGB)

The role of the SGB is to identify a steering committee to manage the implementation of peer education in the school. The steering committee should report to the SGB about the functioning of the programme in the school. The SGB can also assist in facilitating community-based activities that would ensure continuity of issues addressed by peer education within the school environment. (DBE, 2011)

2.9.5.3 Peer education steering committee

The steering committee for peer education should consist of the LO educator (often the coordinator of the programme), representatives of educators, parents and learners. Where non-governmental organisations have been contracted to assist with programme implementation, they should be co-opted onto the steering committee. Various existing structures in schools could be used for this function, such as the school-based support teams (SBST) or Health Advisory Committees (HAC). The steering committee should manage all aspects of a programme, such as the needs assessment, building a referral network with health and social services, involving relevant stakeholders, selecting peer educators, assisting in the implementation, coordinating data collection for M & E, and reporting on the progress made. The steering committee should also organise meetings with the parents to gain their support for programmes. They can co-ordinate programmes directed towards motivating health-seeking behaviour among parents to encourage them to model healthy behaviour for their children (DBE, 2011).

2.9.5.4   Peer mentors

The educator taking responsibility for a particular peer education programme in a school contributes largely to its effectiveness. The peer mentor (often the LO educator or teacher liaising with the RCL) co-ordinates the steering committee and is responsible for the implementation of a peer education programme in the school. He/she should coordinate the selection of peer educators, support and supervise their work, support communication with the school management team, refer learners to outside agencies or partner NGOs, and supervise the data collection on programme implementation (DBE, 2011).

Successful peer mentors demonstrate a genuine interest and commitment to young people's development, communicate easily with learners, and are comfortable discussing sexuality and emotional issues. These educators need skills in counselling, supervision, referral, motivation and advocacy. The educators need special training to equip them to manage a peer education programme in schools.

Managing a peer education programme should form part of the educator's work allocation, and not be an add-on assignment. If educators feel overburdened with teaching and administrative responsibilities, they cannot mentor peer educators effectively (DBE, 2011).

2.9.5.5   Other educators in schools

In addition to being aware of the needs of young people, all educators in the school should be aware of the goals of peer education programmes and support them. When educators adopt a learner-focused approach, the well-being of learners can be enhanced (DBE, 2011).

2.9.5.6   Peer educators

Peer educators are central to peer education programmes. Peer educators need a shared vision and commitment to practice new roles and to serve as role models for other young people. Where possible, they should have input into the management of a particular programme, decision-making, and planning. Cooperation and teamwork among the peer educators is important for the retention, motivation and productivity of learners. Intra-site and inter-site activities between groups of peer educators are

encouraged. However, the effectiveness of peer education programmes depends on an enabling environment, and on the extent to which peer educators receive training, supervision and guidance from adult staff members. (DBE, 2011)

According to UNAIDS (1999), the duties of a peer educator include community mobilisation and AIDS technical update. Some of the roles of a peer educator are as follows:

- *Awareness raising:* In addition to formal and informal peer education activities, peer educators are involved in awareness raising activities, presentations, advocacy, community mobilisation, and work with the media and other mass actions. However, awareness raising activities are not in themselves peer education, as contact is not repeated. Moreover, they are likely to be made with people of differing ages, status and background, possibly in large numbers.

- *Behaviour change communication:* Through this interactive process, the peer educator provides the target population with basic facts about HIV and AIDS, thus giving learners the opportunities to develop skills for personal protection and encouraging them to access appropriate services and products in order to maintain and develop safer practices.

- *Community mobilisation:* In HIV prevention, community mobilisation is a process through which community members come together to address their individual and collective vulnerability to HIV and AIDS. Community members identify their own concerns, participate in decision-making, evaluate the results and take responsibility for both success and failure.

- *Cultural mediator:* The peer educator is able to link two cultures, for example, a gay man who is also a Red Cross/Red Crescent volunteer, and is able to facilitate understanding and build trust between the two cultures.

- *Gatekeeper:* A peer educator can be a person outside a peer group who may influence or control access to a particular group. For example, brothel owners or pimps may be the gatekeepers of sex workers, while factory managers or owners may be the gatekeepers of factory workers.

Family Health International (2002) outlines some of the critical roles or activities of the peer educator, who is thus expected to do the following:

- ***Increase awareness of HIV and STDs among peers.*** This includes conducting informal small group discussions about HIV/AIDS, organising and conducting formal group discussions about HIV/AIDS, teaching peers about reproductive health and STD detection and treatment. It can also include organising meetings and educational sessions, participating in World AIDS Day and other public events, holding regular meetings, distributing educational materials, displaying posters and other educational materials, presenting video screenings, designing/developing educational materials, or performing dramas and organising sports events.

- ***Motivate and support behaviour change.*** This involves talking to peers one-on-one, teaching them how to do a personal risk assessment, how to negotiate safer sex (including condom use), providing individual counselling, and recommending or referring peers for HIV testing.

- ***Promote/distribute condoms and organise educational activities.*** These activities include distributing free condoms or selling condoms, giving condom demonstrations, teaching condom use and skills (buying, storing, opening, using, making visits to hospitals or the homes of AIDS patients, supporting people affected by HIV/AIDS and teaching peers about home care.

- ***Perform activities related to care and support of people living with AIDS.*** These involve providing referrals to health care facilities, and taking part in income-generating activities with people living with HIV/AIDS.

2.9.5.7   Youth involvement

Youth participation in each stage of the development of peer education programmes helps planners to assess, identify and meet the needs of the youth and learners. In the long-term, youth involvement ensures that peer education is directed towards young people's needs, engenders an environment of shared-learning and shared-ownership, and enhances the perceived value of the programmes among the broader school community. All learners should be encouraged to participate fully in peer education programmes (DBE, 2011).

Youth or learner participation can be enhanced by linking the programmes to the Representative Council of Learners (RCL). The RCL should take the lead in peer education programmes by:

- organising the needs assessment
- deciding on what the programme should address
- selecting peer educators
- organising peer education sessions in schools (DBE,2011)

2.9.5.8   Parents, guardians or caregivers

Parents, guardians, or caregivers should be included in the steering committee because parental involvement is needed in the day-to-day functioning of a programme to identify needs, decide on its focus and help with resources, guidelines and referral sources in managing its implementation. This committee can ensure that the needs of the community are addressed in a particular peer education programme (DBE, 2011).

The steering committee should also involve all the parents in creating awareness of HIV risks and of healthy behaviour. Parents, guardians, or caregivers should be enabled to develop open communication with their children, to talk about health enhancing behaviour and to model healthy behaviour. A change in the social environment is necessary to strengthen messages from peer educators (DBE, 2011).

Peer educators need recognition and encouragement from their parents and open communication to reinforce a healthy lifestyle. A peer educator who is supported by parents, guardians, or caregivers is more likely to be motivated as a peer educator. Therefore, parents of peer educators require additional support to enable them to fulfil this role (DBE, 2011).

2.9.6   Funding

As explained earlier, peer education is an expensive strategy. It requires significant resources and time for material development and for on-going training, support and supervision. In addition, as peer educators age out of programmes, new peer educators have to be recruited and trained on an annual basis. Many peer education

programmes are initially developed and implemented within the education system through the financial support of non-governmental organisations and donor funding. However, the scale-up and long-term sustainability, ownership and mainstreaming of peer education programmes depend on provincial departments making provision for them from their voted funds. This ensures the availability of both human and financial resources to implement and monitor the programmes' outcomes (DBE, 2011).

The programmes are funded through a conditional grant from National Treasury. Peer education has been identified as one of four focal areas of the conditional grant to support curriculum implementation and care and support activities within schools and districts (DBE, 2011).

2.10   LEGISLATIVE FRAMEWORK ON POVERTY AND PEER EDUCATION

In this section, the researcher explains the legislative and policy framework used both in poverty and in peer education programmes. Although, the Constitution of the Republic of South Africa, Act 108 of 1996 refers to both poverty and peer education, as explained in this chapter, the current research study into the management of peer education focussed on the sections regarding peer education.

2.10.1 Constitution of South Africa 1996

The Constitution of the Republic of South Africa, Act 108 of 1996 in its Preamble stipulates the following:

> We, the people of South Africa, believe that South Africa belongs to all who live in it, united in our diversity … We therefore, through our freely elected representative, adopt this constitution as the Supreme law of the Republic to:
> - Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
> - Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
> - Improve the quality of life of all citizens and free the potential of each person, and build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Chapter 2 of the Constitution of South Africa Act of 108 of 1996 addresses the Bill of Rights where many aspects of daily life are dealt with, starting from human dignity to food security. This chapter of the Constitution calls for the alleviation of poverty and creation of a better life for all people of the Republic. Successful delivery of the services mentioned in Chapter 2 of the Constitution of South Africa requires good practices. The latter should supersede anti-progress activities, like corruption. Section 195(1) of the South African Constitution lays down the theoretical tenets serving as basic democratic values and principles in terms of which public administration in South Africa should be governed:

- A high standard of professional ethics must be promoted and maintained.
- An effective, efficient and economic utilisation of resources must be promoted.
- Public administration must be development-orientated.
- Services must be provided impartially, fairly, equitably and without bias.
- People's needs must be responded to, and the public must be encouraged to participate in policy-making.
- Public administration must be accountable (to the voters and the inhabitants of South Africa).
- Transparency must be fostered by providing the public with timely, accessible and accurate information.
- Good human resource management and career-development practices must be cultivated to maximise human potential.
- Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness and the need to redress the imbalances of the past to achieve, maintain and enhance a broad demographic representation.

The theoretical principles prescribed in the South African Constitution Act 108 of 1996, Section 195 goes together with the Batho Pele Principles, as contained in the Batho Pele Handbook (Batho Pele Handbook – A service Delivery Improvement Guide) (DOE-KZN: undated).

2.10.2 Batho Pele Principles

A country where citizens are not self-centred can be developed only when the Batho Pele (meaning "people first" principle is internalised in their norms and values). This initiative helps to make public servants service orientated, to strive for excellence in service delivery and to commit to continuous service delivery improvement. It is a simple and transparent mechanism, which allows citizens to hold public servants accountable for the services they deliver (Batho Pele Handbook – A Service Delivery Improvement Guide) (DOE-KZN: undated).

The Batho Pele handbook explains that Batho Pele is not an "add-on" activity but is a way of delivering services by putting citizens at the centre of public service planning and operations. It is a major departure from a dispensation, which excluded the majority of South Africans from government machinery, to one that seeks to include all citizens in the achievement of a better life for all through services, products and the programmes of a democratic dispensation.

