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DECLARATION

I hereby declare that this dissertation is entirely the product of my own original work, except where indicated, and that it has not been submitted for any other degree purpose in any other university.

Signed …… …....Day of……2015

SUPERVISORS STATEMENT

I confirm that the dissertation of the following candidate was supervised by me and has been submitted with my authorization.

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L.M. Kunene

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DEDICATION

This research is dedicated to all peer educators who work tirelessly in times of challenges and dedicate their time in the fight against HIV and AIDS. This is further dedicated to all those who are infected and affected by HIV and AIDS and those who lost their loved ones due to HIV and AIDS.

ABSTRACT

HIV and AIDS youth peer education (YPE) in South Africa is largely studied from the point of view of organized institutions, such as schools and workplaces. Moreover, peer education research is frequently directed at measuring the effectiveness of the programmes, neglecting the role of HIV and AIDS youth peer educators (PEs) in the processes of YPE. The latter situation is what this study aimed to address, as the study explored work of community based peer educators from ELHTA in Duncan Village and Scenery Park in East London and HOPE to educate in Durban, looking at particularly the difference that the PEs in the above programmes make through their work. The data used for this study was collected by the means of in depth interviews and focus group discussion methods. The reason for using the latter methods is to ensure authenticity of the experiences and testimonials of the PEs since the main aim of the study is to explore the impact of community based peer educators' work on the outcomes of the YPE in Duncan Village, in East London with a view to ascertain how PEs contribute the success or even failure of the YPE in the above community, since current research in South Africa on community based youth peer education is scant. This study aimed to contribute to the scientific work that expands research on peer education with young volunteers in South African communities, rather than just the existing research which centres largely on schools and workplaces.

From this study it was found that youth peer educators play pivotal role in peer education in that peer educators are peer education and peer education is peer educators. Monetary incentives were found to be the major motivating factor in peer education. Furthermore interest to know more about HIV and AIDS, family history of members infected with HIV and lastly interest to be agents of change were among some of the motivating factors.

Peer educators were found to be faced with so many challenges; ranging from stigma, denial, and delay in uniform provision, risky working conditions and insults from community members, however, passion for peer education motivates peer educators to remain in their programmes, irrespective of the challenges, thus making unique contribution and keeping the youth peer education structure functional.

Youth Peer educators were found to be important assets to their communities and also as they face challenges, they need the support from different organisations within communities and they need to be recognised and be empowered.

LIST OF ACRONYMS

AIDS	Acquired immune-deficiency syndrome
ANC	African National Congress
ARV	Anti retro viral
CBD	Central Business District
ELHTA	East London High Transmission Area
FGD	Focus Group Discussions
GOLD	Generation of Leaders Discovered
HTE	Hope to Educate
NGO	Non-governmental Organization
PE	Peer Educator
RDP	Reconstruction and Development Program
SANCO	South African National Civic Organization
STI	Sexual Transmitted Infections
TB	Tuberculosis
YPE	Youth Peer Education

CHAPTER ONE

1.1 INTRODUCTION

Human Immune-deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome are the serious pandemics facing the whole world. It is among the diseases claiming the lives of Millions of people ever since it was found. South Africa alone has the highest HIV and AIDS prevalence in the whole world. Rehle et al., cited in Dickinson (2009), pointed out that one in five adults in South Africa is infected with HIV and AIDS, however, it's only a very small number that is aware of their status and come to terms with it even though treatment is available (Dickinson 2009). Quite a number of initiatives have been put into practice to prevent the spread and to maintain this killer disease. Among the initiatives that have been implemented is the HIV and AIDS peer education programme. Peer education as a concept has gained popularity in the whole world and 'it implies a methodology, approach, communication channel philosophy and strategy' (UNAIDS 1999). To most authors peer education refers to the use of members of the given group or society to bring about change to the members of same group (UNAIDS 1999). Moreover, peer education brings knowledge, change in attitude, belief and behaviour at the individual level (UNAIDS 1999). This is the strategy through which the communities are being made aware of the HIV and AIDS using their peers to convey the message. Quite a number of Non-Government Organisations and Community Based Organisations have been introduced to deal with the problem. This strategy on HIV and AIDS is not practised only in South Africa but the whole world and it has been a while since this strategy is in place.

Youth development programmes and education programmes vary widely in design and goals. Peer programmes recruit and train a core group of youth to serve as role models and to provide information, referrals to services and contraceptives to their peers. They typically

include several elements important to health promotion and development. Strong identification with the social and cultural environment of the target group promotions of social norms and values supportive of positive attitudes and health behaviour and involvement of young people in programmes designed for them, they take advantage of the fact that many young people prefer to interact with others similar to themselves and commonly identify peers as one of their primary sources for reproductive health information (World development report 2007.131).

This is evident in tons of literature on the effectiveness and the impact of HIV and AIDS prevention programmes that uses education on peers, HIV and AIDS youth peer education being the most considered approach.

There has been too much focus on YPEs by government researchers, policy makers and most academics focusing on prevention strategies of this pandemic on youth. The main focus of the above mentioned bodies is to perfect the tools of intervention like peer education in order to assist the youth to adopt safe sexual norms and behaviour. However there is the neglect of the actors who make the peer education process a success. The worst neglected group is the youth peer educators. It is for this reason that the study seeks to explore how Peer Education, specifically HIV and AIDS youth peer educators affect the peer education process.

1.2 RESEARCH PROBLEM

The research problem identified by the author of this study is the lack of informative studies relating to community youth peer education, especially community youth peer educators in South Africa.

Most literature and records of peer education research in South Africa focus on school based peer education programs led by the DoE and department of health and workplace peer education.

Campbell & MacPhail (2002) draw attention to school based participatory peer education programme in South African township schools. At the heart of this study was the intention to transform gender norms as an HIV and AIDS prevention strategy and Peer education was used in extracting that knowledge (Campbell & MacPhail 2002). This study was able to get findings which envisioned "gender identity as the driving force in high risk sexual behaviour" and further found that "masculine social norms were dominant and further portraying men as risk takers whereas women perceived as being passive" (Campbell & MacPhail 2002:332). More to the findings was the absolute control of teachers on the educational programme which enforces abstinence in sexual actions. These are the important factors to be considered, however the study focused on the programme thus neglecting the drivers of the programme

Focus on school based YPE programs is also echoed in Mason-Jason's study which took the stance of exploring the effectiveness of peer education in Western Cape rural, semi-rural, and urban schools. This comparative study aimed to point differences between peer educators, chosen by their teachers and their fellow students (potential recipients of education) (Mason-Jones et al 2010). The differences were assessed in terms of socio-demographic characteristics, key skills, school experience and sexual behaviour (Mason-jones et al 2010). This study focused on schools and further ignored peer educators' inclusion as drivers of the education programme.

There is also a healthy body of work on peer education programs focusing on workplace peer education programs. These companies have formulated company policies that address HIV and AIDS (Dickinson 2009). A study by Anderson on contextual assessment of a workplace

HIV and AIDS peer education programme focused on work related peer educational programmes. The views and experiences of the peer educator's is considered as the study looked at peer educator's perceived impact on attitude and behavioural change among employees, organisational barriers foreseen training needs (Anderson 2009). The barriers and fore-seen solutions are however related to the organisation that was researched.

Dickinson's study supports this view as it perceives Peer education as the strategy in dealing with HIV and AIDS epidemic in the South African workplace (Dickinson 2006). This study engaged the views and experiences of peer educators but again focusing on workplace sector under research (Dickinson 2006).

It is in the light of peer educators being silenced on the programmes they work on, and the neglect of community peer education, that this study seeks to explore in detail the work PEs engage upon in YPE in Duncan Village and how such work contributes to the outcomes of YPE in the above area. The study also further seeks to explore what motivates PEs to join YPE and the type of challenges they encounter as peer educators (looking for works which record the voices of peer educators) and lastly to explore innovations by peer educators and other models of problem solving.

1.3 RESEARCH QUESTIONS

HOW DO PEER EDUCATORS SHAPE THE OUTCOMES OF ELHTA AND HOPE HIV AND AIDS COMMUNTY YOUTH PEER EDUCATION PROGRAMMES?

- What are the key motivating factors for joining the YPE program among the volunteers?
- What methods do peer educators utilise in peer education?

- What challenges do peer educators face in the different aspects of the peer education program or process?
- What are the foreseen solutions to the challenges?

1.4 OBJECTIVES

- To explore in detail the work PEs engage upon in YPE in Duncan Village and how such work contributes to the outcomes of YPE in the above area.
- To explore what motivates PEs to join YPE
- To explore the challenges that are faced by the peer educators (looking for works which record the voices of peer educators)
- To explore innovations by peer educators and other models of problem solving.

1.5 AIM OF THE STUDY

The main aim of the study is to explore the impact of community based Youth peer educators' work on the outcomes of the YPE in Duncan Village, Scenery Park in East London and Chesterville in Durban with a view to ascertain how PEs contribute to the success or even failure of the YPE in the above community.

1.7 SIGNIFICANCE OF THE STUDY

The study is significant because it will add to the literature on peer education, the experiences of community based youth peer educators, a group highly under researched by peer education researchers and experts. The study further examines the potential to explore issues which need consideration and to be taken into account in improving sustainable community youth peer education programmes.

1.8 RESEARCH METHODOLOGY

Qualitative research method became a vital method to implement this research and arrive at its data and recommendations. This method provided an in-depth understanding of peer educators' views on peer education. In-depth interviews and focus group discussions were utilised as data collection methods and these were useful in providing the insight into peer education and further afforded the researcher with the opportunity to probe for clarities, thus acquiring relevant information. Participants were purposively sampled from Duncan Village and Scenery Park East London High transmissions area organisation (ELHTA) and Hope to educate (HTE) in Chesterville, Durban. Data was thematically presented. Extensive discussion of methodology is outlines in chapter three of this dissertation.

1.9 THESIS ORGANISATION

Chapter one: this chapter highlights the appropriate introduction to the research by giving a snapshot on the prevalence of Human Immune-deficiency Virus (HIV) and Acquired Immune deficiency Syndrome (AIDS). It further highlighted the research problem, research questions, research objectives, the aim of the study, the significance of the study, a brief discussion of the methodology used in the study, organisation of dissertation and, lastly, the conclusion of the chapter.

Chapter two: this chapter focused on explanation of the two conceptual frameworks used in this research namely; Positive youth development (PYD) and empowerment theory. The concepts of peer education and peer educators were also discussed. Lastly an overview of the peer education literature is provided in this chapter and a strong case for the current study emanating from the shortcomings of the research is highlighted.

Chapter three: this chapter presented the methodology and research techniques employed in the study. Qualitative methods, and focus group discussions and in-depth interviews in particular are identified as the most appropriate means of arriving at the objectives of the study. This chapter also provides an outline on the time, venue and how these afore mentioned data collection methods were used.

Chapter four: this chapter presented the findings of the research. These findings are organised around themes emerging from the data. These themes are: motivating factors for peer educators joining peer education, methods used in peer education, challenges faced in peer education as well as solutions to the problems. Verbatim extracts from both focus group discussions and in-depth interviews were used to support the findings.

Chapter 5: chapter 5 presented a short conclusion to the research report. This chapter further highlighted the recommendations for peer education.

1.10 CONCLUSION

This chapter's main focus is on the prevalence of HIV and AIDS in South Africa and the response mechanisms employed to address the challenges of HIV and AIDS, peer education being one of those mechanisms. The chapter went on to highlight the need for this particular research as it discussed the research problem and gaps within existing literature. Research questions and objectives which informed the selection of research methodology and target population were also stated. The aim of the research was also highlighted and this outlined the reason for conducting the research. The conceptual frameworks, which were positive youth development and empowerment, were also outlined. These two conceptual frameworks were chosen and utilised as the backbone of this dissertation's discussion. Lastly the importance of the research was also highlighted.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Ever since the outbreak of the HIV and AIDS pandemic, too much focus has been on initiatives to convey educational information, campaigns and awareness programmes to spread the knowledge about HIV and AIDS (Stats SA). As the pandemic seemed to escalate scientific research revealed that the increase in knowledge levels does not lead to any behavioural change (Stats SA). More dynamic preventative measures, such as like peer education came into being playing a huge role in increasing knowledge about HIV and AIDS. A number of scholars, e.g. (Campbell, Mason-Jones, and Dickinson) have made extensive contribution in peer education literature on peer education in South Africa and abroad. This literature on peer education from across the globe has focused on peer education as a viable strategy for reducing the spread of HIV and AIDS and also trying to bring about change in behaviour of youth and those living with the disease. This strategy to peer education has been practiced in educational institutions and workplace. It is therefore the aim of this chapter to directly and closely look at these writings and also directly report on the contributions of peer educators, an action different from other scholars who reported on peer educators contributions indirectly. In doing so this chapter seeks to outline the theoretical frameworks which informed the findings of the study, definition of peer education, peer educators, roles of peer educators in peer education, motivations for joining youth peer education, peer educators' contributions in peer education programmes, challenges facing peer educators and lastly, effectiveness of peer education.