In a democratic and progressive society, public services are not supposed to be a privilege; they are a legitimate right. A situation whereby waters and sanitation cease to be a right and become a privilege is untenable. There are areas in South Africa where public servants do not observe and adhere to the Batho Pele Principles and, as a result, service delivery is compromised. Even the Constitution, 1996 stipulates that public administration should adhere to the following principles, among others:

- A high standard of professional ethics should be promoted and maintained.
- Services should be provided impartially, fairly, equitably and without bias.
- Resources should be utilised efficiently, effectively and economically.
- People's needs should be responded to.
- The public should be encouraged to participate in policy-making,
- The information should be accountable, transparent and development-orientated. The onus is on the policy implementers to address these needs, as clearly indicated in the Constitution.
- Good human resource management and career development practises

2.10.3 Growth, Employment and Redistribution

According to Batyi (2009:24), the Reconstruction and Development Programme (RDP) was consolidated into the Growth, Employment and Redistribution (GEAR) strategy. Habib and Maharaj (2008:288) describe the intentions of GEAR as an attempt to bring down the budget deficit from about 5% to less than 3% in a period of five years, which necessitated severe restrictions on expenditure. (UNDP 2000:3; Habib and Maharaj 2008: 288). According to Batyi (2009:25), GEAR's economic strategy was to reduce poverty, but it increased inequality between and within the people of South Africa. It has been accused of lacking the ability to bring down poverty through shrinking unemployment. Batyi maintains, "Gear has been seen as successful in generating growth, the poverty reduction strategy has not been seen as successful in reducing poverty in this decade, as the wealth generated is claimed not to have been able to reach the poor in the lower strata of the society. In other words, the "trickle down" effect has not happened" (Batyi, 2009:25).

2.10.4 New Growth Path

The government has developed the New Growth Path (NGP), its new economic policy to reduce inequality and defeat poverty in South Africa. The objectives of the NGP are to identify areas where a large amount of employment can possibly be created. Moreover, the NGP aims to develop a policy package that will monitor employment creation. The NGP has a dynamic vision of how all social partners and stakeholders will achieve a more developed, democratic, cohesive and equitable economy over the medium term, in the context of sustained growth (NGP Framework, 2011:10). For the benefit of the poor, the NGP aims to change the character of the economy to benefit the poor mostly. NGP calls on labour and business to collaborate towards the creation of decent job opportunities.

In the mid- '00s, the economic growth in South Africa, remained one of the most inequitable country in the world and was running at just 1% a year. The NGP highlights that, despite the fact that high economic growth was achieved in SA in mid-'00s, income inequality increased, and poverty became more widespread and entrenched. Furthermore, the imbalance in national income indicates that 40% of the National income goes to the rich, only 10% of households. The NGP claims that

some of the imbalances have been inherited from the legacy of apartheid (NGP Framework 2011:10).

There is no balanced equation between economic growth and job opportunities. The NGP responds to the low level of employment in our country compared to other countries. It comes as the solution to the employment shedding in mining and agriculture. The government has further engaged itself in fighting poverty as shown in Accord 1 of the NGP where there is a focus on national skills through the National Skills Accord. The purpose is to increase skills in the country as a platform for creating five million new jobs by 2020. The National Skills Accord 1 (2011:4-5) lists the following commitments in key performance areas:

Commitment one: To expand the level of training using the existing facilities more fully

Commitment two: To make internship and placement opportunities available within workplaces

Commitment three: To set guidelines of ratios of trainees: artisans as well as across the technical vocations, in order to improve the level of training.

Commitment four: To improve funding of training and incentives to companies to train the youth

Commitment five: To set annual targets for training in state-own enterprises

Commitment six: To improve SETA governance and financial management as well as stakeholder involvement

Commitment seven: To align training to the New Growth Plan and improve Sector Skills Plans

Commitment eight: To improve the role and performance of FET colleges

Parties involved in this accord saw this initiative as a move towards increasing the number of South Africans who can access training, which would result in a large increase in the economy's skills base (NGP Accord 1, 2011:5).

Other entities in our country are engaged in what Chapter 2 of the Constitution of the South Africa stipulates as mentioned above. In response to the Constitution's demands, various departments in the country have developed strategies and endeavours to fulfil what this chapter stipulates. In his presentation of the Strategic Plan for the Department of Agriculture, Forestry and Fisheries (DAFF) for the terms 2011/2012 to 2014/2015, Dr Mulder stated, "The majority of the people in South Africa do not take agriculture very seriously". He added, "If food security is threatened, it would lead to famine, which would then result in political instability, coupled with all its negative effects" (DAFF: Strategic Plan 2011/2012-2014/2015: xi). In his statement, Deputy Minister Dr Mulder expanded on this point by saying that the role of his department is to provide food security and safety, and create employment that will be sustained, coupled with economic growth and rural development.

A sister department of DAFF, the Department of Rural Development and Land Reform agrees with DAFF's outcomes 7 of 12 its strategic plan (2011-2014:1) that the success of the department over the Medium-Term Strategic Framework (MTSF) period will be measured against the implementation of the outputs as outlined below:

- improved access to diverse and affordable food
- improved employment opportunities and economic livelihoods

Over the period of 10 years, 500 000 jobs must be created in the rural sector, which could have a positive impact on urban areas, (Rural Development and Land Affairs' Strategic Plan, 2011–2014: 1).

2.11 POLICY FRAMEWORK ON PEER EDUCATION

The implementation of peer education programmes in South African schools is supported by a sound policy and legislative mandate. As a policy framework, peer education may be located within a human rights framework, which is the Children's Act 38 of 2005 amended by Children's Amendment Act 41 of 2007. A provision of this Act in Chapter 2, which entails the general principles, requires the best interest on the child standard to be applied and the following must be considered where relevant, namely:

- The parent or any specific parent or any caregiver or person should provide for the needs of the child including emotional and intellectual needs (Section 7.1[c]).
- The child's physical and emotional security and his/her intellectual, emotional, social cultural development should be ensured (Section 7.1[h]).
- All the organs of the state in any sphere of government and all officials, employees and representatives of an organ of state must respect, protect and promote the rights of children contained in this Act (Section 8.2).
- Each child that is of such age, maturity and stage of development as to be able to participate in any matter concerning that child has the right to participate in an appropriate way, and views expressed by the child must be given due consideration (Section 10).
- Every child has the right to have access to information on health promotion and the prevention and treatment of ill health and diseases, sexuality and reproduction (Section 13).

These rights are well pursued through peer education, especially peer education that has standards (or guidelines) in place, offers children modern teaching methods, and permits children to form their own views and consult a diversity of sources in pursuit of a responsible life in a free society.

The Constitution of South Africa, Act 108 of 1996 and the Bill of Rights address the right of all citizens to life (Article 11); and freedom of expression, which includes the freedom of press and other media to receive or impart information and ideas, of artistic creation, as well as academic freedom and freedom to scientific research (Article 16). Moreover, they address the right of all citizens to health care services, including reproductive health care (Article 27. 1[a]), and education (Article 29). More specifically, children are guaranteed that their best interests are paramount in all matters concerning them (Article 28 [2]).

Within the school setting, particular legislation/policy frameworks lend support to the implementation of peer education, which will be discussed in the following section of this chapter.

2.11.1 South African Schools Act 84 of 1996

Chapter 2 of the South African Schools Act 84 of 1996 as amended by Act 57 of 2001 section 1(a) recognises the invaluable role that learners can play in their own development and in promoting the development of the whole school. The Act provides this recognition by mandating the setup of a representative council of learners at every public school enrolling learner in the eighth grade or higher. In addition, learners are invited to serve on the school governing body to contribute towards the management and governance of the school.

2.11.2 White Paper 6 on Inclusive Education

White Paper 6 on Inclusive Education (2001) supports the development of the potential of all learners, including the most vulnerable ones, who experience barriers to learning. The framework for special needs education emphasises the empowerment of learners by developing their individual strengths and enabling them to participate critically in the process of learning.

The development of an inclusive education and training system is aimed at addressing the incidence and the impact of the spread of the HIV/AIDS pandemic and other infectious diseases. For planning purposes, the Ministry of Education ascertain the consequences for the curriculum, the expected enrolment and drop-out rates and the funding implications for both the short- and long-term.

2.11.3 National Curriculum Statement Grade 10-12

Outcomes Based Education and its articulation through the Department of Education National Curriculum Statement for Life Orientation (2003:9) seeks to promote the agency of young people by engendering a culture of problem solving, critical thinking, as well as organising and managing activities in an effective and responsible manner. Specifically, the Life Orientation learning area through which peer education programmes are often implemented aims to guide and prepares learners for life and its possibilities, by developing skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding health, social, physical and personal development.

2.11.4 National Policy on HIV and AIDS

The National Policy on HIV and AIDS for Learners and Educators in Public Schools, and Students and Educators in Further Education and Training Institutions (1999) seeks to promote the effective prevention and care with regard to HIV and AIDS within the context of the public education system. It deals with the protection of educators and learners who are infected and affected by HIV and AIDS. Moreover, it provides for the implementation of universal precautions to eliminate the risk of transmission in an effective way as well as an effective and sustainable education programme on HIV and AIDS.

The HIV and AIDS Life Skills Education Programme (2000) followed the adoption of the National Policy on HIV and AIDS for Learners and Educators. Moreover, in 2000, Cabinet approved the National Integrated Plan (NIP) for Children and Youth infected and affected with HIV and AIDS. The NIP served to inform the intervention strategies implemented to mitigate the spread of HIV and AIDS. One of the main interventions identified through this process was the Life Skills: HIV and AIDS Sexuality Programme. The main objectives of this programme is to integrate HIV and AIDS and relevant life skills, for example, introducing sex education into the school curriculum as a strategy to mitigate the spread of HIV and AIDS.

2.11.5 HIV & AIDS AND STI National Strategic Plan for South Africa 2007–2011

The HIV & AIDS and STI National Strategic Plan for South Africa 2007–2011 (NSP) recognises a number of roles that the Department of Education plays in preventing and mitigating the impact of HIV and AIDS amongst young people. The majority of these roles are closely aligned to the goals of peer education. The roles are explained as follows:

- In terms of augmenting HIV prevention efforts, the NSP assigns responsibility to the Department of Education for developing and implementing strategies to address gender-based violence. These strategies might effectively address cultural norms and attitudes that promote gender power stereotypes and condone coercive sexual practices. Furthermore, the NSP recommends that the Department undertake efforts to reduce infection in young people, with a special focus on young women, and centre upon policies and legislation to

keep youth in school. The NSP advised the Department to strengthen school-based life skills programmes and train teachers to deliver quality life skills programmes to youth.

- The NSP assigns responsibility to the Department for developing and implementing targeted HIV prevention activities that reach high-risk out-of-school youth as well as developing guidelines for schools to become places of care and safety for children and young people. Other prevention efforts for schools to undertake, according to the NSP guidelines, include encouraging pregnant teenagers to have a HIV test and establishing close referral links to facilitate the access of HIV positive pregnant youth to Prevention of Mother-To-Child Transmission (PMTCT) programmes.

- The education system also plays a significant role in achieving the objectives within the second pillar of the NSP: Treatment, Care and Support. Accordingly, the education system needs to increase care and support for orphans and vulnerable children (OVC) through strengthening the implementation of OVC policy and programmes. Such efforts not only augment the care and support of OVC youth receive but may also succeed in reducing their vulnerability to HIV infection.

- In terms of priority area 4 of the NSP: Human Rights and Access to Justice, the Department of Education should ensure adherence to existing legislation and policy relating to HIV and AIDS in the education system. In order to achieve this, the Department is required to develop and distribute a national guideline of the rights of children in schools to access information, prevention, treatment, care and support.

In order to facilitate access to useful HIV and AIDS information and services, the education system should attempt to forge effective referral networks and relationships to assist youth in accessing prevention, treatment, care and support services. The findings of the mid-term review, which was conducted in 2009, are discussed in the next section of this chapter.

2.12   MID-TERM REVIEW ON NATIONAL STRATEGIC PLAN 2007–2011

The mid-term review of NSP 2007–2011 was conducted by the South African National Aids Council (SANAC) in 2009. The achievements listed were as follows: an

increase in condom use; large-scale knowledge campaigns; increased HIV counselling and testing (HCT) coverage; and an increase in the rollout of anti-retroviral therapy (ART). The listed response weaknesses included weak coordination, too many ill-defined targets and a lack of reporting from the private sector and civil society. The review specified areas for attention, such as insufficient progress in prevention; a possible decrease in HIV knowledge; health systems obstacles to scaling up responses; and a lack of reporting on impact mitigation and weak targets with regard to human rights and access to justice.

According to SANAC, the NSP 2007–2011 initiated the implementation of life skill-based HIV education in 80% of primary and secondary schools by 2008, but coverage of only 58% of schools was achieved, although the target for 2011 was 98%. However, the report pointed out that, while the DBE had acted to strengthen and customise life skills, conduct peer education training and camps as well as educate educators and learners about substance abuse, it did not achieve the NSP target of 98%.

According to the report by the Department of Social Development (2010), the number of orphans and vulnerable children in South Africa is increasing owing to the impact of the HIV epidemic, although it acknowledges that there are other causes of orphaning. In 2009, there were 905 453 maternal orphans in South Africa, equal to 4% of the child population and 6% of school-going children according to the DBE report (2009). Research by Cluver and Operario (2008) suggests that orphans and children in AIDS-sick homes may be at greater risk of HIV infection. In addition, they might experience more depression, post-traumatic stress symptoms, behavioural problems, poor peer attachments and somatic complaints when compared with non-orphans (Cluver, Gardener, and Operario, 2009). Young people in HIV affected families are at risk for TB infection as well as negative health and psychological outcomes, such as physical and emotional abuse. The educational impact is that they may find it difficult to concentrate at school because poverty at home means they are hungry at school. Moreover, these children may often be absent from school and eventually become dropouts.

2.13   SUMMARY

Peer education does not function in isolation as a programme, and the school community needs to be involved in it. For peer education to function effectively in schools, a network of supportive relationships is necessary at various levels. Moreover, advocacy and awareness campaigns need to be run at schools for the school community to understand what the programme entails. The principal, the SMT, the SGB and educators should include peer education programmes in the year planner for the smooth running of the programme

Peer education should be implemented by the SBST; moreover, it should fit into the existing school structure. Peer education needs the buy-in and support of all stakeholders to be sustainable. In fact, all stakeholders need to receive training in peer education. As local schools share the same resources, have the same socio-economic environment factors and belong to the same community, they need to develop a peer education network that can support peer educators through sharing ideas and forming an advocacy group to communicate the needs of learners. This network can use various forms of interaction, such as internet relationships formed under the supervision of the peer mentors. In the next chapter, the researcher will explain the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this study, the researcher followed a qualitative approach that involved descriptive/historical research using available literature sources. In this chapter, the researcher discusses the methods and procedures that were used in collecting and analysing research data. The chapter seeks to justify why the researcher chose to utilise certain research techniques over others, and it explains how these techniques assisted the researcher in developing insight into the management of peer education programmes.

In this chapter, the researcher discusses the following: the population; the sample and sampling techniques; ethical considerations; the data collection instruments; issues of credibility and trustworthiness; the data analysis, and the limitations of the study.

3.2 RESEARCH OBJECTIVES

The aim of the study was to assess the impact that the management of peer education programmes for the alleviation of poverty in selected Graaff-Reinet schools had on learners and the community. The study was conducted at Camdeboo Local Municipality in the province of the Eastern Cape.

3.3 RESEARCH DESIGN

A description of the research design is a key part of the report writing as it displays a blueprint on how the study was done. Brynard and Hanekom (2006:36) maintain that a research design can involve qualitative or quantitative methodological models. The researcher used a combination of quantitative and qualitative research methods as they are complementary and provided sufficient data for a thorough analysis of the research topic. The integration of qualitative and quantitative research allowed for the collection of both numerical data and theoretical data.

Robson (2007:23) points out that it is important to combine qualitative and quantitative methods in this instance wherein the quantitative numerical data and

soft qualitative data are needed to answer the questions. In this study, the research questions formulated required the implementation of both qualitative and quantitative methods. Statistical data was needed to determine the percentage that represented the total population of Graaff-Reinet whereas qualitative data were required for in-depth information on the learners attitude, perceptions and factors that influenced behaviour on learners. The learners must be able to make positive choices on sexuality, alcohol, drug and substance abuse and be role models to the community.

3.3.1   Quantitative research

Mouton (2001:145) defines quantitative research as the method that uses numerical data from a selected subgroup of a population to generalise the findings.

Using a quantitative research methodology yielded answers that the researcher required in order to compose a general perception of the findings. The researcher used document analysis pertaining to the schools that were randomly selected as a data collection tool

Delport in De Vos et al (2007:160) maintain that quantitative research measures quantify information using numbers or symbols, and in comparison with qualitative research, knowledge is gathered in a more scientific way. Du Plooy (2001: 82) notes that quantitative research is suitable for measuring variables. Quantitative research enabled the researcher to predict, describe and explain quantities, degrees and relationships.

3.3.2   Qualitative research

Maree (2007:50) points out that qualitative research "is concerned with understanding the processes and the social and cultural contexts which underlie various behaviours". Burns and Grove (2003:19) describe a qualitative approach as "a systematic subjective approach used to describe life experiences and situations to give them meaning". Holloway and Wheeler (2002:30) refer to qualitative research as "a form of social enquiry that focuses on the way people interpret and make sense of their experience and the world in which they live". Researchers use the qualitative approach to explore behaviour, perspectives and experiences, and then emphasise the understanding of these elements in the form of statistics and

percentages.

The rationale for using a qualitative approach in this research study was to explore and describe the management of peer education programmes for poverty alleviation. Qualitative(descriptive) research methods were appropriate for capturing information on how the peer education programmes led to behavioural change on the part of learners. However, the researcher also used qualitative methods to enhances the validity and reliability of the study.

3.3.3   Non-experimental research

McMillan and Schumacher (2001) describe five types of non-experimental modes of enquiry, one of which is termed *descriptive.* According to McMillan and Schumacher (2001), non-experimental modes of enquiry "describe something that has occurred or examine relationships between things without any direct manipulation of condition that are experienced". The descriptive mode of enquiry, in particular, aims to "assess the nature of existing conditions" (McMillan & Schumacher, 2001).

According to Salkind (2003:10-11), non-experimental research includes a variety of different methods that describe relationships between variables. These include the descriptive/historical research method that describes the characteristics of existing and past phenomena.

3.3.4   Descriptive Study

Salkind (2003:11) stresses that not only can descriptive/historical research stand on its own but it can also serve as a basis for other types of research such as qualitative and quantitative researches. Moreover, a group's characteristics can often be described from a descriptive/historical point of view in order to arrive at acceptable theoretical perspectives.

Historical research, according to Salkind (2003:12), relates past events to each other and/or to current events. Historical research answers a question regarding the nature and extent of events that took place in the past. Researchers often accomplish historical research by using primary sources, such as original documents and first-hand information from the people or places where one can obtain new information

(not previously exists. as well as secondary sources that may originate from second-hand sources such as reports of training workshops, registers, monthly reports and awareness programmes.

Leedy (1980:3-9) is critical of academics who display a prejudice for a given research methodology:

> *It is difficult to defend the position of those who claim that unless research fits an arbitrary prejudice for a given methodology, it fails to be research. All highways are of equal excellence; each, however, traverses a different terrain, but they all converge on the same destination. In other words, when research is viewed as an offensive against ignorance of the truth, then the four principal research methodologies are merely separate avenues leading in the direction of enlightenment. No one methodology is superior to any other, and they all converge at one coveted point: the point from which we are able to discern that of which we were hitherto unaware* (Leedy, 1980:3-9).

3.3.5   Research approach

The research population, sample, sampling size, sampling process and procedure as well as the setting are discussed in the following paragraphs.

3.3.6   Research population

Parahoo (1997:218) defines a research population as "the total number of units from which data can be collected", such as individuals, artefacts, events or organisations. Burns and Grove (2003:213) describe a research population in terms of all the elements that meet the criteria for inclusion in a study. Moreover, Burns and Grove (2003: 234) define eligibility criteria as "a list of characteristics that are required for the membership in the target population".

The criteria for inclusion in this study were as follows:

- The population of Graaff-Reinet

- The number of learners per school according to gender of Lingcom Primary and Nqweba Secondary
- The number of peer educators per school
- The number of learners receiving foster care and child support grant per school
- The literacy, employment and unemployment of the population of Graaff-Reinet

3.3.7   Sampling procedure

Polit, Beck and Hungler (2001:234) define a sample as "a proportion of a population". A carefully selected sample can provide data representative of the population from which it is drawn.

3.3.7.1   Sampling size

Holloway and Wheeler (2002:128) assert that the sample size does not influence the importance or quality of the study, and note that there are no guidelines in determining this in qualitative research. Qualitative researchers do not normally know the number of people in the research beforehand; the sample may change in size and type during the study. Sampling goes on until saturation has been achieved, namely no new information is generated (Holloway 1997:142).

3.3.7.2   Sampling process

Burns and Grove (2003:31) refer to sampling as a process of selecting a group of people, events or behaviour with which to conduct a study. Polit et al. (2001:234) confirm that, in sampling, a portion that represents the whole population is selected. Sampling is closely related to the generalisability of the findings. In this study, the sampling was non-probable and purposive

Parahoo (1997:232) describes purposive sampling as "a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data". The rationale for choosing this approach in this study was that the researcher was seeking knowledge about the management of

peer education programmes for the alleviation of poverty by focussing on two schools, which were purposively chosen to participate (see Chapter 1 section 1.6).

3.3.8 Data collection tools and procedures

Data collection is described as the process of the collection of information from various sources (Mouton 1996: 110). In this study, the researcher used various methods to gather the required data.

3.3.9 Secondary resources/data

Salkind (2003:49) defines secondary sources as those that you seek out if you if you are looking for a scholarly summary of the research that has been done in a particular area, or if you are looking for sources of references to support a research study. According to Barton (1997:68), the term 'secondary data' refers to information that already exists, which has been previously gathered by other individuals or organisations. Secondary data includes many kinds of written and visual material, for example, reports of previous surveys, maps, organisational archives and aerial photographs.

Secondary resources are useful as data sources; in this study, the researcher used existing documents that contained information relevant to the researched project. Kumar (1999: 124) argues that secondary resources are useful, as a researcher will be able to extract the information required for the study. However, the challenge can be availability and accessibility of the information. The limitations of secondary data are explained in the following paragraphs:

3.3.9.1   Limitations of secondary data

According to Barton (1997: 69), the potential limitations of secondary data include inadequacy; possible poor quality; a lack of validation of the concepts; a need to be updated; and inaccessibility. If the necessary data is not in the existing reports, it is usually not possible to obtain the missing information as the research has already been completed and there are no other reports on it. Some government agencies, organisations, or individuals may not allow access to their data. (Barton, 1997: 69)

In this study, the researcher acquired information from the principals of the schools

investigated in the study because they possessed reliable information. The researcher identified the need to understand the history of the project regarding funding, management and participants in the programme. Data were gathered through reading progress reports of the project. To broaden understanding of the topic, the researcher also used journals and articles that were written by other researchers about poverty alleviation and the management of peer education programmes.