2.2 THEORETICAL FRAMEWORK

Below are the two conceptual frameworks that are the support of this research. These two conceptual frameworks apply strongly to this research and these are: positive youth development (PYD) and the second one is empowerment theory.

2.2.1 POSITIVE YOUTH DEVELOPMENT (PYD)

PYD is defined as "perspective on human development suggesting that increase in well-being and thriving are possible for all youth through aligning the strengths of young people with the developmental assets present in their social and physical ecology" (Lerner 2005:32). This perspective in development emerged in the late 1990s and early 2000s with the growing interest of psychological science in positive psychology (Lerner 2005). This concept emerged as a response to the line of thinking that was dominant in development scholars who looked on youth as having problems or challenges rather than looking at capabilities and strengths of the youth. Proponents of PYD, which consisted of psychologists and biologists, dissatisfied with the above mentioned stereotype became interested in developmental processes that emerged from the fusion of biological and contextual levels of organisation (Lerner 2005). This concept was informed by the writings of Overton (1973) and Lerner (1978) who were interested in addressing nature versus nurture debate through integrating interactive perspectives about genetic and contextual influences on human development (Lerner 2005).

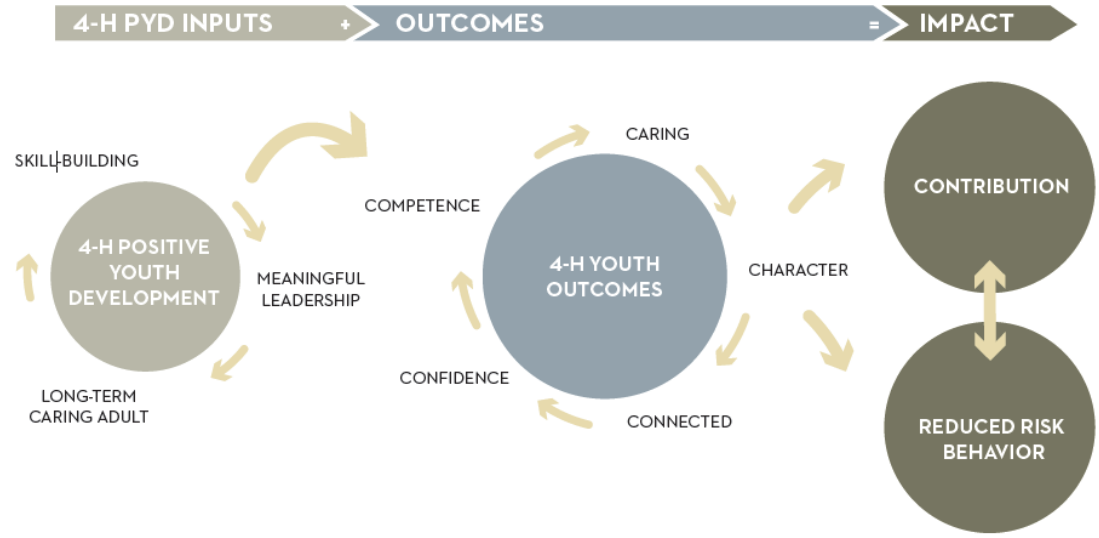
PYD perceives youth as having natural competence and potential in development. Furthermore within this perspective, the youth is seen as resources rather than the problems in society (Damon 2004). Youth capabilities are central to PYD rather than focusing on their problems. The above point suggests that the youth do not wait for the outside world to pave the way or bring about development rather they integrate with the outside world utilising their

naturalistic capabilities and potential towards ensuring societal development (Damon 2004). PYD further considers youth as the full partners in community-child relation and further provides the youth more responsibilities to do in the communities (Damon 2004). PYD further asserts that youth development incorporates inter-relations between and individual and the context. This simply implies that the youth need to build chain support with other institutions in their contexts. PYD further emphasises the 5 Cs in development.

The first C is competence which refers to positive perception of ones potential in specific areas like social, academic cognitive, health and vocational (Lerner et al 2011). Social competence simply means the recognition of individuals skills within society i.e. conflict resolution (Lerner et al 2011). These are the skills that peer educators have as they encounter internal and external challenges in peer education. Cognitive competence refers to individual's cognitive abilities when dealing with matters that requires decision making (Lerner et al 2011). This is an area where peer educators showcase their cognitive abilities as they encounter situations where they have to make fast decisions.

The second C of PYD is confidence which refers to an individual's sense of self-worth and self- efficiency (Lerner 2011). The third C is the one important in peer education, Connection. This refers to an individual's cohesive co-operation with people and institutions that are reflected in exchanges between the individual and his or her peers (Lerner 2011). The fourth C is character which refers to respect that an individual should have for societal and cultural norms and also possession of standards for correct behaviour and morality (Lerner 2011). The last C is Caring or Compassion which refers to the sense of sympathy and empathy for others. If this 5 Cs exist then the 6^{th} C which is contribution to community and self prevails (Lerner 2011).

Below is PYD diagram.



Source: Lerner 2011

2.2.2 EMPOWERMENT THEORY

Empowerment as a concept is complex and has diverse definitions hence Rappaport argues that "we only know empowerment when we see it" (Rappaport 1984b; 2). In clarifying the concept "empowerment" Rappaport defines the opposite of the concept which is disempowerment. Rappaport argues that disempowerment is the feeling of helplessness, alienation, powerlessness and lack of control (Rappaport 1984b; 2). The concept is defined as the "deliberate on-going process centred in local community, involving mutual respect, critical reflection, caring and group participation through which people gain access and control over resources" (Perking and Zimmerman 1995).

Empowerment is also perceived as "A construct that links individual strengths and competencies, natural helping systems and proactive behaviours to social policy and social change" (Perking and Zimmerman 1995).

These definitions to empowerment suggest that this is a collective process which brings about required change in communities and that the process further brings about positive outcomes which in most cases showcase themselves in the form of feeling of control and ownership.

Central to the concept of empowerment are three values, namely, control over one's life, distributive justice, equitable sharing of resources and cohesive and collaborative participation within community in all decision making processes (Prilleltensky 1991). Empowerment as the concept emphasises the importance of collective participation in trying to achieve goals.

2.2.3 RELEVANCE OF THE TWO CONCEPTS

This research sought to understand community youth peer educator's unique contributions to peer education programmes. Therefore the PYD framework was preferred since this concept articulates the significance of recognising youth as agents of change in communities. Furthermore this framework articulates youth as having naturalistic capacity and potential to bring about change. HIV and AIDS peer educators as the youth have the capacity to influence change in behaviour of communities about HIV and AIDS. PYD further ascertains that youth is more of an asset in the community rather than a problem. This also applies to youth peer educators who serve as resources and assets in bringing about behavioural change through their skills and unique contributions.

5 Cs of PYD theory make it more relevant to this study. Social competence is one of the skills that peer educators have as they deal with community day in and day out thus dealing

with internal and external conflicts which they have to sort out. Decision making skills which are emphasized in cognitive competency are in consensus with immediate decisions that peer educators have to take when conducting HIV education. These individuals have to decide based on the audience on the role plays they have to use and educational songs to sing.

Confidence, character and compassion which HIV and AIDS peer educators should have, are other skills emphasized in this theory. Peer educators deal with different behaviours which in most cases require respecting character and at times they have to show empathy to people they deal with especially those living with HIV and AIDS. Connection is one other point emphasised in PYD and this is visible in peer educators as they need to work in connection with their program leaders, community institutions and the government structures in ensuring support.

Equally relevant is the empowerment concept which emphasises collective participation which is a sign shown by peer educators in achieving the goals of their respective organisations and communities. Their sense of belonging, mutual respect and collective participation emphasized in the empowerment concept is the reason for the selection of the framework as peer educators also showcase similar characters.

2.4 PEER EDUCATION

Recently in Social Science there has been concern with agency and context which led to the emergence of childhood studies and a broadening of interest in children's lives in a wider range of disciplines (Ansell 2005). This line of thinking is said to be articulately understood through the use of ethnography which enables the voices of children to be heard (Ansell 2005). This is the case with peer education as well, as this is a process carried out by young bloods.

In its general definition, Peer education is defined as a "process, a strategy, a communication channel, and a tool" (Adamshack 2006; 5). In line with youth, Peer education is seen as "process whereby well trained and motivated young people undertake informal or organized educational activities with their peers' (Adamshack 2006; 5). "The goal is to develop knowledge, attitudes, beliefs, and skills needed to engage in healthy behaviors" (Adamshack 2006; 5).

Peer education is defined by Rabkin as the "transfer of knowledge and skills that occur when members of a social group are trained to provide education and support others" (Rabkin 2002). More to this definition is that peer education includes a range of educational approaches such as counselling, formal classroom based teaching, one on one instruction and informal group facilitation (Rabkin 2002).

In addition to the above definition of Peer education is the one that describes it as the "behavioural and health changing intervention strategy in trying to access groups which are difficult to access" (Mason-Jones et al 2010, Sergeyev 1999). Furthermore, Peer education as intervention is made a reality with the contribution of similar individuals in terms of age, background and interest (Mason-jones et al 2010:01). This definition perceives peer education as the tool for behavioural transformation on individuals of the same backgrounds, age and interest and this is carried out by peer educators through their contributions, however, this definition does not go into detail on how peer educators contribute and also how their contribution brings about change in peer education programmes.

This is one of the important response mechanisms of HIV and AIDS pandemic which reaches huge volumes of audience using inexpensive volunteers (Adamshack 2006).

Peer education is further defined as the "concept used worldwide and it is an approach for communication channel, methodology, philosophy, and an intervention" (UNAIDS: 1999).

This is a contestable concept and its definition and interpretation has differed in terms of what is meant by "peer" and "education" (UNAIDS: 1999). It further involves the training and support of a group of peers in order for them to bring change to the group of the same age (population council: 1999). This is furthermore a strategy used to bring about change to an individual and a group thus changing the group and individual knowledge, attitudes, beliefs, and behaviour (population council: 1999). This definition suggests that the peers are the drivers or messengers of behavioural change to the fellow peers.

The idea of peer education as strategy of behavioural change is also echoed by the United Nations (2003), which defines peer education as an "approach or intervention strategy that involves the training and support of members of a given group to effect change among members of the same group" (United Nations 2003).

Peer education strives for empowerment of lay people through employing health related knowledge in their hands (Campbell & Mzaidume 2001). This increases the probability that people will feel they have control over their health (Campbell & Mzaidume 2001).

Peer education is also perceived as a dynamic process, strategy, communication channel, 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 (SAQA 2009a). Peer education is further argued to be significant in increasing knowledge, skills, and in instilling values and attitudes to peers of the same age group, background and same interests, enhancing health seeking behaviour, reducing risk behaviours and vulnerability (SAQA 2009a). Moreover, peer education has been recognised as the effective method to influence positive behavioural change (Centre for Population Option 2005).

Peer education is further perceived as the behaviour changing strategy (UNAIDS: 1999). This view of peer education emanates from behavioural theories. Among the theories is social

learning theory which is of the view that people learn through observing the behaviour of others and on the other side, there is a group that serves as drivers or carriers of behavioural change (Bandura 1986 cited in UNAIDS: 1999). The second one is theory of reasoned action and this theory is of the view that "persons perceptions of social norms or beliefs that people import to them hold about a particular behaviour can influence behavioural change" (Fishbein and Ajzen 1975 cited in UNAIDS 1999).

Gerber and Kaiffman cited in Maticka-Tyndale and Barnett (2010) point out that peer education has its grass roots in "monitorial system" that was set by Lancaster in London way to reduce workload on teachers and this was done through teachers passing lessons to a group of students with the aim that, the selected group passes on the information to fellow students (Maticka-Tyndale & Barnett 2010). This strategy was later popular in 19th century and to date it is still used in other health related areas besides HIV and AIDS.

Peer education is furthermore a strategy to accomplish quite a number of goals. Among the goals is peer to peer education, youth educating other youth on HIV and AIDS prevention, mother to mother education on breast feeding and patient to patient education (Rabkin, 2002). This current study looks specifically on HIV and AIDS community youth peer education. Peer educators are argued to be sharing similar characteristics even though they might differ in content and structure (Rabkin 2002). Among the characteristics is that peer educators are trained lay people, they perform specific of defined tasks with the targeted population to foster change and behaviour to the group and lastly they are not to substitute professional practitioners rather they work in co-operation or assisting them (Rabkin 2002).

Additionally it is argued that people are likely to listen to messages conveyed by people of the similar characteristics as theirs who also have the same background and experience (Mason 2003, centre for population option 2005). This is most likely the case because peer

education draws on the integrity that youth have with their peers, the power of role modelling and provision of flexibility in addressing various needs of the youth (Mason 2003).

Peer education is useful and very significant as it brings with it unique characteristics to health programmes. For example familiar individuals within a community are mostly easier to be understood and influence behavioural change than the outsider (Rabkin 2002). Peer education is further promoted because it provides sustainable benefits to peer educators themselves, clients, and communities and programmes (Rabkin 2002). Peer education is useful in supporting the youth to develop positive group norms and positive sexual behaviour (Mason 2003, Centre for population option 2005).

Peer education is also said to be of the benefit to both peer educators and the recipients of peer education (Centre for population option 2005, youth peer education network 2005). It is beneficial in that it lays out the platform for the exchange of ideas rather than top down approach where knowledge is transferred to recipients (Centre for population option 2005). Peer educators' further gain in peer educations as this sharpens peer educators communications skills through presentations, knowledge and attitudes (Centre for population option 2005, Youth peer education network). Through peer education peer educators also get tangible and non-tangible benefits (Centre for population option 2005). Tangible refers to tee-shirts which easily recognise them as peer educators. Non-tangible refers to special seminars, media exposure and clinic services (Centre for population option 2005).

Peer education is said to be important and influential in our communities because it is flexible and has its origins in realities of individual community and can be utilised in a variety of settings (Youth peer education network 2005). Furthermore, peer education enables direct participation of youth to critical matters affecting youth lives (Youth peer education network 2005).

Much focus on peer education has been solely on education institutions (primary schools, secondary schools and higher learning institutions) and the workplace. Even within these institutions the drivers of peer education are being side-lined and focus is on the peer education as the programme.

2.5 PEER EDUCATORS

There is no single consensual definition of peer educators as the definition differs with each and every organisation of peer education. However within these existing different definitions, is the similarity of peer educators being described as individuals who belong to the same social group as the other person (Department of Basic Education 2011). These are the people who share similar characteristics as other members within the area to which they practice peer education on. Among the characteristics are; socio-economic status, age even educational level health behaviour, supporters of fellow peers, good searchers of relevant information to support fellow peers and also are promoters of social skills (Department of Basic Education 2011).

Statistics South Africa perceives peer educators from industrial and workplace angle. Peer educators are seen as people accepted by the colleagues in workplace and also people who are mandated to convey HIV and AIDS related messages and also contribute in raising awareness about the pandemic (Statistics South Africa). Furthermore peer educators are seen as people who communicate significant and educational HIV and AIDS information to the group of people concerning the current and existing behavioural patterns among employees (Statistics South Africa).

These are the traditional providers of information to their fellow peers and this includes sensitive information which could be difficult to discuss with elderly people or parents (Youth peer education network 2005).

Peer educators are further understood as individuals of similar background who have effective skills to be able to articulately communicate and spread HIV and AIDS education to their peers (Mason-Jones et al 2010). Furthermore, these are role models to which peers in communities and in schools look up to for safer sexual behavioural practice (Mason-Jones et al 2010). This understanding of peer educators suggests that peer educators are agents of change in that they influence positive sexual behaviour in schools and through the decisions and lifestyles they choose to live. This further suggests that when peer educators, being young human beings who also fall into traps of unsafe sexual behaviour may influence the behaviour of peers.

Peer educators play a key role in community peer education because they bring community perspectives on youth peer education and those perspectives could be utilised in trainings (N Maqungu 2014 ELHTA provincial coordinator). Furthermore, peer educators are important as they reach the people that professionals could not reach and they further converse in the language that professionals do not possess (N Maqungu 2014 ELHTA provincial coordinator). Lastly peer educators are "resources" in the community as they carry the information (N Maqungu 2014 ELHTA provincial coordinator).

2.6 ROLES OF PEER EDUCATORS

Peer educators play various roles in peer education programmes. Among the roles they play is the provision of basic information and skills which promotes norms showcasing healthy life styles, and these are carried out through informal discussions and one on one conversation with peers in community and school settings (Ward et al 2008). In other peer education institutions information is conveyed to people through formal and informal presentations conducted by peer educators (Dickinson 2006). During discussions peer educators provide "first line confidential advice" and also refer other cases to various other

institutions which provide required assistance and help (Dickinson 2006). In addition to the discussions, peer educators, especially in companies, also carry out voluntary counselling and HIV testing to colleagues(Dickinson 2006). The discussion topics especially in schools come from comic books and in community outreach, the discussion topic emanates from role plays (Norton and Muntonyi). In addition to community out-reach, which falls into the role of peer education, is visiting people who live with HIV and AIDS in communities. The reason behind the visits are for empathetic and material support to those living with HIV and AIDS and visits also assist with household chores to those who are unable to do so (Norton & Mutonyi 2007).

Peer educators also have a role of walking the talk. This refers to the practice of what they preach to peers. This role modelling enables the peers to also imitate the behaviour shown by peer educators (Deutsch and Warts 2002, Ward et al 2008). More to role modelling, peer educators further build trust through listening to their peers and also support peers whenever there is a need for that (Ward et al 2008).

Statistics South Africa provides the following roles of HIV and AIDS peer educators in workplace: organisation formal and informal talks, ensuring the availability of condoms and pamphlets carrying HIV and AIDS information, promoting HIV and AIDS awareness, reporting problems and challenges encountered and also questions found challenging to respond to during the education process, participation in information campaigns and promotions such as world AIDS day, STI day and condom week (Statistics South Africa HIV and AIDS peer education programme).

2.7 MOTIVATIONS FOR JOINING YPE

Motivations and aspirations to join peer education programs are crucial to mention in HIV and AIDS peer education process and its sustainability. Volunteers do not just wake up being

peer educators rather they have motivations which prompt their interest. This above mentioned point is pointed out in Backett-Milburn and Wilson (2000) study on understanding peer education. It is evident from this study that peer educators joined peer education in pursuit for incentives, which according to the study, were forthcoming residential and provision of peer education sessions promised by the project coordinator (Backett-Milburn & Wilson 2000). Expectations play a huge role in motivating peer educators to become members of peer education group and even to continue as peer educators.

More to the motivations is the interest to bring about change in families and societies amongst who peer educators live. According to Drolet et al (1994), on understanding volunteer peer health educators' motivations using social learning theory, it was pointed out that peer educators were highly motivated by family and community experiences of members practising risky health behaviours, namely, alcoholism and drug use (Drolet et al 1994). Peer educators are motivated by willingness to become agents of change in their respective communities and families (Drolet et al 1994, Dickinson 2006). The disintegration of families and societies has become a key notable area which prompts peer educators not to just watch their societal degradation but rather to take part in their societal transformation from bad to better. In so doing peer educators become peer education and contribute in its sustainability.

Peer educators also become active members of peer education because of the expectations and personal gains provided or promised by peer education programmes. Drolet et al 1994 pointed out that peer educators are also motivated by the need to get job experience provided in peer education trainings and peer education proceedings. In the study on fighting for life on South African HIV and AIDS peer educators in industrial sector Dickinson points out the motivations which keep peer educators active and working (Dickinson 2006).

Dickinson refers to these motivations as being altruistic and also peer educators as being inspired by career development opportunities expected out of the role of being a peer educator (Dickinson 2006). Furthermore self-empowerment among peer educators has become the motivating factor in peer educators (Dickinson 2006).

Motivations are of utmost importance in keeping the structure of YPE programmes and also keeping peer educators focused and motivated regardless of the challenges they encounter in their day to day work. The importance of motivations in the above mentioned studies does not recognise and also does not emphasize the importance of motivations in keeping YPE programmes functional and keeping peer educators motivated and sustaining the running of peer education. It is in the light of this oversight that this study explored the motivations behind joining peer education programmes which play a huge role in peer educator's sustainable focus in keeping the YPE structures functional.

2.8 PEER EDUCATORS CONTRIBUTIONS IN PEER EDUCATION PROGRAMMES

Contributions of peer educators in peer education programmes are one of the key aspects that are important however these aspects are side-lined in peer education research (Mwanga et al. 2007). The study on school children as agents of change by Mwanga et al (2007) suggests that attention and research on children as being agents of change is minimal (Mwanga et al. 2007). This study further asserts that the youth is the group that actively contributes to peer education and they should be actively involved in educating the community about health issues (Mwanga et al. 2007). Active involvement of youth in all functions of peer education is also crucial in keeping YPE structures functional.

This above mentioned study mainly focused on primary school peer educators of the age of 10 to 19 years (Mwanga et al. 2007). The selection of primary school learners minimised and

limited the perspectives of young adults between the ages of 21-35; hence this study took into consideration the contributions of young adults in selecting both adolescents and young adults to represent both groups under umbrella term of being the youth. Furthermore the school context chosen by Mwanga et al (2007) ignored contributions which could be applied by community peer educators in their respective communities. This further side-lined peer educator contribution in assisting HIV AND AIDS affected and infected peers in their communities. It is because of this existing gap that has been identified that this study looked both at peer educators who practice and contribute in peer education in schools and communities.

Campbell and MacPhail (2002) in their study on peer education and the development of critical consciousness, participatory HIV prevention by South African youth focuses on underlying factors and processes in the impact of peer education. In this study it is pointed that peer education resembles a didactic education system adopted by South Africa prior democracy (Campbell & MacPhail 2002). This system of peer education sees peer educators as mere teachers who convey the message to peers under strict supervision and authorities of managers and teachers in school contexts (Campbell & MacPhail 2002). These authorities, according to Campbell and MacPhail (2002), determine activities, time and also access to resources. This authoritarian system in peer education saw peer educators unique contributions being ignored and it has resulted in various problems, namely, dismissal of peer educators based on the claims that they abuse their privileges and lack of discipline on teachers, peer educators' prohibition from using resources and teachers insisting on abstinence regardless of sexual activity of school children (Campbell & MacPhail 2002).

This study focused only on school based peer education thus ignoring community based peer education. It is this rather one-sided focus on school based peer education that led to this study focusing on community and also school based youth peer education. Furthermore, due

to ignorance on youth peer educators unique contributions in peer education and didactic system in peer education, this study focused on individual and collective contributions of the youth peer educators in peer education programmes and the outcomes of those contributions to peer education programmes.

Peer education with young people is argued to be falling into top-down approach which sees peer educators often involved only on delivery of education or outreach programmes (Price 2009). This implies that decisions on functioning of peer education are imposed on peer educators; this is ignoring their contributions as agents who are practically hands on and experiencing peer education and, most importantly, as people who could structure peer education programmes. This ignorance of peer educator contributions is further blind in noting peer education contributions which go beyond their jobs description as contributing factor in keeping YPE structure sustainable and functional.

2.9 CHALLENGES FACING PEER EDUCATORS

Peer educators as human beings and agents in sexual behavioural transformation come across various challenges in their efforts of influencing change in sexual behaviour of community members. In the study on workplace peer educators and HIV testing in a South African mining company, Sibanda points out that peer educator face challenges which are environmental, programmatic, socio-interactional and perception factors in nature (Sibanda 2011). In elaborating on the above points, Sibanda pointed out that environmental challenges refer to conditions and contexts to which HIV testing takes place, programmatic refers to designs and technical aspects of wellness programmes and how those factors affect HIV testing as peer educators face the challenge of doubting the confidentiality of testing in work-based testing centres, lastly socio-interactional and perception factors refers to the challenge of peer educators having difficulty in testing contract workers as these employees have the

fear of job sustainability after testing HIV positive and also stigma and discrimination by society members which results in poor disclosing strategies that sees male employees relying on their partners antennal tests (Sibanda 2011).

This above mentioned study contributed to the little research on challenges faced by peer educators in peer education however the focus was mainly on external challenges which had an impact in work-based Youth peer education programme. This focus on external challenges left behind the possibility of internal challenges which could impede the smooth running of peer education. Lastly the study looked at challenges which are related with HIV testing thus ignoring the challenges which peer educators encounter in dealing with people who are already infected and those affected by HIV and AIDS.

Roussouw (2013) further highlights the challenges that peer educators come across in their daily work in the study on challenges that peer educators face in Stellenbosch. Roussouw (2013) adds to environmental and perception challenges pointed by Sibanda. Community members according to Roussouw (2013) ignore and resist HIV awareness message which makes it difficult for peer educators to influence change. In their resistance to HIV messages, community members even go as far as being less enthusiastic about taking condoms when distributed by peer educator (Roussouw 2013). Roussouw (2013) further states that peer stay during the demonstration of using female condom however neither of the peer educators takes female condoms. It is further noted in the study that peers engage in risky sexual behaviour and it is a challenge for peer educators to challenge the risky behaviour practiced by peers (Roussouw 2013). Lastly, in the case of school based peer educators they further face the challenge of multiple roles they have to play (Roussouw 2013). These peer educators, according to Roussouw (2013), find it difficult to balance multiple roles of being a student which goes with its own tasks and requires time, being peer educator, role model, health promoter and behaviour changing agent (Roussouw 2013).