3.3.10 Data collection procedures

In this study, document analysis was used as a data collection instrument. The researcher focussed on all types of written communications that shed light on the role of peer education projects (Maree, 2007: 82). This included published and unpublished documents, such as memoranda; news articles; administrative documents; and school records and reports. The researcher had to evaluate the authenticity and accuracy of the records before using them (Maree, 2007:83). Existing records provide insight into a setting or group of people that cannot be observed or noted in another way. Documents can be divided into two categories: public records and personal documents (Guba & Lincoln, 1981). In this study, the researcher used public records.

3.3.10.1   Public records

Public records are materials created and kept for the purpose of "attesting to an event or providing an accounting" (Lincoln & Guba, 1985). Public records can be collected from outside (external) or within (internal) the setting in which the intervention strategies are taking place. Examples of external records are census and vital statistics reports; county office records; newspaper archives; and local business records, which can assist an evaluator in gathering information about the larger community and relevant trends. In the case of this study, these materials were helpful in understanding the participants of peer education programmes and making comparisons between groups/communities.

For the evaluation of educational innovations, internal records include documents, such as student transcripts and records; historical accounts; institutional mission statements, annual reports; budgets; and grade and standardised test reports. In

addition, internal records may comprise minutes of meetings; internal memoranda; policy manuals; and institutional histories; college/university catalogues; faculty and student handbooks; official correspondence; demographic material; mass media reports and presentations; and descriptions of program development and evaluation. These records are particularly useful in describing institutional characteristics, such as the backgrounds and academic performance of students, and in identifying institutional strengths and weaknesses. (Lincoln & Guba, 1985)

3.3.10.2   Advantages of document analysis

According to Fetterman (1989: 68), the advantages of document analysis are as follows:

- Documents can provide insight into what people think and what they do.
- Documentary information is grounded in local settings.
- Information is unobtrusive, making reactive and investigator effects very unlikely.
- Information is obtained in an inexpensive way.

3.3.10.3   Disadvantages of document analysis

Fetterman (1989:68) further outlines the disadvantages of document analysis:

- The information recorded may be incomplete because of selective recording.
- Access to some types of information might be difficult.
- The interpretive validity might be low.

In this research study, the internal records included documents, such as PE manuals; PE guidelines for South African schools; and official correspondence. The external records comprised, for example, census and vital statistics reports; municipality office records; and local business records, which could assist in gathering information about the larger community and relevant trends. These documents were useful in identifying the management of the strengths and weaknesses of PE. Moreover, they helped the researcher to gain insight into the role of PE programme in addressing the social and emotional issues in the schools. In other words, these documents provided records regarding the history of PE.

3.4   LITERATURE SEARCH

In the conceptual phase, the researcher formulated the research question as well as the objectives of the study. A literature review was conducted to familiarise the researcher with the content and the concepts related to this study.

Polit et al. (2001:121) maintain that a literature review provides a background for understanding current knowledge on a topic. According to Polit et al. (2001:43), some qualitative researchers advise against a literature review prior to data collection because it might influence the researcher's conceptualisation of the study. Morse and Field (1998:37) are of the opinion that a literature review may mislead the researcher's ability to make accurate decisions in the study. However, with regard to the current study, the researcher maintains that a literature review is necessary to provide guidance in identifying bias in previous studies.

In this study, the researcher conducted a literature review prior to submitting the research proposal as prerequisite. The aim was to obtain background knowledge about the phenomenon under study. An extensive literature review was conducted to orientate the researcher to the concepts of peer education programmes as well as to put the current study into the context of what is known about the topic (Parahoo 1997:89). After the research findings had been analysed and interpreted, the researcher reviewed the literature again and correlated the findings in relation to the existing knowledge (see Chapter 2 on literature study).

3.5   DATA ANALYSIS

Mouton (2001: 108) describes data analysis as the process of breaking up, categorising and manipulating the data in order to discover relationships between concepts and detect patterns or trends. Data analysis does not give answers to the researcher; however, it provides an opportunity to identify errors and arrange the data accordingly in order to make it easy to interpret.

The researcher analysed documents by using an inductive approach. Inductive analysis means that categories and patterns emerge from data rather than being imposed on them prior to collection (LeCompte, Milroy, Preissle: 1992). The researcher focused on all types of written material that could shed light on the

management of peer education programmes addressing social issues in Graaff-Reinet schools. Furthermore, the advantage of the inductive analysis of documents is that documents may fill in gaps that may be left open by other data collection strategies (LeCompte et al 1992).

The statistical data collected from the quantitative method was analysed using Microsoft Excel. Data were captured accordingly, and conclusions were drawn in the form of percentages at the end of the analysis. Data interpretation findings were presented through tables and graphs. According to Oliver (2004: 125), quantitative data can be presented using tables.

3.6 LIMITATIONS OF STUDY

Due to the restricted extent of the research, no empirical survey was conducted. A number of normative criteria to deal with the research problem were identified from the available literature, from which conclusions were drawn and recommendations made, taking into account the required ethical considerations.

3.6.1 Credibility

According to Polit et al (2001:32), credibility refers to the confidence of the data. Credibility is similar to internal validity in quantitative research. Credibility exists when the research findings reflect the perceptions of the study. Polit et al (2001:32) affirm that validity and reliability are justifiable in research, although qualitative researchers use different procedures to establish these. Internal validity is important in qualitative research, as researchers are able to demonstrate the reality of the participants through detailed description of the discussion.

3.7 ETHICAL CONSIDERATIONS

Shawa (2017: 439-440) observes that the ethical requirement of protecting participants' right is central issue in research ethics. In this study, physical harm was not an issue needing consideration; however, the researcher bore in mind that possible psychological consequences needed sensitivity. The researcher told the participants that, if they felt that some parts of the interview were too much for them, they were free to withdraw from the study or choose not to answer the questions (Shawa, 2017: 441).

The institution or organisation must be given the right to grant or decline permission for the use of the site for the research without any implication to the institution/organisation (Shawa, 2017: 441).

In order to adhere to the above-mentioned ethical principles, the researcher introduced herself using a letter of introduction that contained her personal details, the name of the institution of study and the objectives of the research. The researcher obtained permission to collect data from the schools' principals through the Graaff-Reinet Department of Education (see Annexure 3).

3.8   SUMMARY

This chapter described the research methodology. The purpose of a research design is to maximise valid answers to a research question. This was achieved by using both quantitative and qualitative methods that includes a non-experimental and descriptive approach that was contextual.

The researcher was the main data collection instrument. Data were collected by means of document analysis. The researcher used a descriptive method to make sense of the data; moreover, the researcher ensured that the data were trustworthy. Observing the principles of beneficence, human dignity and justice ensured that the participants were ethically protected. Chapter 4 will discuss the data analysis and findings.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1   INTRODUCTION

In this chapter, the researcher will discuss the research findings with regard to the documents, data and literature that were collected from the schools and Camdeboo Local Municipality. The data were collected in 2015 with a view to understand the management of peer education programmes for the alleviation of poverty in Lingcom Primary School and Nqweba Secondary School from 2011 until March 2015. The PE programmes have been incorporated within the Care and Support for Teaching and Learning Framework (CSTL) as from May 2016.

The findings of the study are presented according to the demographic information, the socio-economic and livelihoods conditions, and the information regarding the management of peer education programmes in the Lingcom primary and Nqweba secondary schools. This study analyses the current situation of Graaff-Reinet on the management of peer education programme and the level of community members.

4.2   DEMOGRAPHIC OF GRAAFF-REINET SCHOOLS

The current situation in Graaff-Reinet schools. In this section the researcher shows the demographic of Lingcom Primary School and Nqweba Secondary school according to the schools' records. Table 4.1 below explains the demographic of Lingcom Primary and Nqweba Secondary according to gender:

Table 4.1: The demographic of the Lingcom Primary School and Nqweba Secondary School

Name of school	Lingcom primary	Nqweba secondary
Boys	343	317
Girls	328	349
Total	671	666
Educators	19	23
Peers educators	10	10

In next section the researcher explains various educational institutions in the Camdeboo Local Municipality, so as to evaluate the level of education in the community of Graaff-Reinet.

4.2.1   EDUCATION INSTITUTIONS IN CAMDEBOO MUNICIPALITY

The Camdeboo Municipality has a total of 30 schools and 3 tertiary institution registered with the Department of Education. See Table 4.2 below:

Table 4.2: The number of educational institutions in Camdeboo Municipality

CATEGORY	GRAAFF-REINET	ABERDEEN	NIEU-BETHESDA	TOTAL
Pre-primary	2	0	0	2
Primary	10	3	1	14
Secondary	5	1	0	6
Farm schools	6	1	1	8
TOTAL				30

As well as the following tertiary institutions, based in Graaff-Reinet:

- Eastcape Midlands College
- SAPS Training Institution
- SA College for Tourism

4.2.1.1   Level of education in Graaff-Reinet

According to Camdeboo IDP (2015:45), the level of education is divided according to school going age, which is less than 20 years and more than 20 years. See Table 4.3 below:

Table 4.3: Level of education in Graaff-Reinet

EDUCATIONAL ATTENDANCE (< 20 YRS)	TOTAL	EDUCATIONAL LEVELS (> 20 YRS)	TOTAL
Not attending (school-going age)	2,466	No Schooling	2,598
Pre-school	719	Only Primary Schooling	7,735
School : Primary & Secondary	11,203	Secondary Schooling up to Gr. 11	9,824
Tertiary : College & Technicon	299	Matric (Grade 12)	5,634
Teritary : University	193	Tertiary (Certificate or Diploma)	2,071
Adult Education Centre & Other	259	Tertiary (Degree)	878
	15,139		28,740

Source: Camdeboo IDP 2012-2017

- Approximately 36% of persons older than 20 years are semi- or completely illiterate, whilst the other 64% have a secondary, matric or higher qualification.
- Only about 10% of persons older than 20 years have a tertiary qualification. Many individuals are employed as general labourers, and have to perform menial tasks with limited responsibility, owing to a lack of skills and education.

According to StatsSA 2011, the educational statistics of the Graaff-Reinet community is as follows: less than 40% of adults have completed Grade 7; less than 30% have completed Grade 12; and about 10% have a tertiary qualification. The socio-economic status of the area is discussed in the next section.

4.2.2   SOCIO-ECONOMIC STATUS OF GRAAFF-REINET

The researcher 's findings on socio-economic status includes unemployment, the impact of HIV/AIDS and the effects of impact drug/substance abuse. According to the census that took place during 2011, the monthly household income of about 65% of all households varies between R801 and R3, 500, with 37.6% of this number falling within the R801-R1, 500 income categories. Government grants play a significant role in assisting households in making a living, with 41% of all households in this context relying on an old age pension and 28.1% on a child support grant. Poverty is a major concern with more than 25% of all households unable to afford food, clothing, health care, transport and education.

4.2.2.1   The unemployment rate in Graaff-Reinet

The unemployment rate in Graaff-Reinet has been dealt with in Chapter 1 section 1.2. The NGP indicates that unemployment mostly affects young adults (16–30) as they registered 40% of those without work in 2010, compared to 16% of those in the group 30–65. According to Statistics South Africa, in 2008, half of the employed people earned less than R2500 a month, and a third earned less than R1000 a month. The share of income deteriorated towards 2009 by up to 45%. It is against this background that the NGP was developed to alleviate and ameliorate these conditions and the fact that the economy improved to 4% per cent, but did not create adequate employment opportunities for many of our people (NGP Framework, 2011:10-11).