Similar to the study by Sibanda, there is too much focus on external challenges, thus putting aside challenges which exist among peer educators which could impede peer education work. It is in the light of too much focus on external challenges faced by peer educators, focus on work-based and school based challenges faced by peer educators that this research focused on both community and school based peer education and challenges, both internal and external, which peer educators experience

2.10 EFFECTIVENESS OF PEER EDUCATION

Peer education is also looked at from the perspective of its effectiveness or lack of effectiveness. Scholars and researchers focus mostly on failures and successes of peer educators and also on factors which contribute to failures or effectiveness of peer education. Campbell and Mzaidume (2002) in their research on how to prevent HIV directed their focus on social conditions which they believe have a major impact on HIV transmission. This research was useful in the understanding of social factors which inhibit effective education of HIV and AIDS and factors which remain the stumbling blocks in the battle of fighting HIV and AIDS (Campbell and Mzaidume (2002). This study is also important as it showcased the significance of stakeholder cooperation; however, the roles and contributions of the drivers of peer education (peer educators) are neglected. It is in the light of such negligence that this study focused on contributions, and motivations that peer educators have on peer education programmes, challenges they encounter and solutions which lead to their neglected contributions to peer education programmes.

Focus on school based peer education has also been echoed in the study by Osowole and Oladepo (2000) on the effects of peer education on deaf secondary school students. This study focused on the evaluation of the effect of peer education in deaf secondary schools. Mixed methods study with focus group discussions and in-depth interviews was used to bring

about results. This study concluded with the results that peer education is effective as the prevention strategy of HIV and AIDS. This was shown by the majority of participants reaching the consensus that the peer education equipped them with skills and knowledge (Osowole and Oladepo 2000). The studies with these types of results are the ones which enlightened governments and various institutions to perceive youth peer education as the effective prevention strategy to be utilised. This study, however, focused on education institutions, specifically in deaf secondary schools, thus side-lining other societal institutions within communities, from which its members could benefit from the peer education. In addition to this is the focus on peer education as the programme and ignoring the drivers of peer education. This means that peer educators' views of the education programme is being suppressed and the challenges and possible solutions to those problems are being ignored.

The focus on school peer education has also been evident in a study conducted in Uganda which looked specifically on four schools in Uganda. In this study HIV and AIDS peer education is referred to as HIV and AIDS clubs. Central to this study was to explore the impact and efficiency of peer education programme. The main aim of this study was to further go into detail on how these two components (impact and efficiency) are derived (Norton and Muntonyi 2007).

This study made use of qualitative design with the use of case studies and interviews with club leaders, club administrators and teachers. The use of drama, popular culture and community outreach seemed to be the strategies of conveying HIV and AIDS education and these played an important role in developing youth skills on leadership (Norton and Muntonyi 2007). Peer education was further extended to the community. Important to this study was the fact that, the study looked at how peer education is done, which is one of the areas this current study looked at, however the study in Uganda was only interested on club leaders and teachers thus side-lining the peer educators who make the peer education a

success. Secondly, the study was more focused on impact and efficiency of the education thus side-lining the feelings of the peer educators, motivating factors for volunteers to be part of peer education and the challenges encountered during peer education and the foreseen solutions from the peer educators. Motivations for joining peer education are very important as they play a role in keeping peer educators focused and passionate about their work regardless of the challenges they encounter and that contributes to the effectiveness of the programme . These are the areas this study was interested in, to gauge peer educators views and experiences as drivers of peer education.

More to this line of thinking on Peer education was the study conducted in a high school suburban setting. This study was quantitative in nature aiming to evaluate the effect of base line HIV and AIDS awareness programme offered to high school children (Cole et al. 2008). The study found no difference or the effectiveness of baseline HIV and AIDS education on behaviour, attitudes and knowledge of students in both pre-baseline data and post baseline data.

The focus on effectiveness of the HIV and AIDS education programmes which was adopted in this study side-lines the importance of in-depth understanding of youth peer education and also the in-depth understanding of the experiences and challenges accounted by HIV and AIDS peer educators. This ignorance on the views of peer educators side-lines the importance participation which results in the empowerment of those in education programme (Page 1999).

2.11 CONCLUSION

As can be incurred from this literature review it is clear that peer education is a strategy or mechanism to bring about positive behavioural change in the lives of people. This strategy is outlined as being carried out by people of the same characteristics as the target population. Peer educators are perceived as the drivers of this strategy and they are further perceived as people with skills to carry out the task of being agents of change. The literature also highlights the roles of peer educators among many of which are to go beyond their scope of work; this is to live what they preach. This is where the challenge kicks in as these are also human beings that at times fall into the trap of making mistakes. This brings about the challenge of being judged and also ignored by the community. Challenges also emanate externally with community members leaving in denial of the existence of the HIV disease which in turn results in them (community members) refusing to accept the awareness messages conveyed by peer educators. Literature also points out that peer educators contribute in peer education through their dedication in being agents of change in behaviour among communities. It is this dedication together with enthusiasm and passion which motivate the youth to become peer educators. Moreover the literature postulates that incentives that go with being a peer educator also play a role in motivating the youth to be peer educators.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research approach and the data collection techniques used to conduct this study. The research approach used in this study was qualitative. A focus group discussion and in-depth interview techniques were applied as data collection methods used in this research from December 2013 until March 2014. The research began with focus group discussion and was followed by in-depth interviews. A total of 66 peer educators from both ELHTA and GOLD-HTA programmes participated in both the focus group discussion and in-depth interviews.

This chapter contains the following sections: Methodology used in this research, the history of the two peer education organisations, rationale for selection of the organisations, sampling of the YPE for the focus group discussion and in-depth interviews, the way data was analysed.

3.2 RESEARCH APPROACH

This research was qualitative in nature thus trying to gauge the in-depth understanding of HIV AND AIDS community Youth peer education. As pointed out earlier on, this research adopted qualitative data collection techniques namely, focus group discussions and in-depth interviews. According to Bailey et al (2011), qualitative research is an approach that seeks to examine people's experiences in detail. This approach further allows the researcher to identify issues under research from the perspective of the participants' (Bailey et al 2011:9). Moreover, qualitative research is used in "providing in-depth understanding of the topic under research from participants' perspectives and the context in which they live" (Bailey et al 2011:10).

Qualitative approach was selected since the study aimed to gain an in-depth understanding of how YPE from ELHTA in Duncan Village and Scenery Park and GOLD-HTA shape the outcomes of community youth peer education. This requires an in-depth understanding of participants' experiences in peer education and that data is produced through qualitative enquiry.

Qualitative research was further chosen because it goes beyond just a snapshot of events rather it finds out how and why things happen and further incorporates people's motivations, emotions and incidents of interpersonal conflict (Charmaz 1995 cited in Gray 2009). Qualitative approach further grants an opportunity to a researcher to gain new perspectives where much is known and also where little about phenomena is known (Gray 2009). Qualitative approach allows an examination of research respondents' experiences in detail, understanding of their actions and reasons for such actions in respondents' "perspective" (Bailey et al 2011, Gray 2009).

The researchers used qualitative method for getting broad responses from a large sample of two community based YPE programmes in South Africa. Since our research was guided by the need to explore PEs contributions to YPE, it was necessary to understand PEs' lived realities, concerns and triumphs under YPE programmes such as ELHTA and HTE from the research respondents themselves and also most importantly in their own settings. Qualitative approach enables a reseacher to research study respondents in their setting (Bailey et al 2011). In this research, collecting data in respondents own settings ensured openness, calmness to respond to questions asked in both YPE programmes.

HIV and AIDS youth peer educators contribution to peer education programmes especially in communities is under-researched area therefore the use of qualitative approach granted an opportunity to explore peer educators experiences in peer education, their contributions,

emotions, feelings and reasons for such actions. Furthermore qualitative approach granted researchers an opportunity to probe some of the responses and meanings given by respondents during individual and group interviews. Motivations for joining YPE which was one of the areas this research was looking at were responded to after researchers probed thus researchers found motivations which came prior PEs' engagement to peer education and those motivations which came after they had joined.

Lastly Flick (2006) ascertains that qualitative research allows a researcher to observe, to see how respondents feel, and respondents' impression which becomes data to be analysed as well. Qualitative approach allowed researchers to see facial expression and body language of respondents when stressing the importance of a point (Flick 2006).

3.3 DATA COLLECTION METHODS

3.3.1 FOCUS GROUP DISCUSSIONS

In this research FGDs were used to understand directly from peer educators under the two community programmes how they contribute to the two programmes success, challenges and lessons from which the research hoped the programmes can draw. FGD is a "group interview aimed at understanding the feelings about an issue" (De Vos 2002). The group that was selected was gathered together to discuss the topic that was of concern to the researcher. The group consisted of the participants "with common characteristics relating to the topic of research" (De Vos 2002). De Vos postulates that FGDs "create the process of sharing and comparing among the participants" (De Vos 2002). In this study the common characteristic was the fact that discussants were HIV and AIDS Community youth Peer educators under the ELHTA and HTE as YPE organisations. FGDs further provided required response on the question of challenges faced by peer educators in the programme and also on the different viewpoints on the reasons for joining YPE and their contributions to YPE.

FGD's assisted Peer educators to speak out their thoughts, and in so doing assisting researchers to get the deeper understating of peer educators contributions in achieving the outcomes of peer education programme. Researchers further got information which could be used later in in-depth interviews. Issues pertaining to challenges of peer educators were easy to find with focus group discussions as peer educators were free to speak out on their experiences and thoughts. Focus group discussions further assisted providing an opportunity to peer educators to state clearly their contributions to YPE. PE's were recorded stating their contributions saying they are entertainers, mobilisers, educators and peace makers in the case of Durban whilst some ELHTA PE's indicated their contributions as all-rounders of educational activities, good singers and role players. The use of the word "WE" came repeatedly from peer educators and this contributions and challenges encountered by PEs as a group. PEs further use training messages, manuals ad approaches to accomplish the objectives of the programme (Dickinson 2006).

During focus group discussions when one respondent made a point, that stimulated other ideas related to the point raised by the first respondent. Furthermore researchers could see the points where peer educators were strongly in agreement. This was more common in ELHTA Scenery Park group when they were discussing the activities they use in peer education. The use of ''We" came repeatedly. This advantage on FGDs was highlighted by Corgan (2007) who pointed out that in FGDs, one respondent's response to a question of discussion stimulates other ideas from other discussants and further FGDs allow researchers to observe roles played by participants during discussions and also noting agreements and disagreements.

3.3.2 IN-DEPTH INTERVIEWS

In-depth interviews were also used to gather in-depth understanding of the motivating factors for Youth Peer educators to join youth peer education, challenges they face, the strategies used in peer education and also solutions to the challenges they face. An in-depth interview is defined as the conversation about a specific topic with a purpose between researcher and interviewee (Bailey et al 2011). In-depth interviews are argued to be mostly utilised when in search of individual experiences on the topic (Bailey et al 2011:109). Data on motivations for a behaviour, biography, beliefs, feelings and emotions are mostly captured through in-depth interviews. This research sought to find data on how Scenery Park, Duncan Village and Durban PEs shape the outcomes of community peer education programme. In-depth interviews were chosen as data collection method to gauge data on experiences of peer educators in the above mentioned areas.

Another reason for the selection of in-depth interviews as data collection method was to confirm the data produced in focus group discussions. The same participants used in focus group discussions were also used for in-depth interviews however in-depth interviews were conducted on different dates and in peer educators comfort zones, their homes. This is to ensure reliability and validity as it may happen that discussants may not be honest in their responses in focus groups. Similar questions to those of FGDs were used to confirm data from FGDs. In-depth interviews provided an opportunity for the researcher to fill data gaps which were missed during FGDs and also to probe on areas that requires more clarity.

In-depth interviews provided peer educators with an opportunity to use “me” “I” words which referred to individual contributions and experiences. In-depth interviews further proved valuable because of the excitement and openness displayed by peer educators during the interviews. The advantage of in-depth interviews in all sites of research is that

respondents were open and honest, rich and at times provided emotional reflections. This advantage to in-depth interviews is in congruence with Gray (2009) who points out that in-depth interviews allows respondents to 'articulate their tacit perceptions, feelings and understanding' Some peer educators even went as far as telling their HIV statuses. Going deep using in-depth interviews we got responses we did not expect as researchers. For example issues of gossiping and love relationships among Peer educators. In-depth interviews further allowed researchers to observe the difficulties which some peer educators experienced in communities. Issues of stigma and being called humiliating names were among issues raised by peer educators.

In-depth interviews were advantageous to use in this research because researchers had an opportunity to probe for clarity of meanings given by respondents. Furthermore in-depth interviews allowed interviewees to reflect on their peer education experiences without PEs having to commit in writing which could disturb the reflection. These above advantages on in-depth interviews are pointed by Gray (2009) who argues that interviews are advantageous in that meanings can be immediately clarified and respondents need not to commit in writing when reflecting on their experiences of the topic under research.

In-depth interviews further allowed the researcher to verbally record individual contributions of PEs on YPE. This advantage is also pointed by Hesse-biber and Leavy (2011) who state that in-depth interviews assume that people have unique and important knowledge about the research world that could be captured through verbal communication. Furthermore, in-depth interviews seek for thick descriptions of experience from respondents and also in-depth interviews seek rich qualitative data from respondents meaning, ideas and perspective (Hesse-biber and Leavy 2011, Marshall and Rossman 1999).

31 in-depth interviews were conducted in both Youth peer education programmes. 9 interviews were conducted with participants from GOLD-HTE and 22 were conducted with ELHTA peer educators.

3.4 RATIONALE FOR SELECTION OF QUALITATIVE RESEARCH METHOD

This study required qualitative research because the main aim was to gauge peer educator's contributions in peer education programmes. Peer educators had to narrate their experiences, contributions, challenges and the solutions they have in peer education programs. Qualitative research was suitable because this method allows in-depth understanding of the phenomena under research and furthermore qualitative approach "provides understanding of social action in terms of its specific context rather than attempting to generalise some theoretical population" (Mouton 2001;270). Furthermore according to Neuman (2000) qualitative research puts more emphasis on human factor and the setting of research. Qualitative research gave the researcher an opportunity to understand in-depth peer educator's contributions in peer education.

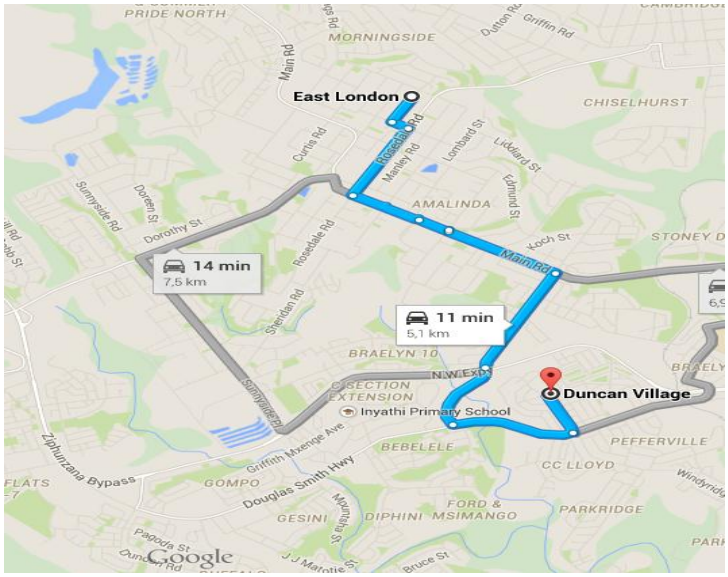
3.5 CONTEXT OF THE STUDY: TWO YPEs

3.5.1 Organization One: ELHTA, East London

This study was conducted in two townships in East London (Duncan Village and Scenery Park). Duncan Village is a township approximately 8km from East London central business district. Duncan Village is a home to approximately 90.000 people with very poor infrastructural facilities. Services in this area are overburdened and in some areas have collapsed. Houses in this area are overshadowed by escalating growth in number of shacks. To add to this, 50% of the core city's population is crammed on 2% of the land and there is

approximately 14,000 shacks and the density exceeds 2,500 people per hectare in some areas (Smith 2003).

Below is the map showcasing the distance from East London CBD to Duncan Village.



Source: https://www.google.co.za/maps/

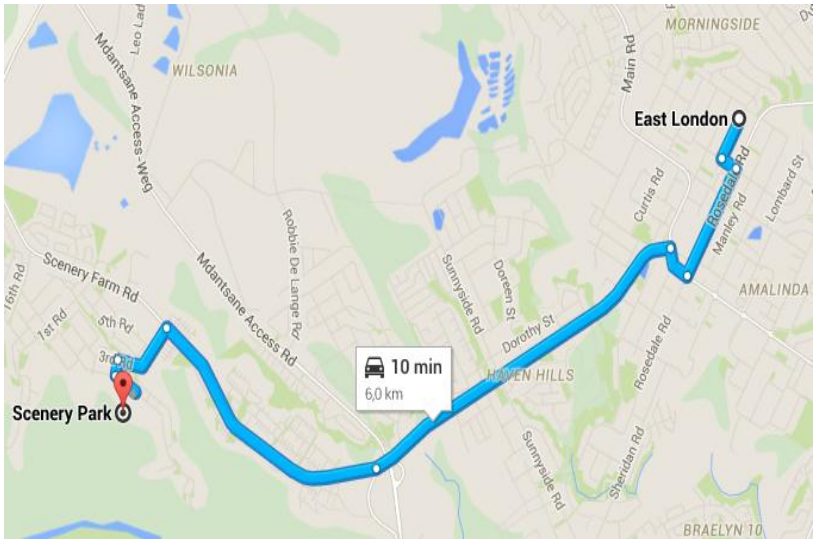
Below is the picture of Duncan Village informal settlements

Captured March 2014

Below is building where Duncan Village peer educators meet before fieldwork

Captured March 2014

Scenery Park is also a township approximately 15 km from East London CBD. This is also a densely populated township with reconstructed development programme (RDP) houses as well as a number of shacks in the backyards. Below is the map showing distance from East London CBD to Scenery Park.



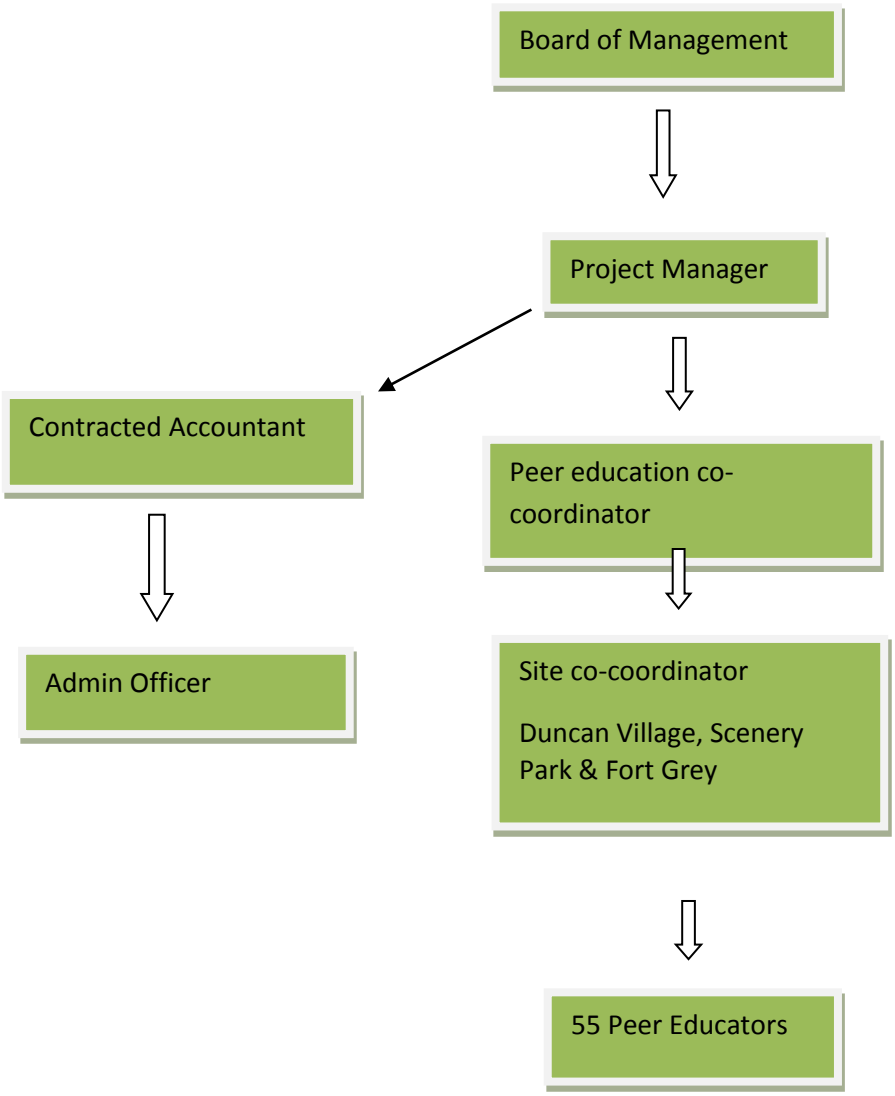
Source: Google maps

These are two of the three areas to which ELHTA group of HIV and AIDS peer educators work in East London area. The other area is also peri-township commonly known as Fort Grey. This is also a settlement few Km from East London CBD.

ELHTA is a government initiated project which started in 2001 as a response to high HIV and AIDS prevalence in Eastern Cape. HIV and AIDS increased drastically from 6% in 1995 to 20.2% in 2000 (ELHTA 2000). Due to this drastic increase, priorities for local AIDS control efforts (PLACE) method was implemented to identify areas where people mostly meet their partners and also to monitor strategically located prevention efforts (ELHTA 2000).

ELHTA is a local non-governmental organisation funded by national lottery child funding and child care and sex worker programme from Netherlands. This is a Youth peer educator driven organisation with volunteers ranging from the age of 20s to mid-30s. However there are peer educators who are older because there is currently no agreed exit age. As a youth driven initiative its target is the unemployed and school dropouts in communities.

Below is the simplified diagram showcasing management structure of East London High Transmission Area (ELHTA).



Its management structure consists of a project manager, and an accountant who are contracted. In addition to the above mentioned bodies are coordinators for the peer education programme. More to coordination is site coordinator for Duncan Village, Scenery Park and Fort Grey (HTA organogram). ELHTA, as a provincial programme does not have provincial coordinator and this has been the justification for its negligence.

According to ELHTA peer educators, the goals of the programme are:

- To save lives through information and condom distribution.

- ELHTA PEs further state that the goals include reduction of HIV and AIDS prevalence and to stop discrimination against those living with HIV and AIDS.
- To provide support and confidence to people living with HIV and AIDS and to reduce teenage pregnancy through sex education and condom use.
- To educate the elderly and youth about HIV and AIDS and how to treat it.

Different trainings by ELHTA were provided to make the above goals a reality. ELHTA recruited the Peers and sent them for training to different organisations. Among the trainings was STI and ARV coherence provided by Siyanqoba. Siyanqoba is a program that provides reliable and empirical based information to people living with HIV and AIDS, partners, families, friends, care givers and health workers (jhhesa.org). This training according to project manager took 5 days and other 5 days were for fieldwork. SA partners also provided the ACT training which was based on skills to form HIV and AIDS support groups. ELHTA PEs also received training on drug and alcohol abuse provided by SANCA in Port Elizabeth. The project manager reported that there are no fresher training programmes due to lack of finance from the department of Health.

There are other health focused NGO's in Duncan Village and Scenery park where ELHTA operates, but ELHTA is unique in the fact that in educating people they make use of drama, music performances to pass health related information.

Music: this is a powerful tool to get the attention of the community. Hymns known by the majority of audience are used. Most importantly is that the hymns carry HIV and AIDS education. This is the most favoured method by PEs especially in Duncan Village.

Role plays: similar to music this is another powerful tool in getting the attention of the audience. PEs use drama which also conveys HIV and AIDS message. Current issues are

used in constructing the role plays and are further constructed to fit in with the audience of youth and the elderly

Facilitation: This is a tool where one PE re-emphasizes the message conveyed by the drama and also engages the audience through invitation of question and asking the questions to the audience to ensure that the message is captured.

Demonstration: this is a method whereby one PE demonstrates to the audience on how to use male and female condoms using artificial male genital and relying on the use their hands in the case of female condom.

ELHTA has also assisted other new health NGO's with skills such as fundraising & book keeping. This was shared by one of NGO's members that ELHTA has helped.

3.5.2 Organization Number Two: Hope to Educate (HTE), Durban

The second organisation that this research partnered with to accomplish this research is HTE based in Chesterville, one of Durban's historic township. Chesterville Township is a stone throw away from Durban, and HTE plans and runs many of its activities from a mobile office located on the side of the Chesterville community clinic. HTE is one of GOLD's many implementing organization's using peer education with young peer educators drawn directly from the township of Chesterville (GOLD peer education development agency).