According to a survey conducted by Global Insight, the average unemployment rate for the Camdeboo Local Municipality was estimated at 29% in 2010. The graphs below depict the unemployment rate of various population and gender groups for the period 1996-2010, as compiled by Global Insight. See Graph 4.1 and Graph 4.2 below according to gender (male and female):
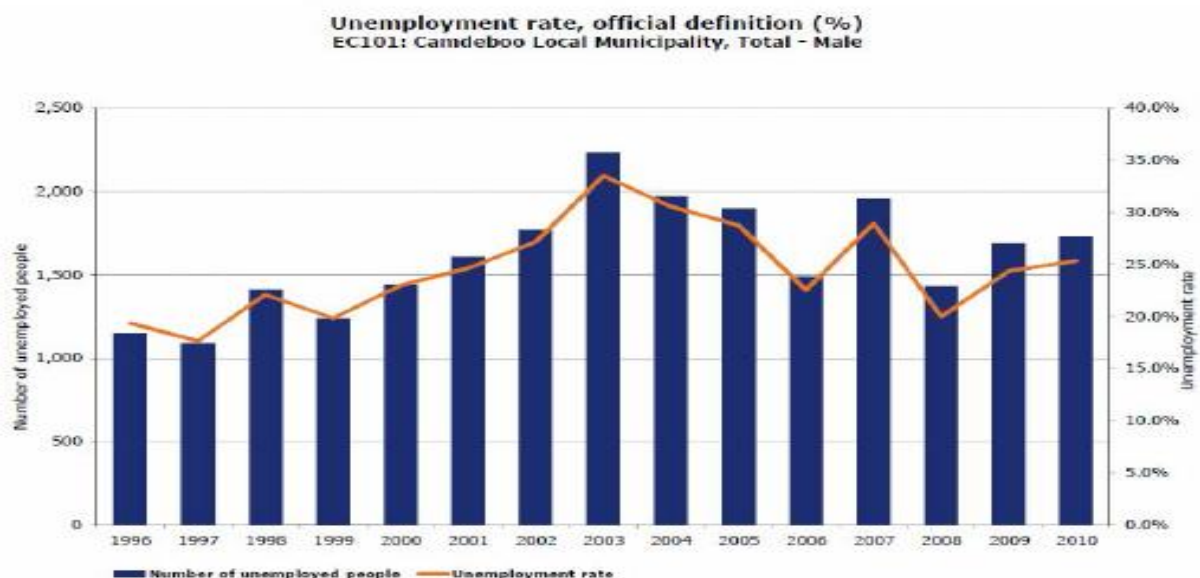
Figure 4.1: Unemployment rate (males)
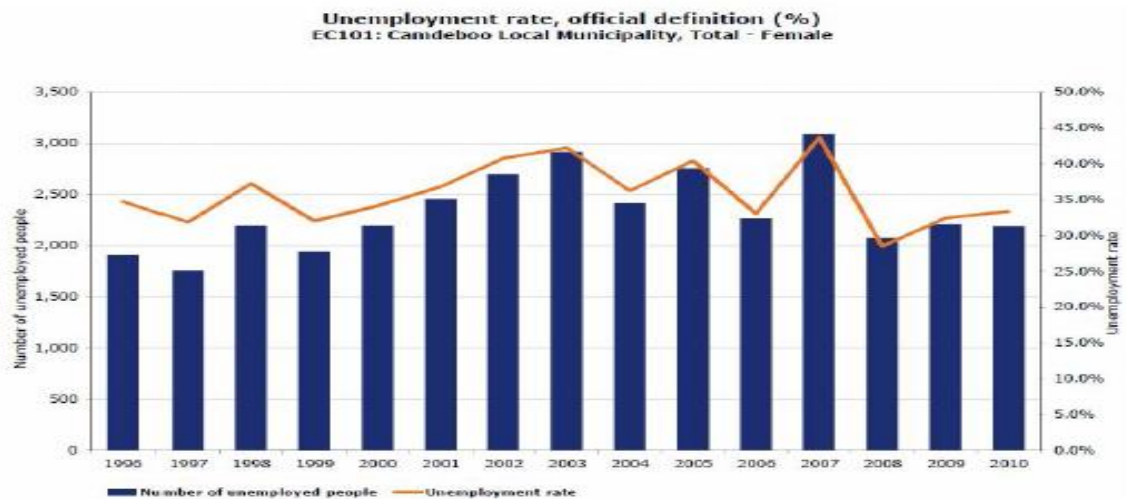
Figure 4.2: Unemployment rate (females)

4.2.2.2   Impact of HIV AND AIDS in Camdeboo Local Municipality

According to CIDP 2012-2017, the impact of the HIV and AIDS pandemic varies according to different age groups. Statistics have shown that there has been an increased death in the 0-4 year and the 25-34-year age category, and the majority of those infected are between the ages of 18 and 25. The youth and the young economically active population are the most affected by HIV/AIDS. This can have serious economic repercussions, and thus there is an urgent need for more detailed research on the impact of AIDS. The priority issue is mainstreaming and focusing on areas where the prevalence is highest.

Statistical information obtained from DoH for the Camdeboo suggests that after a sharp spike in new cases tested HIV-positive, there has been a decrease in recent years, as illustrated below :

The prevalence of HIV is much higher amongst adult Females than Males in the Camdeboo, as illustrated by the average ratio over three years (2005 – 2012). A small segment represents children under 15 yrs :
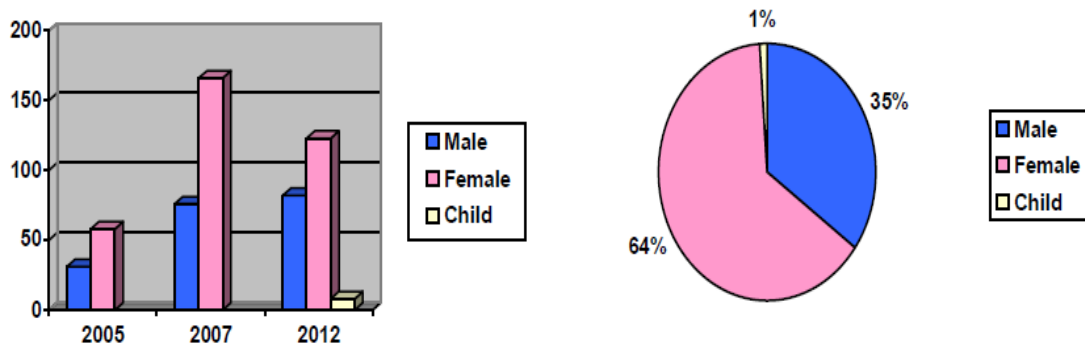
Figure 4.3: Statistics on HIV-positive cases according to male, female and child

57

Government committed itself again to intensify the campaign against HIV/AIDS and to improve its implementation of the elements of a comprehensive approach, such as prevention, home-based care and treatment (SONA 2007), and increase the level of participation in anti-retroviral programmes (SONA 2014).

4.2.2.3   Impact of drugs and substance abuse

According to Camdeboo IDP 2012-2017, the table below contains the statistics of the 10 most frequently reported crimes in the Camdeboo, from April 2013 to March 2014, with a year-on-year comparative Figure following this data. Unfortunately, no statistics are available for Nieu-Bethesda (these are included with those for Graaff-Reinet); suffice to say this area experienced high levels of stock theft, burglaries and common assault. See the Table 4.4 that is divided according to categories of crime below:

Table 4.4: Category of reported crimes in Graaff-Reinet

CATEGORY OF REPORTED CRIME AND LOCALITY (April 2013 to March 2014)	ASSAULT WITH THE INTENT TO INFLICT GRIEVOUS BODILY HARM	COMMON ASSAULT	MALICIOUS DAMAGE TO PROPERTY	BURGLARY AT NON- RESIDENTIAL PREMISES	BURGLARY AT RESIDENTIAL PREMISES	THEFT OUT OF OR FROM A MOTOR VEHICLE	STOCK-THEFT	DRUG RELATED CRIME	ALL THEFT NOT MENTIONED ELSEWHERE	SHOPLIFTING
Graaff-Reinet & Nieu-Bethesda	248	155	132	106	229	97	58	386	395	118
Aberdeen	54	21	21	6	48	5	43	32	33	0
TOTAL	302	176	153	112	277	102	101	418	428	118

Source: Camdeboo IDP 2012-2017

GRAAFF-REINET CRIME STATISTICS APRIL 2009 TO MARCH 2014
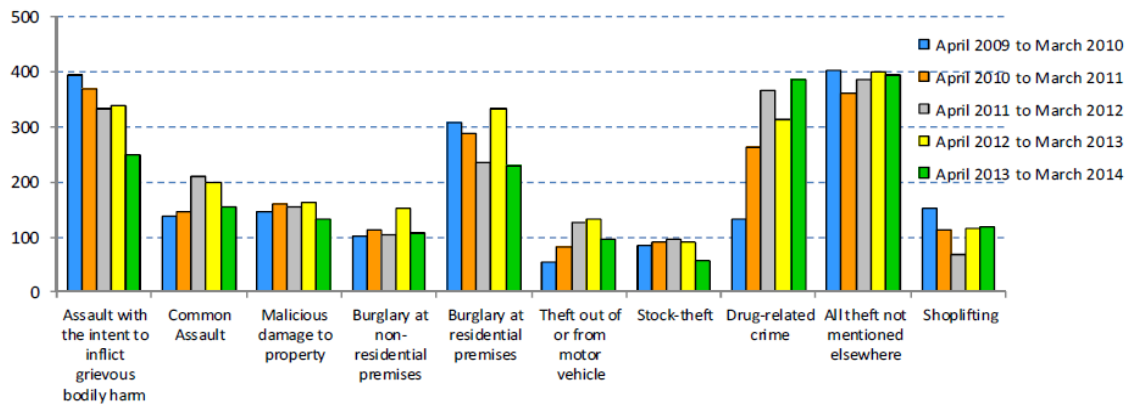
- The highest number of reported cases is captured under the category of All theft not mentioned elsewhere, with Drug-related crime the second highest and displaying a sharp increase from the previous year – urgent intervention is required.

- Most of the other categories have shown a decrease in activity and Shoplifting a slight increase.

Source: Camdeboo IDP 2012-2017

Figure 4.4: Graaff-Reinet crime Statistics

The Graaff-Reinet SAPS confirmed that there is a high incidence of assault, whilst domestic violence, such as woman and child abuse, continues to escalate. Burglaries and drug-related crimes are on the increase. Most of the aggressive crimes are ascribed to the abuse of alcohol and drugs, whilst poverty and poor social conditions are blamed for incidents of theft and burglary. Alcoholism is a critical issue and drastic measures must be taken to curb it.

4.3 DEALING WITH POVERTY ALLEVIATION

In order to alleviate poverty in this area, the researcher deals with the employment of Peer Group Trainers(PGTs) and Peer Group Supervisor (PGS), implementation of Peer Education Programme, identification of learners that are orphans and vulnerable including child-headed homes and give assistance.