Generation of leaders discovered (GOLD) was established in 2004. GOLD assesses, selects and works in co-operation with strong community-based implementing partners and implements directly itself depending on the context and community at hand. Through GOLD, young leaders (called peer educators) use the power of peer pressure in a positive way. These peer educators influence positive behavioural change amongst their friends and also encourage them to pursue positive future (GOLD peer education development agency).

GOLD operates in few provinces in South Africa and also has branches in Zambia. GOLD is currently building and encouraging capacity in teenagers from disadvantaged communities from the following provinces; Mpumalanga, Western Cape and Kwa-Zulu Natal (GOLD peer education agency). Peer educators are enrolled in a three year skills training programme and mentoring that capacitates them with tangible skills which enable them to influence positive behavioural change in the communities and school sites (GOLD peer education agency). In these institutions they work as facilitators in the building of knowledge about HIV and AIDS and youth related risk behaviours (GOLD peer education agency). These young adults do not just acquire soft and hard skills for their future employment rather they are the key agents responsible for delivering the training and mentoring of school-going age GOLD Youth Peer Educators on the ground in priority communities and they are passionate about their task.

These young adults have the following responsibilities resting on their shoulders: role modelling health-enhancing behaviour, educating their peers and younger children in a structured way, identifying peers in need of help and referring them to relevant community resources for assistance and uplifting their communities through advocacy and volunteerism (GOLD peer education agency).

3.6 SAMPLING OF PEER EDUCATION ORGANISATIONS AND PEER EDUCATORS

ELHTA is currently working with an overall number of 55 Peer educators from its three sites which are Duncan Village, Scenery Park and Fort Grey. Of the 55 peer educators, 30 of them are based in Duncan Village and Scenery Park, 20 and 10 respectively. Out of 20 peer educators in Duncan Village, there are 4 males and 16 females. One of the four males is the

site coordinator and is the second relatively older PE than the rest. In scenery Park all 10 peer educators are females. ELHTA has recruited both HIV positive and negative volunteers

These Peer educators solely do the education programme in communities not in schools but only go to schools and other institutions (churches) on invitations. 55 peers have been recruited since 2001. Volunteers are recruited through word of mouth using local stakeholders like SANCO and African National Congress (ANC) branch leaders.

Peers educators seem to be effective in reaching and getting community members attention in their outreach programmes. Their strategies involve role playing and discussions.

ELHTA also makes use of other institutions like Buffalo City who come to ELHTA for best practices in peer education. Buffalo City has visited ELHTA countless times. Inga Henekel from USA embassy has also visited to review and assess the two programmes namely; child care and peer education for prospects of funding. Inga Henekel is the ambassador for United States of America embassy who visits health related organisations for assessments of their operations and asses the need for funding. This, according to the ELHTA manager, is important for marketing and networking for the organisation and attracting more funding institutions.

3.7 RATIONALE FOR SELECTION OF ORGANISATIONS

The two selected sites were chosen based on the basis of two factors: one being the researches proximity and familiarity with peer educators in one of the areas namely Duncan Village. Before approaching the gate keepers, the researcher spoke informally with a few of the peer educators active in Duncan Village. The formal permission for conducting this research was sought from the managing director of the programme.

In approaching them to take part in the study, the researcher arranged a few minutes meeting with the volunteers and explained the interest of conducting a research on what peer educators do. The purpose of the research was explained to the volunteers and they referred the researcher to the project manager to grant a go ahead. A meeting was set with the project manager though it took some time to get in touch with her as she is busy and moving around the Eastern Cape. During the meeting the research purpose was explained to the project manager and go ahead was granted. With the project manager confirming the go ahead with volunteers they agreed to participate in research.

To understand GOLD more deeply, we consulted GOLD's research coordinator at their head offices, Mrs. Sharon Ramble who after a fairly adequate process of consultation granted us permission to work with GOLD implementing organisations in Durban. For the purposes of this research, only one organisation is mentioned; Hope to educate. It is a local non-governmental organisation (NGO) partially funded by GOLD but has recently been sorting out funding avenues partnering with other organisations such as government departments and universities.

3.8 PEER EDUCATORS SAMPLE.

The ELHTA peer educators target the unemployed youth and adults in their respective communities. The age range of peer educators in this study is 20s to late thirties. According to the programme manager, the ELHTA programme coordinator is youth driven. Peer educators in this programme volunteer and as recognition of their efforts get a stipend of R2000.00 per month. PEs were chosen largely for their active participation as PEs under the ELHTA peer education arm and also, most importantly, they were all included in the research due to their extensive experience within the programme as PEs. The logical selection

approach was a snowballing sampling technique but with the ultimate intention of including all the PEs in the programme.

3.8.1 DUNCAN VILLAGE: ELHTA

Three focus groups were organised with two groups in Duncan Village and one focus group in Scenery Park. Two FGDs of eight and nine members were conducted in Duncan Village. These two groups were mainly female dominated with only two males in each group due to the small number of males. In selecting members, all peer educators were selected due to the number of population (peer educators) being small. The discussions took approximately one and a half hour per group. FGDs were conducted in Duncan Village HTA meeting point (office). Venue for conducting discussion was a problem with the venue having small rooms and there were not enough sitting chairs however pre-school chairs and tables which were operating in the same building were utilised. Using the venue they are comfortable with was used to make them more comfortable and at ease to discuss the issues at hand. The researcher made use of professional services of a supervisor to facilitate one group with the help of an assistant who helped with the recording. Furthermore, flip charts were used to record the views of participants. The other group was facilitated by the main researcher. Snacks were also served to the participants during the discussion.

3.8.2 SCENERY PARK ELHTA

The third FGD was organised with seven discussants mainly dominated by females due to the fact that there are no male HIV and AIDS peer educators in Scenery Park. This was organised in one of University of Fort Hare student residences due to unavailability of a venue in Scenery Park. This group was facilitated by the researcher and flip charts and a tape recorder was utilised for data capturing. Snacks were served before the start of the discussion. Again,

in this group all peer educators were incorporated into the sample due to the number of peer educators being small a number enough for a focus group. The discussion took approximately 2 hours with a lunch break in between.

Discussions were guided by questions which were pre-planned to ensure the logic and organisation of the discussion. The questions were in-line with the research questions which are stated earlier on. Key themes of the discussions were: 1. Motivating factors for joining YPE programme, Methods used in Peer education, challenges faced in peer education programme, solutions to the challenges, successes and lastly, lessons learnt.

The researcher was welcomed by music prior to discussions and the music that was used is the one peer educator's use in their daily HIV and AIDS education. The discussions began with a snack to make the atmosphere comfortable for discussants.

3.8.3 HOPE TO EDUCATE

One focus group of 29 PEs was organised in Chesterville, but due to their number researcher's divided them into four groups with 3 groups having 8 participants and the last one having 5. Besides the main researcher, there were three assistant researchers in Durban, thus allowing for adequate supervision of the focus groups. The discussion took 2 hours with light snacks served continuously during the focus group discussion hence there were no breaks in between two hours of discussion. The discussions were guided by prepared questions which were in line with the research question. Flip charts, a tape recorder and a video recorder were used for data capturing during discussions. The main points of the discussions in the focus groups were written by peer educators themselves thus improving the issues' credibility.

The table below showcases the selection of data collection methods, in relation to sub-questions of the dissertation and also the justification for the selection.

RESEARCH QUESTION	**DATA SOURCES AND METHODS**	**JUSTIFICATION**
What are the key motivating factors for joining YPE programme among the volunteers?	HIV and AIDS Youth Peer Educators: in-depth interviews 31 participants & 7 FGDs of 8 to 9 members each	YPEs will provide data on motivating factors for joining YPE as they are the ones joining peer education
What methods do peer educators utilise in peer education?	HIV and AIDS Youth Peer educators: FGDs, in-depth interviews	Youth peer educators in a group are the ones to provide data on what they do and their different effects they produce. This will be a verification (validity and reliability) technique for the data produced in interviews
What challenges do Peer educators face in the different aspects of the peer education program or process?	HIV and AIDS Youth Peer educators: In-depth interviews and FGDs	In-depth interviews with youth peer educators will provide data from peer educators themselves. This will further help in finding individual challenges. Utilising FGDs will help in

		getting challenges both individual and group challenges which might be left during interviews as peers might recall other challenges as they are mentioned by others.
What are the foreseen solutions to the challenges?	HIV and AIDS Peer educators: In-depth interviews and FGDs	Again both data collection method will provide the researcher with both individual and group solutions as they will be said by peer educators themselves

3.9 RESEARCH COSTS

Using these two sites reduced travelling costs and also familiarity with some of the volunteers quickly and easily assured and built rapport/trust. More to the selection of the two areas is the fact that these areas are situated in mostly informal and densely populated settlements of exclusively Black community of East London.

Further rationale for the selection of the two areas is the fact that Peer educators in these two areas are the youth, exactly the age group that the study seeks to get information from. Another advantage of the two selected areas to the researcher is the fact that, the language that is used in these areas is the same as of the researcher, which is Xhosa. Therefore there was no need for an interpreter during interviews and focus group discussions. Although the

researcher used professional services of the supervisor in focus group discussions, (who is a Zulu speaker, a language almost similar to Xhosa), he was warmly welcomed than a non-Xhosa/Zulu speaker would be due to language.

3.10 DATA ANALYSIS

In analysing data which was qualitative in nature due to methods of data collection and the approach adopted, the researcher utilised thematic analysis. This is the strategy that assisted in managing and presenting data in a more formal and understandable manner. Themes were derived based on questions asked and responses acquired. The major themes were: motivating factors for joining YPE among volunteers, methods used in peer education, challenges faced in peer education, solutions to the challenges, successes in peer education and, lastly, lessons learnt in peer education. Verbatim extracts from focus group discussions and in-depth interviews were also utilised to support the findings that emerged.

3.11 ETHICAL ISSUES

HIV and AIDS for some people is still a sensitive issue and since the study also aimed to explore the reasons from peer educators for joining the peer education group, the principle of anonymity and confidentiality of participants was adhered to. Secondly, this study was voluntary, this was explained to participants and consent forms were given to each participant willing to take part in the study to ensure voluntary informed participation.

3.12 LIMITATIONS OF THE STUDY

This research was conducted in two provinces, Eastern Cape and Kwa-Zulu Natal, and in two organisations, ELHTA and HTE, therefore the findings of this research can be generalised in these two respective organisations. Tensions prevailed during focus group discussions

however same questions were asked again in in-depth interviews which gave in-depth understanding of peer education.

3.13 CONCLUSION

This chapter highlighted the methodology applied in this research in addressing its core objectives outlined in chapter one. In summing up, the chapter highlighted the research approach which was qualitative using purposive sampling method. This chapter further highlighted in-depth interviews and focus group discussions which were preferred as data collection methods and the justification for that was also highlighted.

Background on three sites that were selected was explained and the selection criterion was also discussed. These sites were Scenery Park, Duncan Village and Chesterville in East London and Durban respectively.

CHAPTER FOUR

4.1 FINDINGS AND DISCUSSION

This chapter presents the key findings of this study. The findings emerged from the qualitative data gathered using FGDs and in-depth interviews. The data was thematically analysed and the findings arranged in form of themes. Among some of the themes of the findings are issues such as PEs contribution to the structure of YPE, motivating factors for joining YPE, methods used by YPE in education programme, challenges faced in peer education, solutions to the challenges and lastly lessons learnt on peer education

4.2 MOTIVATING FACTORS FOR JOINING YPE

4.2.1 JOINING YPE FOR INCOME

Since unemployment is rife in Duncan Village, just like other areas in South Africa, most peer educators were motivated by the stipend they heard about when the existence of the programme was communicated to them through SANCO and ANC branch leaders. In Durban PEs joined the programme largely through the inspiration possessed by GOLD peer educators who conducts recruitments for HTE in schools in Chesterville. The most dominant motivation for joining the YPE programmes revealed throughout both focus groups and in-depth interviews in both organisations is: the passion of PEs to make positive change in communities and in their own lives.

Interviewee 1.

"ngaphambi kokuba ndibe yi peer educator ndandisando pasa i matric kwaye ndihleli ndingaphangeli ngoko nda joina ukuze ndifumane imali"

Translation: before I joined peer education, I had just matriculated and unemployed, so I joined the programme as the way of getting source of income

Joining the programme as job opportunity was repeatedly echoed by peer educators especially PEs in Duncan Village. This was echoed by other respondent who stated that being unemployed, having matric qualification and sitting at home doing nothing was one of the motivating factors to join the programme.

Interviewee.

"Ndandisando pasa u ten ndathatha ithuba elavelayo nelingenisa imali"

Translation:

I had matric qualification and grabbed an opportunity of being peer educator thus getting money

Most of the peer educators became motivated and knew about the programme after they had joined the programme, attended trainings and had taken part in HIV and AIDS community outreach.