4.3.1 Employment of PGTs and PGS

The Department of Education in the province of the Eastern Cape (DOE) (2011), in order to alleviate poverty in the area that is the focus of this study, contracted 8 out-of-school youth that passed Grade 12 and were between the ages 18-24 to conduct peer education programmes in schools at the Graaff-Reinet district office. The DOE called this group of young people the Peer Group Trainers (PGTs). The PGT was

59

appointed to be in charge of two schools out of the 14 schools mentioned in section 1.7. Of these trainers, 7 were to be paid a stipend of R1800 each, and the 8th member of the team, who was the supervisor, was to receive R3500 per month (See Annexure 1a and 1b for the DOE contracts). The mandate for the PGTs was the reduction of risky behaviours among learners that led to, for example, learner pregnancy, HIV/AIDS, STIs, TB, bullying, suicide, drugs and alcohol abuse. PGTs were contracted to train a minimum of 10 learners in each school, who were expected in return to share the information to 50 learners formally or informally (DOE, 2011).

4.3.2   Peer Education Programme assistance

The PGTs dealt with issues of poverty by identifying learners from less privileged families, including child-headed homes, and assisted with food parcels and material support through their networking with other community stakeholders and business people in the community. Through the help of PGTs, the learners who had qualified to receive foster care or child support grants were successful in their applications.

The data on Table 4.5, which were collected from Lingcom Primary School and Nqweba Secondary School in 2015, confirmed that most of the households in the area of the study lived on child support grants and foster care grants. In fact, at Lingcom Primary School 89% of the learners (598 out of 671) and 33% of those at Nqweba secondary (217 out of 666 at Nqweba Secondary School) received the above-mentioned grants (See Table 4.5 and Figure 4.5 below:

Table 4.5: Learner enrolment and number of grants received per school

Name of school	Learners Total	Learners Total %	Child Support & Foster Care Grants	Child Support & Foster Care Grants %
Lingcom primary	**671**	**100 %**	**596**	**89 %**
Nqweba secondary	666	100 %	217	33 %

Figure 4.5 below that shows learner enrolment vs child support and foster care was developed by using Microsoft Excel:
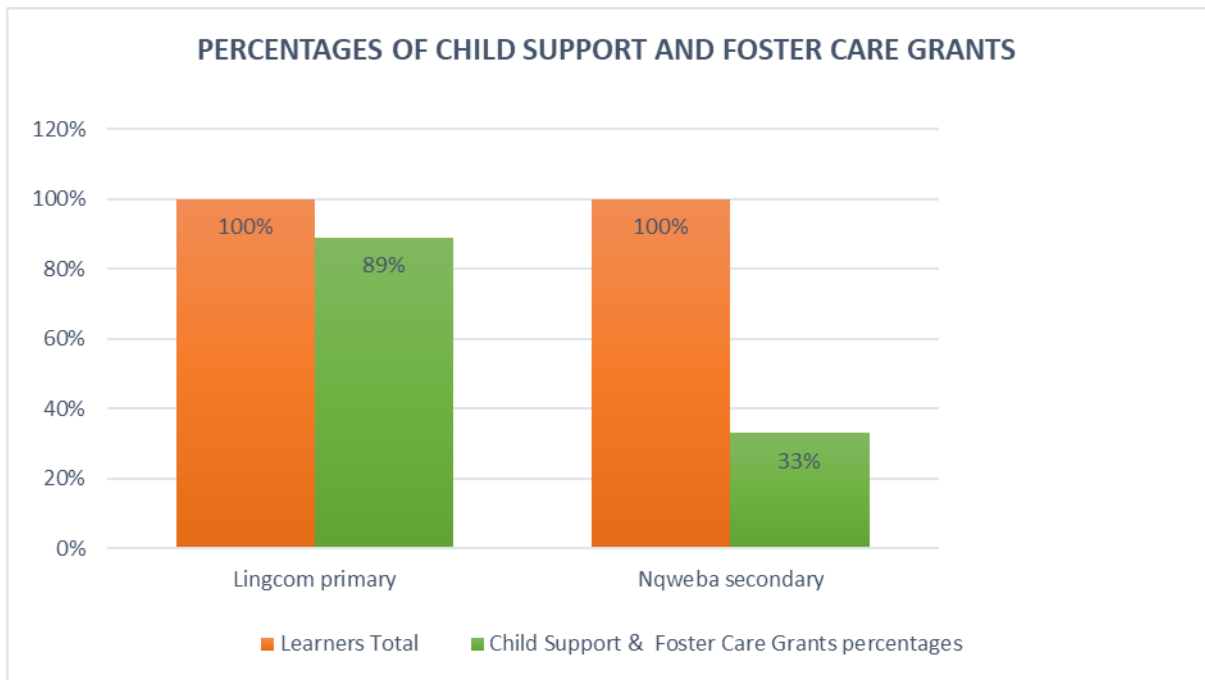
Figure 4.5: Learner enrolment vs child support and foster care grants

In the next section the researcher deals with the successes on management of peer education programmes.

4.4   SUCCESSES OF THE MANAGEMENT OF PEER EDUCATION PROGRAMMES

In this section the researcher deals with PGTs successes and also the benefit of peer educators in the programme in conjunction with the management of peer education programme.

4.4.1   PGTs and peer educators' successes

The peer group trainers and peer educators perceived that helping orphans and vulnerable learners was their obligation as prescribed in the Peer Education Manual of the Department of Education (2011) and the Peer Education Guidelines for South African schools (2011), and thus they served as facilitators, role models, supporters and referral agents.

The PGTs addressed the social challenges to the youth that still face youth today, which include HIV/ AIDS, drug abuse, teenage pregnancy and a lack of life skills. The current study revealed that the schools and peer educators were concentrating on their core business of teaching coping skills and helping the learners to change

their behaviour. The PGTs aimed to minimise the unfavourable conditions of the lives of the youth that involved, for example, drug, sexuality, alcohol abuse and transactional sex. The PGTs launched outreach programmes and staged awareness programmes on HIV/AIDS, alcohol, and violence in the form of plays, drama, poems, music and debates. See the following pictures: picture 4.1 deals with drug abuse, picture 4.2 deals with alcohol and drug abuse and picture 4.3 deals with HIV/AIDS awareness campaign.

Picture 4.1 Demonstration of drug abuse through the gumboots dance songs

Picture 4.2: Awareness campaign on alcohol and drug abuse through play

Picture 4.3: Awareness campaign on HIV/AIDS through drama and music

4.4.2   Benefits for peer educators

Studies suggest that peer educators not only help learners to cope with their lives but also learn valuable life skills themselves and benefit in various ways. The following is a list of the benefits for peer educators:

- receiving special training in making decisions, clarifying values, and acting in accordance with those values
- mastering extensive sexuality information relevant to their own lives
- being recognised as leaders by their peers and their community
- learning important skills, including facilitation and communication
- committing to responsible sexual behaviour (National Haemophilia Foundations 1993:11)

According to the National 4-H Council (1999), programmes offering active and meaningful involvement to youth provide young people with opportunities to improve their self-discipline; self-esteem; status in the community; career choices; and their understanding of diversity.

The current study showed that, compared to other youth, peer educators often demonstrate sexual health knowledge, positive attitudes and less risk-taking

behaviour. O' Hara, Messick, Fichner and Parris (1996), concur that peer educators experience benefits from fulfilling their roles as facilitators of change in the lives of the learners for whom they are responsible. The current study revealed some successes of the PE programme, but there were also challenges that will be explained in the next section.

4.5   CHALLENGES FACING THE MANAGEMENT OF PEER EDUCATION PROGRAMMES

The management of Peer education Programme has been discussed in Section 2.9. the researcher found that there are some challenges in this study of non-cooperation in the school community

4.5.1   Challenges on management of peer education programmes

The researcher found that there was little or no communication between the school and the community regarding peer education programmes. In fact, the School Base Support Team (SBST) was not functional with respect to role-players in the community, such as the police, social workers, the nurses, spiritual leaders and local NGOs. Moreover, sister department, such as the Department of Home Affairs, the Department of Social Development, SASSA, and the Department of Justice; and parents were not part of the programmes. In addition, the role players that were involved were functioning in isolation without communication between each entity.

According to Campbell and Cornish (2010: 1570), the whole community needs to be mobilised in, for example, HIV/AIDS interventions. Community mobilisation is given a key role in international AIDS policies due to its perceived role in tackling the challenges of "reach" and "sustainability" that plague many HIV/AIDS interventions. These policies envisage that community-based organisations play a central role in taking responsibility for HIV/AIDS. The scale of the problem and the social marginalisation of many affected groups make it impossible for health and welfare professionals and services to reach the vast number and variety of people vulnerable to HIV and affected by AIDS. Policy documents consistently argue that community organisations are better placed than formal public services to reach "hard-to-reach" groups, for example, women or young people in high-risk settings, macho men, sex workers, injecting drug users, men who have sex with men,

residents of remote or poorly served rural areas and so on.

The DBE (2011:22) notes that, if peer education is to be implemented successfully, it needs to be included in the formal structure of the educational system and requires the support of all relevant stakeholders. The following steps should be followed to mobilise stakeholders:

- Identify the relevant stakeholders: officials of DBE at national, provincial and district levels, other government departments such as DoH and Social Development, donor organisations such as UNICEF, partner agencies, educational leaders, health professionals, community leaders, NGOs, trade unions and potential programme participants such as youth groups.
- Encourage stakeholders to be involved in the overall planning of the peer education programme and to support the programme.
- Work within the policy framework of the issue that is being targeted by the programme. In the case of HIV and AIDS, the NSP as well as policies within the education department on HIV and AIDS provide the guiding framework. Such an approach will ensure that programme objectives contribute to national, provincial and local plans.
- Identify and coordinate with existing programmes and networks to avoid duplication of efforts, to harmonise planning and to share resources. Develop partnerships with other programmes through joint programming, coordination and linkage of activities that benefit all parties equitably. The peer education programme should establish linkages with life orientation, life skills and gender equity programmes, for example, the Girl Education Movement (GEM) and the Boy Education Movement (BEM).
- Develop a communication strategy to maintain ongoing communication, consultation and feedback between stakeholders in order to enhance programme efficiency.

4.6   SUMMARY

As community organisations can draw on local human resources, and often include the inputs of unpaid volunteers, they are seen as more sustainable in the long-term than costly and donor-dependent external interventions. The study

showed that much has been achieved in the endeavour to fight poverty. However, more effort is needed to improve the current unemployment situation that seems to be worsening according to latest statistics. The gap in the education regime makes it difficult to bridge the gap between unemployment and literacy, as indicated by the statistics regarding the alleviation of poverty. The management of peer education programmes needs to be strengthened in the community in order to benefit from the services rendered by other sister departments. The next chapter focuses on the recommendations and makes concluding remarks regarding the management of peer education programmes.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUDING REMARKS

5.1   INTRODUCTION

The study intended to determine whether the management of peer education programmes was addressing the challenge of unemployment and poverty alleviation in the community of Graaff-Reinet.

The researcher found that the factor that contributed towards high levels of poverty within a community is that of low job opportunities. Moreover, there are job opportunities for only educated people, and locals are not given employment owing a low skill level and a lack of formal education.

The particular peer education programme that was the focus of the study was significant for the community, although it did not receive adequate funding to operate in a formal and professional manner, and only a stipend was available. The peer education programme had a school-based support team to ensure its sustainability, but it was not functional. Another assignment for this team was to ensure that the programme delivered results and meets its objectives.