In Durban peer educators reported that they were inspired by HTEs GOLD inspired recruiting strategy. This strategy involves recruiting school based PEs by using senior peer educators called mentors or those who are officials of GOLDs partnering organisation such as the director of HTE as it has been the case in this organisation. This emerged from both FGDs and in-depth interviews with PEs across all levels active within HTE.

4.2.3 JOINING TO LEARN MORE ABOUT HIV AND AIDS AND TO END DISCRIMINATION OF PEOPLE LIVING WITH HIV AND AIDS

Other motivating factors mentioned by PEs also included need to gain knowledge about HIV and AIDS as a disease and further to get motivation to get tested for the disease and accept the test results, especially if the results were to be positive. Those who had little knowledge about HIV and AIDS joined to get deeper understanding of the disease. YPE further noted that having knowledge about HIV and AIDS and knowing one's status assists an individual to change the life style and also to know how to deal with HIV and AIDS. Gaining such knowledge assisted peer educators on how to treat people living with HIV and AIDS in communities and to accept HIV and AIDS status. It is imperative to note that the above mentioned motivating factors came after peer educators had engaged in peer education programmes.

Interviewee:

"Ndangena kule programme ukuze ndifumane ulwazi olungakumbi nge HIV and AIDS nokuthi ndibenesibindi soyozi tester for yona nokuthi ndizamkele". "Ngoku ndinolwazi nge HIV and AIDS noluthi ndiludlulisele kwabanye abantu kwaye ndizamkele nam njengomntu ophila nayo"

Translation:

I joined the programme to gain more knowledge about HIV and AIDS and also to get courage to go and test HIV and AIDS and accept the results. I am knowledgeable about HIV and AIDS and I have accepted my status as someone living with HIV and AIDS and I pass on the knowledge to other people.

Other PEs saw HIV and AIDS peer education as the way of reducing HIV AND AIDS prevalence; they reported wanting to be part of an influential youth striving to reduce HIV and AIDS prevalence in the community. One of the motivating factors was the aim of reducing the stigma attached to HIV and AIDS infected and affected peers and community members and peer educators reported doing that through provision of knowledge about the disease. They are also encouraged and motivated by their eagerness to reduce and discouraging negative behaviour that seems to be practiced by those who are already infected. This negative behaviour is mostly to deliberately spread the HIV and AIDS disease through engaging in sexual 6behaviour with multiple partners without using a protection. According to peer educators, having knowledge about HIV and AIDS and passing the information to other people has reduced HIV and AIDS prevalence and the stigma associated with the HIV and AIDS infected has also been slightly reduced. Peer educators confessed to have had prejudices against those who are infected with HIV and AIDS within their families and broader community before joining the programme and therefore they joined the programme to learn more about dealing with their fears and prejudices.

Interviewee:2

"Ndaqwalasela ukuba abantu bayagula ekuhlaleni kwaye bayasweleka ngenxa ye HIV and AIDS nangokuswela ulwazi ngayo, ngoko nda joina ukuze ndithathe nxaxheba ekuhliseni izinga le HIV and AIDS".

Translation:

I noticed that people are dying of HIV and AIDS and most people in communities are lacking knowledge about HIV and AIDS, therefore I joined to take part in reducing the spread of HIV and AIDS.

This was repeated by another peer educator who also added the importance of reducing stigma on HIV and AIDS among community members. Furthermore YPE reported having stigma on members of the family who were living with HIV and AIDS and didn't want to even use something that has been touched by the person infected by the disease. They further postulated that, having knowledge about HIV and AIDS has changed their behaviour too.

Interviewee 4:

"ndabona abantu bayasweleka yi HIV and AIDS, kwaye ekuhlaleni kune stigma kubantu abane HIV and AIDS, abantu abafuni kuhlala nabo nkqu nokusebenzisa izinto abaziphetheyo, ekhaya ndandingafuni nokuphatha kwanto abayiphetheyo ndisoyika ukusulelwa".

Translation:

I noticed that people are dying of HIV and AIDS and there is stigma and discrimination in communities to the people living with the disease. In my family I used to avoid everything that has been touched by the person living with HIV and AIDS.

More to the motivating factors was the encouragement to help in the communities where PE's reside. They reported helping through encouraging those who are taking HIV and AIDS treatment to continue doing so and further discouraging them from defaulting (quitting the treatment), which is mostly a behaviour practiced with the aim of getting grant from the state.

Getting HIV and AIDS knowledge from peers of the same age group was among the motivating factors for peer educators to join peer education programme and those peers from whom knowledge about HIV and AIDS was acquired were already part of peer education programme. Peer educators seemed to be passionate their work and always wearing smiles

when delivering HIV and AIDS message. Another motivating factor for getting knowledge from peers was to get rid of discriminatory and judgemental attitude within communities on people living with HIV and AIDS.

Interviewee:

"Ndakhuthazwa kubona ii-peer educator's indlela ezisebenza ngayo, uthando abanalo ngomsebenzi wabo wokufundisa nge HIV and AIDS, ndakhuthazwa nakubona ii-peer educator's ezingangam zisenza utshintsho ekuhlaleni.

Translation:

I was motivated by the passion shown by peer educators of my age

Equally important to the above mentioned motivating factors for joining YPE, is history of family members of peer educators infected with HIV and AIDS and who were ill-advised to be treated thorough traditional medication which resulted in those individuals dying as the disease worsened due to lack of professional medical help. This was stated by interviewee 3 below:

Interviewee: 3

"Omnye woobhuti bam waye wasweleka ngenxa yesifo sikagawulayo kwaye ithuba elide zange siyazi ukuba uphila nentsholongwane ka gawlayo. Oko kwenza samnyanga ngamayeza esintu sicinga ukuba impawu awayenazo zezezigulo zesintu"

Translation:

"One of my brothers died of HIV and AIDS related diseases and we knew late that he was HIV positive. That led us to give him traditional medications as we associated the symptoms

he had with of traditional problems”

This simply conveys the fact that other peer educators were affected by HIV and AIDS and they heard about ELHTA programme which motivated them to spread knowledge about HIV and AIDS.

In addition to this, some peer educators heard about the programme and its function and at that time they were also HIV positive, therefore they came to the programme to seek support and also to gain more knowledge about HIV and AIDS. YPE pointed out that gaining support from fellow peer educators makes it easier to accept the HIV status. This has resulted in them (peer educators) accepting their HIV and AIDS status and, as a result having managed to deal with the anger they had within themselves for having HIV and AIDS.

Interviewee 4:

“Njengomntu ophila ne HIV and AIDS nda joiner ukuze ndifumane i support kwezinye i peer educators, kwaye ndakhuthazwa nakukufuna ulwazi olungakumbi nge HIV and AIDS”

Translation:

“I joined because of my HIV status. I am HIV positive, so I joined the programme to get support from other peer educators and also to understand HIV even better”

In addition to the above mentioned motivational points it is worth noting that, peer educators were further motivated by educational drama and music performed by peer educators in communities. Furthermore, love and care shown by peer educators when dealing with members of the community (infected, affected and the general public) formed part of the motivational factors for joining YPE. In addition to the afore mentioned points, peer educators reported that, courage shown by community peer educators in helping the

communities inspired them to be part of the community peer educators and the fact that peer educators were exemplary by disclosing their statuses in public thus encouraging the members of the community to go and get tested for HV and AIDS. According to YPE, having drama and music assisted them to have more people to listen to them. That has resulted in them conveying the message to huge number of people and also to encourage people to go and test for HIV as peer educators were leading in that respect through disclosing their HIV and AIDS statuses.

Interviewee

"kwandikhuthaza ukubukela ii role plays nomculo onemfundiso ababezenza ekuhlaleni. Uthando lomsebenzi wabo, kwaye abanye bakhokela ngomzekelo ngokuthi ba disclose ii status zabo kufundiso nge HIV and AIDS".

Translation:

I was motivated by educational role plays and music they were using to educate people and some of them were exemplary in educating about HIV and AIDS and were free to disclose their HIV and AIDS status to the community.

4.2.4 KEEPING YPE STRUCTURE FUNCTIONAL

YPE stated that they keep the structure of ELHTA functional through their dedication and time they make in community outreach, trainings and in events where they are invited. In clarifying the importance of their contribution through their time, peer educators stated that they take and follow trainings given to them as part of peer education initiation. Furthermore, sometimes they are asked to work on weekends and they do so whenever they are asked to.

Interviewee:

Igalelo lam kwa ELHTA lixesha lam, ukuhamba imigama emide ndizama ukufundisa abantu ngentsholongwane ka gawulayo.

Translation:

"My contribution to ELHTA is my time, travelling distances in trying to get the knowledge conveyed to the communities"

Interviewee:

"Inxaxheba yam kwa HTA lixesha lam nangaphaya kwexesha lomsebenzi. Ngamanye amaxesha abantu bayeza bebuza imibuzo ngaapha kwexesha lomsebenzi, andibagxothi ndithi mabahambe ayiloxesha lomsebenzi".

Translation:

"I contribute to HTA with my time during and off working hours. Sometimes people come and ask questions after hours and on weekends but I don't tell them that it's not working hours, rather I help them with the information they want and those who need condoms I give them"

To elaborate on this point, peer educators further stated that they keep the structure of ELHTA functioning through referring the people they talk with to relevant institutions to help them. Mostly they refer the people they talk with in community outreach to clinics and support groups. Among the cases that they usually refer are when community members want to do HIV and AIDS testing and when community members need support groups.

FGD:

Siye sibakhuthaze abantu ukuba baye kwii clinic bayo tester abanye siba- refer kwi Support groups

.

Translation

We further refer people to clinics for HIV and AIDS testing and we also refer them to support group for them to accept their HIV statuses.

Furthermore PEs stated that they keep ELHTA structure functioning through role playing (drama), music, facilitation and condom use demonstration. When it comes to role playing most peer educators postulated that they enjoy it as it conveys the message about HIV and AIDS easily and in a way that entertains the audience. This therefore keeps the focus of the audience and educates them as well. Role playing is further argued to be a way peer educators attract the audience.

Interviewee:

"Abahlali baya-Focus xa sisenza role plays kwaye bayonwaba bahleke. Bayazazi i role plays zethu kangangokuba ngamanye amaxesha baye bacele leyo bafuna siyenze"

Translation:

The audience focuses when watching the role plays and laugh a lot. The audience even know our role plays to such an extent that they ask the role plays they want us to play.

4.2.5 PEER EDUCATORS UNIQUE CONTRIBUTIONS, IMPACT AND OUTCOMES

PEs argued that their contribution to ELHTA is through music which captures the attention of the crowds. PEs further brought to the fore the fact that sometimes when people in communities see them they just become bored and lose interest in them, however, when they start singing songs which carry the information about HIV and AIDS people start to listen to them and come close to listen to other ways of peer education. More to music, YPEs further stated that their music has its origins from political songs, church and songs which are used in other entertainment fields like sport. Peer educators just change the lyrics and keep the rhythm of the song. Furthermore, the music that they sing goes with actions which entertain the crowd. Some peer educators reported that they get feedback from the audience about songs they sing and the way they move whilst singing. The moves are PE's own contributions to getting the community members to listen to their health and HIV and AIDS prevention messages. The moves are not part of PE's training curriculum, but belong to the creativity of PEs themselves.

Interviewee

"Nase lokshin xa ndidibana nabantu pha basoloko bencoma ukuba ndi good, abanye baye bandicele ndibaculele okanye ndi act(e)"

Translation:

"in community when approaching me even on the road they talk about how good I am in music and some of community members even ask me to perform the songs even when not working"

Other YPEs argued that what makes them to be influential in the programme was their ability and skills in facilitation. Similar to music, facilitation was also argued to be the tool which gets the audience to pay attention because some of the messages that might have been missed during role plays are discussed by facilitator and the audience gets invited to also take part through discussions and asking of questions. This, according to peer educators, even helps to broaden the communities' knowledge about the HIV disease.

In addition to unique contributions, YPEs stated that they are (*Oo-ngqongqondo*), a Xhosa word for brainer. YPEs reported that they contribute through speaking out and throwing ideas when speaking in public. This is the skill they argue to have acquired through exposure to public speaking whilst educating communities about HIV and AIDS.

Interviewee:

"Ndiyaphola xa ndithetha nabantu naxa bezama ukundicaphukisa"

Translation:

"I am calm when dealing with communities even when they try to provoke me"

Other peer educators postulated their uniqueness through using themselves to educate the communities about HIV and AIDS. They went on to state that they make examples about themselves as HIV positive peer educators thus trying to show the audience that one can be healthy whilst living with HIV and AIDS.