5.2   RECOMMENDATIONS

The study revealed that poverty influenced the level of education in the community because poor people had few opportunities for formal education. Maboa (2009:63) maintains that an individual's level of formal education determines his/her skill level because educated individuals are likely to master skills faster compared with those without formal education. However, unemployment remains a challenge even among those that hold qualifications. The fact that PGTs were younger than 35 years meant that they were within the working age. The study revealed that community members were interested in participating in the peer education programme, and that they valued the role of the PGTs within the community.

The literature supports the notion that education plays a role in employment; thus, well-educated people stand a better chance of employment. To address the problem of unemployment in rural areas, the South African government should focus on

improving the learning conditions of rural schools. Brown (2005: 56) argues that education has attracted attention and has become a national question. Furthermore, it is stated that education in South Africa should be transformative in such a way that it enhances and uplifts learners from poor socio-economic backgrounds to conquer poverty.

Poor household conditions affect the learning capacity of a leaner, but the problem is exacerbated by the poor education system in rural schools. There is a relationship between education and skills, and it is thus critical for the South African government to improve the rural education system through empowering teachers and learners. This can be achieved through creating an environment conducive for learning, improving infrastructure and making learning material available for rural schools.

The study was limited to only one type of poverty alleviation project, that is, peer education programmes that provide training to the PGTs with the aim of developing learners, teaching them norms and values and changing behaviour in order to alleviate poverty. Thus, the researcher makes the following recommendations:

5.2.1 Community mobilisation

Community mobilization, in relation to HIV prevention, is a process through which community members come together to address their individual and collective vulnerability to HIV and AIDS. Community members identify their own concerns, participate in decision-making, evaluate the results and take responsibility for both success and failure (International Federation of Red Cross and Red Crescent Society, 2009:11).

The researcher recommends that there should be better communication between the school and the community, which would result in shared expectations and a common vision on the part of the school and the community. The researcher maintains that the school should be instrumental in establishing an SBST consisting of role-players in the community, such as the police; social workers; nurses; spiritual leaders; local NGOs; sister departments like, the Department of Home Affairs, the Department of Social Development, SASSA, and the Department of Justice; and parents as they all work with learners. Currently, these entities are functioning in isolation, each working independently of the others. The researcher is of the opinion that there should be a

united attempt on the part of all the role-players to improve the learners' situation in order to improve their academic performance.

5.2.2   Role of social services

Social workers could be more involved in the community by providing services like home visits, counselling and guidance on the foster care and child support grants. This is especially necessary in cases where individuals in the households receiving a social grant use the money to buy alcohol and drugs. The researcher suggests that social workers have interviews with the relevant parties to determine the best person to receive the money is. This could even be someone from outside of the household like an aunt to handle the money. The researcher feels that the state could provide food parcels instead of giving cash to people who use the money to buy alcohol and drugs.

5.2.3   Role models

According to Ward et al. (2008) in a review of peer education programmes in South Africa, learners who have engaged in risk behaviour, but have demonstrated a positive behavioural change, can serve as good role models for other learners. These young people may be more approachable than learners who are the 'perfect' role models, who may not be able to make contact with learners engaging in high-risk behaviour and especially in need of the programme.

The researcher maintains that, if successful people from the Graaff-Reinet area return there and act as role models, learners will have a sense of hope and develop a positive self-image.

5.2.4   Home visits by educators

The researcher is of the opinion that educators should become more involved by doing house visits because they are still held in high esteem by parents, learners and the wider community. Home visits might enable teachers to gain first-hand knowledge of the conditions that the children are living in and enable them to teach their learners with greater sensitivity. This could lead to better school results.

Parents and teachers acknowledge that the school should do more to occupy learners after school, by providing extra-curricular programmes such as speech and drama classes, sporting activities, peer education clubs and self-defence classes. The researcher regards this not only as an attempt to improve the learners' academic achievement but also as an attempt to reduce the amount of "free time" the learners have, during which they could be exposed to negative influences, such as drugs/substance/alcohol abuse and teenage pregnancy. Moreover, teachers should take learners on educational excursions outside of Graaff-Reinet.

5.2.5   Drug-abuse and alcohol awareness programs

According to the International Federation of Red Cross and Red Crescent Societies (2009:11), awareness-raising activities are not in themselves peer education, as contact is not repeated. Moreover, they can involve people of differing ages, status and background, and can be conducted with very large numbers. However, evidence shows that peer education is most effective if awareness-raising activities are also conducted, as they help to create and reinforce safer cultural norms. Organising and participation in such mass events can be very motivational and help peer educators feel they are part of something bigger.

The researcher recommends that schools should play a leading role in launching drug and alcohol awareness programmes. The aim of these programmes would be to educate learners of the dangers of alcohol and drug abuse and its effect on their academic achievement. The awareness programmes might also help learners to distinguish between what is right and what is wrong. The South African Police Services (SAPS) should be available to schools and demonstrate to learners how they detect drugs using dogs. The correctional services department should visit schools bringing criminals who have been convicted of drug/substance. These convicts could relate their experiences and warn learners of the dangers of using drugs.

Schools should allow learners to voice their opinions regarding peer education planning, the learning programmes and practical activities at school. The involvement of learners is an integral part of a school improvement plan, and it can lead to improved discipline.

5.2.6 Training of adults

Botchie and Ahadzie (2001:11) observe that education is defined as the process of acquiring academic skills, employment training, and the development of analytical thinking, which influences attitude and aspirations.

Education is essential for social development, as educated people are able to improve their health and uplift social aspects of their own and others' lives. Education imparts skills and creates possibilities for change and growth (Hens & Nath 2005:171). The reason why education is perceived as a key towards better employment is that educated individuals have a better chance of acquiring employment than those who are not educated.

The school could function as a training centre for peer education programme in the community for the buy-in of the programme.

5.2.7 Spiritual guidance

The schools should promote spiritual education, as it will let learners "discover the deeper sense and meaning of life" (Pretorius and Le Roux, 1989:287). Spiritual instruction will instil norms and values that would form the basis of, or serve as guidelines in, their decision-making.

5.3 CONCLUSION

Poverty is a complex problem that has many causes and many consequences. Some of these consequences occur as secondary causes of poverty and even increase it. Interventions are required in order to alleviate poverty that is mostly caused by unemployment. Unemployed individuals are unable to improve their living conditions. The study revealed that education and skills might alleviate unemployment and poverty.

Poverty is increasing in South Africa, especially in rural areas where there is a lack of formal education and the skill level is low. Poverty is one of South Africa's greatest problems, and the inequalities between the rich and poor keeps growing. In fact, many development countries around the world have also fought against this problem with little success.

The goal of the management of peer education programme is to eliminate poverty and prevent it permanently in the future. The findings have shown that this requires not only the right concepts and plans but that all involved rethink the whole of the process as well. It is clear from the above that much can be done to alleviate poverty and the prevailing poor performance of learners. Schools should have strategies and structures in place to encourage parental and community involvement, provide support and guidance to learners, and create a culture of discipline and reward systems in the management of peer education programme.

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ANNEXURE A: MAP 1: GRAAFF-REINET DISTRICT OFFICE; FOUR MUNICIPALITIES

Source: Cacadu District Municipality prepared by the Planning Unit February 2011

LEGEND

FIXED TERM AGREEMENT FOR

PEER GROUP TRAINER

Entered into between:

Eastern Cape Department of Education

(Herein after referred to as "the employer")

Address of employer:

Steve Vukile Tshwete Education Bldg.

Private Bag X0032

Bhisho

5605

REPUBLIC OF SOUTH AFRICA

AND

[Surname and Full names]:

………………………………………………………………………………………………

ID number: ………………………………………………

Of [physical residential address]:

………………………………………………………………………………………………

Address for all correspondence, if different from the residential address, which address the **Peer Group Trainer** chooses as **DOMICILIUM CITANDI ET EXECUTANDI**, for the service of all processes and correspondence in terms of this agreement:

Telephone number: …………………………Email: …………………………………..

(HEREINAFTER REFERRED TO AS PEER GROUP TRAINER)

Address of the School 1 allocated:

………………………………………………………..

………………………………………………………..

………………………………………………………..

………………………………………………………..

Address of the School 2 allocated:

………………………………………………………..

………………………………………………………..

………………………………………………………..

………………………………………………………..

DEFINITIONS

In this Agreement, unless the context otherwise requires—

"Fixed Term Employment Contract" means this fixed term contract entered into between the Volunteers and the Employer;

"this Agreement" means this agreement together with the Annexure hereto;

"Job Description" means a description of the tasks that a Peer Group Trainer Supervisor will be required to fulfil as amended from time to time and in terms whereof will be assessed for purposes of the Programme (attached as **Annexure A**);

"Period of Engagement" means the period as from the date of actual commencement of the Peer Group Trainer's work***, 1st May 2014, until 31 March 2015;***

The Eastern Cape Department of Education (EC-DoE), herein referred to as the employer, hereby undertakes to provide a learning and experiential opportunity for the Peer Group Trainer Supervisor for the duration of the Employment Period, subject to his/her compliance with the requirements of the programme;

The Peer Group Trainer will be responsible for two schools appointed democratically by his/her community

1. The Peer Group Trainer is hereby appointed by EC-DoE for the Period of 11 months Stipulated in this agreement.
2. The EC-DoE shall pay a monthly stipend in arrears to Peer Group Trainer for the duration of **the Agreement** at the following all-inclusive rate of **R1,800**
3. The Peer Group Trainer shall devote all his/her working time faithfully and diligently to the service of the school;
4. The Peer Group Trainer shall observe the rules and directives applicable at the District Office, and shall be subject to the policies, procedures, rules and regulations of the school, as well as those of the EC-DoE;
5. The work performance of the Peer Group Trainer will be evaluated quarterly or more often should the need arise, to determine progress made during the period of service. Should the volunteer's performance not be considered satisfactory, the employer may terminate the contract prior to the termination date, without the employer being obliged to pay the volunteer for the period that the volunteer does not work.
6. It remains the prerogative of the District Office to screen **the Peer Group Trainer** for security purposes and put forward a recommendation as to the suitability of the him/her, before such Peer Group Trainer is employed, but if deemed necessary, soon after the appointment.
7. If the school informs the EC-DoE, through the District Office, that it no longer requires the services of the Peer Group Trainer as the result of disciplinary breaches by him/her, the EC-DoE shall accept the simultaneous termination of the agreement
8. The Peer Group Trainer undertakes not to communicate to any person not in the service of school, District or to publish confidential and proprietary information pertaining to documents and knowledge acquired in the execution of his/her

duties, either during the term of this Agreement or after its Termination, unless the Employer/Host Institution has previously given him/her written permission for such communication or publication.

9. The Employer may terminate this contract if the Peer Group Trainer is guilty of misconduct. The Employer has the right to terminate this contract if requested by the Host Institution, on good cause shown.

10. Hours of work will be 8 hours per day, excluding meal times.

11. The Peer Group Trainer agrees to work overtime on request of the school, on the understanding that no payment will be made for overtime, however time off will be granted equivalent to the overtime served, at the most convenient time to the EC-DoE /School.

12. The Peer Group Trainer is entitled to 21 working days leave per year, during each leave cycle, which is calculated in accordance with the Act, as well as 12 days' sick leave per annum. The Peer Group Trainer will be expected to assist with Learner Camps, study groups, home visits and training during school holidays where necessary.

THUS, DONE AND EXECUTED by the parties to this agreement at the places on the date stated below.

SIGNED at   _____ this _____ day of _____ 201:

_____

THE PEER GROUP TRAINER

_____

DISTRICT DIRECTOR/DELEGATED OFFICIAL

SIGNATURE FOR THE EMPLOYER:

…………………………………………………..

DIRECTOR: HIV AND AIDS & SOCIAL PLANNING

ANNEXURE C: JOB DESCRIPTION OF THE PEER GROUP TRAINER

- Assist in identifying learners for Peer Education programme though regular interaction and discussion with all school stakeholders.
- Together with the relevant stakeholders develop a Peer Education Programme Action Plan for the school.
- Submit the Peer Education Programme Action Plan to Peer Group Supervisor and HIV/AIDS District Coordinator.
- Co-ordinate the implementation of Peer Education Programme Action Plan in the above-mentioned schools with the assistance of Peer Group Supervisor, trained peer educators and all relevant stakeholders.
- Report to Peer Group Supervisor as required.
- Attend weekly meetings to be convened by the Peer Group Supervisor
- Submit monthly report accompanied by evidence and certified by the principal or his/her delegated official to Peer Group Supervisor who will forward to HIV and AIDS coordinator.
- The report should cover statistical information, highlights, challenges and proposed recommendations to challenges.
- Submit on monthly basis to Peer Education Supervisor itinerary of planned activities for the following month.
- Facilitate and organise advocacy campaigns in their respective schools.
- Ensure that trained peer educators cascade programme to all learners in their respective schools.

**FIXED TERM AGREEMENT FOR
PEER GROUP SUPERVISOR**

Entered into between:

Eastern Cape Department of Education

(Herein after referred to as "the employer")

Address of employer:

Steve Vukile Tshwete Education Bldg.

Private Bag X0032

Bhisho

5605

REPUBLIC OF SOUTH AFRICA

AND

[Surname and Full names]:

………………………………………………………………………………………………

ID number: ………………………………………….

Of [physical residential address]:

………………………………………………………………………………………………

………………………………………………………………………………………………

Address for all correspondence, if different from the residential address, which address the Peer Group Supervisor chooses as **DOMICILIUM CITANDI ET EXECUTANDI**, for the service of all processes and correspondence in terms of this agreement:

Telephone number: ………….………….…Email: …………….……….………...

(HEREINAFTER REFERRED TO AS PEER SUPERVISOR)

Address of the School 1 allocated:

…………………………………………………………...

…………………………………………………………...

…………………………………………………………...

…………………………………………………………...

Address of the School 2 allocated:

…………………………………………………………...

…………………………………………………………...

…………………………………………………………...

…………………………………………………………...

DEFINITIONS

In this Agreement, unless the context otherwise requires—

"Fixed Term Employment Contract" means this fixed term contract entered into between the Peer Group Supervisors and the Employer;

"this Agreement" means this agreement together with the Annexure hereto;

"Job Description" means a description of the tasks that a Peer Group Supervisor will be required to fulfil as amended from time to time and in terms whereof will be assessed for purposes of the Programme (attached as **Annexure A**);

"Period of Engagement" means the period as from the date of actual commencement of the Peer Group Trainer Supervisor's work, *1ˢᵗ May 2014, until 31 March 2015;*

The Eastern Cape Department of Education (EC-DoE), herein referred to as the employer, hereby undertakes to provide a learning and experiential opportunity for the Peer Group Supervisor for the duration of the Employment Period, subject to his/her compliance with the requirements of the programme;

The Peer Group Supervisor will be placed at the District Office to supervise the Peer Group Trainers at schools, appointed democratically by his/her community.

1. The Peer Group Supervisor is hereby appointed by EC-DoE for the Period of 11 months as stipulated in this agreement.
2. The EC-DoE shall pay a monthly stipend to **the Peer Group Supervisor** for the duration of **the Agreement** at the following all-inclusive rate of **R3,500**
3. The Volunteer shall devote all his/her working time faithfully and diligently to the service of the school;
4. The Peer Group Supervisor shall observe the rules and directives applicable at the school, and shall be subject to the policies, procedures, rules and regulations of the school, as well as those of the EC-DoE;
5. It is the District's right to amend the Peer Group Supervisor's Job Description from time to time, in consultation with the EC-DoE;
6. The work performance of the Peer Group Supervisor will be evaluated quarterly or more often should the need arise, to determine progress made during the period of service. Should the volunteer's performance not be considered satisfactory, the employer may terminate the contract prior to the termination date, without the employer being obliged to pay the volunteer for the period that the volunteer does not work.
7. It remains the prerogative of the District Office to screen **the Peer Group Supervisor** for security purposes and put forward a recommendation as to the suitability of the him/her, before such Peer Group Supervisor is employed, but if deemed necessary, soon after the Peer Group Supervisor's appointment.
8. If the school informs the EC-DoE through the District Office, that it no longer requires the services of the Peer Group Supervisor as the result of disciplinary breaches by him/her, the EC-DoE shall accept the simultaneous termination of the agreement with respect to the Peer Group Supervisor.
9. The Peer Group Supervisor undertakes not to communicate to any person not in the service of school, District or to publish confidential and proprietary information

pertaining to documents and knowledge acquired in the execution of his/her duties, either during the term of this Agreement or after its Termination, unless the Employer/Host Institution has previously given him/her written permission for such communication or publication.

10. The Employer may terminate this contract if the Peer Group Supervisor is guilty of misconduct. The Employer has the right to terminate this contract if requested by the Host Institution, on good cause shown.

11. Hours of work will be 8 hours per day, excluding meal times.

12. The Peer Group Supervisor agrees to work overtime on request of the school, on the understanding that no payment will be made for overtime, however time off will be granted equivalent to the overtime served, at the most convenient time to the EC-DoE /School.

13. The Peer Group Supervisor is entitled to 21 working days leave per year, during each leave cycle, which is calculated in accordance with the Act, as well as 12 days' sick leave per annum. The Peer Group Supervisor will be expected to assist with Learner Camps, study groups, home visits and training during school holidays where necessary.

THUS, DONE AND EXECUTED by the parties to this agreement at the places on the date stated below.

SIGNED at _____ this _____ day of _____ 201:

_____

THE PEER GROUP SUPERVISOR

_____

DISTRICT DIRECTOR/DELEGATED OFFICIAL

SIGNATURE FOR THE EMPLOYER:

……………………………………………………..

DIRECTOR: HIV AND AIDS & SOCIAL PLANNING

ANNEXURE E: JOB DESCRIPTION OF THE PEER GROUP SUPERVISOR

- Advocacy and networking with all relevant stakeholders to strengthen programme implementation
- Assist Peer Group Trainer in identifying learners for Peer Education programme though regular interaction and discussion with all school stakeholders.
- Assist the Peer Group Trainers together with the relevant stakeholders develop a Peer Education Programme Action Plan for the school.
- Submit the Peer Education Programme Action Plan to HIV/AIDS District Coordinator for each school.
- Co-ordinate Action Plan in the above-mentioned schools with the assistance of Peer Group Supervisor, trained peer educators and all relevant stakeholders.
- Supervise and support Peer Group Trainer activities, in the implementation of Peer Education Programme schools.
- Assist with challenges where necessary.
- Identify local resources and structures for referrals in support of Peer Group Trainers
- Assist Peer Group Trainer in identifying children who have dropped out of school and collaborate with the school to identify practical solutions that would enable out-of-school children to resume their studies
- Attend and participate in the District Based Steering Committee meetings when required
- Facilitate a minimum of 10 school visits a month to monitor and support Peer Group Trainers as well as holding regular scheduled meetings for proper planning and reporting.
- Attend all meeting convened by the district HIV Coordinator every week for planning and reporting purposes.
- Compile monthly report for all schools accompanied by evidence and certified from the principal or his/her delegated official to HIV and AIDS coordinator.
- The report should cover statistical information, highlights, challenges and proposed recommendations to challenges.
- Submit on monthly basis to HIV/AIDS coordinator an itinerary of planned activities for the following month.
- Assist in organise advocacy campaigns in their respective schools.
- Ensure that trained peer educators cascade programme to all learners in their respective schools.

ANNEXURE F: LETTER OF INTRODUCTION

<div align="right">15 July 2015</div>

Attention:

RE: LETTER OF INTRODUCTION

I Nomalungelo Dorith Nqimfa, a Masters Student in Development Studies at the Nelson Mandela Metropolitan University (NMMU) hereby request for your permission to use information from your organization for my research.

Objective of the research

The aim of the research is to evaluate how peer education programme help reduce poverty in order to meet the social and economic challenges facing South Africa. Poverty is not confined to any one racial group in South Africa; however, it is concentrated in rural areas. The researcher identified Graaff-Reinet as an area of study because it is a developing rural town wherein social- economic development opportunities are arising especially at Camdeboo local Municipality. The research will analyse the effectiveness of the management peer education programme towards poverty alleviation and promoting sustainable livelihoods. The research will also focus on how the stakeholders and community assists in the management of peer education programme.

Thanking you.

Yours Faithfully

Nomalungelo Dorith Nqimfa
Cell No.: 0826266403
Email Address: nnqimfa@yahoo.com

ANNEXURE G: PERMISSION LETTER TO COLLECT DATA FROM THE DEPARTMENT OF EDUCATION

Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

RESOURCE CENTRE * 52 Placket Street * Private Bag X726 * GRAAFF-REINET * 6280 * Eastern Cape
* REPUBLIC OF SOUTH AFRRICA * Tel: 049-807 3000 * Fax: 049-8073011* www.@edu.ecprov.gov.za
Enquiries: Mr. E.T. Shibili * * Date: 8 May 2015

TO   : SCHOOL PRINCIPAL

SUBJECT   : LETTER OF PERMISSION

Sir/ Madam

This serve to inform you that the bearer of this letter Ms. N.D. Nqimfa had been granted permission to use our institutions of learning as a site of her research.

She is currently studying with the Nelson Mandela Metropolitan University towards a master's Degree in Development Studies. It is hope that she will favor us with her findings as soon as she had concluded her studies.

Your cooperation regarding this matter will be highly appreciated.

Yours in education.

EM Kani
(District Director)

ANNEXURE H: LETTER FROM THE LANGUAGE PRACTITIONER

One Stop Solution

24 Firenze Gardens

Warbler Road

Cotswold Ext

Port Elizabeth

6045

www.onestopsolution.co.za

TO WHOM IT MAY CONCERN

I, Maureen Klos, declare that I have done the language editing for the thesis of:

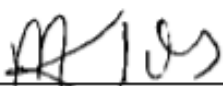**NOMALUNGELO DORITH NQIMFA (s195378430)**

entitled:

MANAGEMENT OF PEER EDUCATION PROGRAMMES FOR POVERTY ALLEVIATION IN SELECTED GRAAFF-REINET SCHOOLS

Submitted in partial fulfilment of the requirements for the degree of Master in Development Studies in the faculty of Business and Economic Sciences at the Nelson Mandela University.

I cannot guarantee that the changes that I have suggested have been implemented nor do I take responsibility for any other changes or additions that may have been made subsequently.

Any other queries related to the language and technical editing of this treatise may be directed to me at 076 481 8341.

Dated at Port Elizabeth on 26 June 2019

Dr. M.L. Klos