Other peer educators pointed out that they are all-rounders and this simply refers to them being able to do all the activities done at ELHTA to educate people. According to peer

educators, being an all-rounder refers to one being able to compose songs with HIV and AIDS message, role playing, facilitation and condom demonstration.

Interviewee:

"Ndiyakwazi ukwenza nayiphi na into endicelwa ndiyenze kwi peer education. Ngamanye amaxesha xa sine visitors ii peer educators ziye zicele mna ndenze facilitation, role playing ne demonstration"

Translation:

"I can do every activity I am asked to do in peer education. Sometimes when we hosting visitors, my fellow peer educators elect me to do role plays, facilitation and even demonstration and they always give me credit for performing well"

Other peer educators indicated that have gone beyond what they do as ELHTA peer educators. Among those who argued so, were those that pointed to activities where they have started a small vegetable garden to support people in communities. The plot was said to have been done with the assistance of community members and family members who were peer educators at the time of the start of the garden. Other peer educators went on to argue that even in their communities and neighbourhoods, whenever there is a need to help they do so.

Interviewee

Ndenza umsebenzi ongaphaya koba yi peer educator. Xa abamelwane begula bengakwazi ukuya e clinic ukuyothatha i treatment ndiyabayela ndiyobathathela ndibancedise nase ku clean(eni) izindlu zabo

Translation

"I have gone beyond HIV peer education. In cases where my neighbours are sick and are unable to go take their treatments in clinic, I as peer educator go take the treatment for that person and also help them in their houses with cleaning"

Peer educators passion, potential and dedication to their work has also been confirmed by their programme manager Mrs. N. Maqungu who stated that some of the peer educators got promotion to become staff members due to their potential. More to that, the programme manager further mentioned that ELHTA has also promoted one of the peer educators from being HIV and AIDS peer educator to being child care worker due to love for children displayed by the peer educator. The programme manager further went on to state that, the promoted PE is receiving training at NQF level 4.

The project manager has also pointed out that PEs contribute to the programme through bringing community perspectives on YPE sexual transmitted infection STI/HIV and AIDS trainings, reaching people which professionals could not reach, conversing in the language that professionals not familiar with. The manager recalled the time when PEs brought community perspectives in a training which was too medical. STIs discussed were country wide, PEs therefore pointed dominant STI in East London Area and the information provided by PEs was incorporated into current training module of ELHTA.

4.2.6 METHODS USED IN PEER EDUCATION PROGRAMME

Because of the use of participatory methods of peer education by the PEs in this study, music becomes very powerful and individually suited tool for infusing HIV and AIDS prevention messages by PEs in the ELHTA project. PEs adopt popular songs known by a wide majority of community members since these songs are drawn from church hymns, mainstream artists

and other township entertainment avenues are conducted through the use of music in communities. Peer educators sing songs that are HIV and AIDS related and these songs are what lures and attracts the attention of the general community. Peer educators reported that they generally decide on the day as to which sub-areas to work in but still within their area of work, which is Duncan Village area for Duncan Village YPEs and Scenery Park area for the Scenery group. They further reported that they normally choose probably three or more sub-areas for the day in their zone. They meet with the general community in the streets and taverns. They reported that their audience is normally the general community irrespective of age and gender. In the above mentioned meeting points it's actually where they begin by singing songs that are HIV related, to get the attention of the general public.

The songs that they use are mostly songs used in choral music, in schools, sport events with their meaning and lyrics suitable for the above mentioned areas. They therefore adopt the songs and change the lyrics to be related to their area of specialisation, which are HIV and AIDS and Tuberculosis. The lyrics are changed in a way that still educates and entertains the audience.

Everyone is responsible for changing the lyrics and all of the peer educators take part in singing, entertaining and educating the communities. They reported that changing the lyrics of the songs and singing in itself is not part of the training they get, but that it is rather an example of creativity from peer educators. New members to the programme are encouraged to take part in every action peer educators embark on. Peer educators further reported that they encourage new member to come up with songs they think could be used in peer education. Furthermore, new member learn the already existing songs from other peer educators whilst doing the education programme.

This is the stage where other peer educators are able to detect the part that can be sang by the new peer educator. Peer educators reported that Alto is the crucial part that adds melody to the songs.

The second method that is used is drama or role playing. These are the plays used by peer educators to educate and convey messages about HIV and AIDS and Tuberculosis (TB) to the audience. It is these plays (drama) that also plays a role in attracting the attention of the audience. Similarly to music performed by peer educators, these role playing activities are also entertaining and educational. Furthermore these role playing activities are performed in conjunction with music that peer educators perform.

Peer educators select few members within peer educators to take part in the role playing whilst the majority of peer educators join together for music. It is at this stage that peer educators make use of facilitators to introduce the play and its purpose to the audience. Facilitators are also selected within peer educators on the day and time and all peer educators get the chance of being facilitators.

After a brief introduction from the facilitator, the play commences. After the play, the audience is engaged in the series of questions asked by the facilitator in relation to the play and this becomes the basis for discussion which engages the audience. It is at this stage that the facilitator asks the questions like: the message conveyed by the play, and the message that the audience has learnt in the play. Furthermore, this is the stage where the audience asks questions and seeks clarities on the play and all peer educators take part in answering the questions.

Music summarises the discussion and peer educators get the opportunity to distribute condoms to the audience. This includes both male and female condoms. The audience is not just given condoms but they are also even shown how to use them. For male condoms, peer

educators utilise artificial or toy male genital in showing the audience on how to use it and for females, they use their hands to showcase.

Similar to music and changing of lyrics, drama that peer educators perform is not part of the training they get rather it is peer educators' creativity. Someone among peer educators or a group of peer educators come up with the drama and practice it together as a group for everyone to be able to perform it when asked to do so. The drama is played in IsiXhosa as their audience comprises mainly Xhosa speaking people.

None among peer educators has gone through or have performing qualifications however they perform and they claim to be good at their performances.

In other instances, peer educators get invitations from various institutions like, Masimanyane women's support centre, to educate the audience on how to use condoms and even promote other ways of safe sexual behaviour like abstinence and faithfulness. Masimanyane women's support centre is a non-profit and international organisation based in East London in South Africa. Masimanyane main focus is on violence against women, sexual and reproductive health and rights, and lastly the gendered nature of HIV and AIDS. Masimanyane mainly focus on capacity building of women and realisation of women's rights (Masimanyane.org.za). It is at these events that they first consult their office (manager) to be advised on the plays they could utilise and the songs they can sing depending on the theme for the event.

4.2.7 CHALLENGES FACED BY PEER EDUCATORS IN PEER EDUCATION

Having these methods on board and attracting the audience to listen to the message conveyed, peer educators indicated that they a number of challenges. Among the challenges that peer educators face is disrespect from communities they work with. This disrespect is shown

through the use of insulting words directed against them by the communities and this according to peer educators demoralizes them. Among the insults that peer educators come across is the one whereby the community assumes that they are HIV positive just by looking at peer educators weight loss or gain. *"*As a result of these insults, peer educators reported to be discriminated in communities even when they are not on duty. One peer educator stated that they can't even propose to girls because of the stigma attached to them.

"*Amantombazana awasifuni athi si HIV positive"* (girls do not want us, they claim that we are HIV positive).

FGD

"Xa singena nje ekuhlaleni sibizwa ngamagama angathandekiyo. Basibiza Ono "AIDSANA".

Translation:

When we step in to community they call us names. For example they call us Ono AIDSANA, which refers to people living with HIV and AIDS

FGD:

Ukuba u looser i weight bavele bathi i AIDS iyaziveza, ukuba umntu u gain i weight bathi ii-Anti-retroviral (ARV)s ziyasebenza.

Translation:

If PE loses weight they say that person is dying of HIV and AIDS, on the other hand if one gains weight they say ARVs are working.

This kind of behaviour shown by community members is seen by peer educators as being discriminatory and demoralises them to continue with HIV and AIDS education, however the trainings they get keeps them having courage to continue.

Interviewee:

Xa mhlawumbi use town kukho umfana othetha nawe, omnye nje umntu okwaziyo kwi community avele athi uthetha ntoni nalomntana myeke, bane AIDS ababantwana

Translation:

Sometimes when you are doing own shopping in town and there is a man having a chat with us as peer educators, the person from the communities we come from just comes in and discourages that conversation in most cases by saying "what are you talking with this HIV girl, let her go".

Peer educators reported that these insults demoralise them and demoralisation is a challenge on its own. Adding injury to misery is the stigma, in communities as some members of the community ask them their HIV statuses only to gossip and spread rumours.

Peer educators also reported that community members do not understand that peer educators are human beings, and at times, they do fall on the trap of engaging in unprotected sex and therefore fall pregnant. They further stated that, once a peer educator falls pregnant, that becomes an issue in communities with members insulting peer educator for becoming pregnant whilst encouraging the use of condoms to them.

Peer educators further reported that people in communities are still living in denial about HIV and AIDS. They reported that there are those who do not even want to listen on any topic that is related to HIV and AIDS. Peer educators further stated that this resulted in some of the community members assuming that whenever peer educators are talking about HIV and AIDS they are referring directly and personally to them. Peer educators state that people with that kind of behaviour are mostly those infected with HIV and AIDS.

In addition to these afore-mentioned challenges which seem to be more external, are internal challenges which peer educators come across among themselves. Peer educators reported that the same stigma attached to the HIV infected is also visible among the peer educators. They further reported that peer educators who have disclosed their HIV status to fellow peer educators encounter the problem of dealing with the stigma even from their own colleagues. Peer educators reported that this stigma has resulted in gossip among themselves as peer educators and that has resulted in physical and verbal fights among peer educators and these activities are reported to be still continuing.

Interviewee:

Sisodwa njenge peer educators siya jugde(ana). Asikwazi kugcina iimfihlo ngoko kuba nzima ukuthetha nomnye we peer educators ngeengxaki obanayo.

Translation:

"We judge and discriminate each other as peer educators. We can't keep confidential information. Therefore it is difficult to tell fellow colleague of the problems one encounter"

More to the challenges peer educators reported is that community members ask for condoms only to throw them away in the streets. They further reported that community members are complaining about the type of condoms they distribute (choice condoms). "*bathi ziyanuka choice condoms kwaye ziyagqabhuka"* this means community members say choice condoms have a bad smell and they easily burst.

Moreover, according to pee educators, community members ask them to showcase how to use condoms, when they are shown on artificial male genital and hand in the case of female condoms they further ask to practically practice with peer educators. Peer educators reported

that this is harassment. Peer educators further reported that community members are very concerned about the weight of peer educators. Peer educators claim that this is discriminatory.

FGD

"Ngamanye amaxesha bacela ii condoms bawugqiba bazilahle phantsi. Abanye baye bathi bafuna ukuziva apha kuthi ii condoms. Bathi ii choice condoms zinuka kakubi"

Translation:

They sometimes ask condoms only to throw them away. They sometimes ask to use condoms on us and they complain about quality and smell of choice condoms

Peer educators further reported that at times they get invitations from various organisations only to find out that those organisations do not treat them well.

More to the challenges peer educators reported was that they do not have uniform for different weather conditions. They further made an example of rainy conditions for which they do not have uniform. Furthermore, peer educators reported lack of venues where they can meet before they go for field work and also where they can direct people (community) to meet them. They reported to be meeting in the street and that becomes a challenge when it rains.

They further reported that in their work they sometimes get robbed either on their way to work or on their way home. They reported that they are targets of robbery as thugs aim to rob them of their cell phones and shoes (grasshoppers) which they get as part of uniform. They reported that that this makes them to be reluctant to go to work because they are scared to be robbed and they have to pay back the shoes (grasshoppers) even if they have been mugged.

FGD:

"Siyaphakwa kwaye bayas targeter kuba bafuna izihlangu zethu (grasshoppers) ne cellphones. Lonto isenza soyike ukuya emsebenzini kuba soyika ukuphakwa"

Translation:

We get robbed and we are victims of robbery because the thugs know we get grasshoppers so they want them and they rob us our cell phones and that makes us to be afraid to go to work.

Peer educators further reported that working in taverns sometimes disturbs peer education as other members of the community come drunk and play jukebox music which is very loud whilst peer education is continuing. Peer educators also reported that people in taverns sometimes become so drunk it becomes difficult for them to convey their educational message and have discussions and role playing.

FDG:

Sinengxaki nokusebenza kwii tarvens, ngamanye amaxesha sifika abantu benxilile bengakwazi ukumamela kwaye bebhoxa, ngamanye amaxesha sifika kungxola i juke box kunzima ukuthetha nabantu.

Translation:

We have problems in working in taverns, sometimes we get there and people are drunk and can't listen but are rather disturbing what we do. Sometimes we get into taverns and the music is so loud that we can't even be heard

In addition, peer educators reported that they sometimes become unable to respond to some of the questions raised by peer educators due to lack of advanced knowledge and current information on HIV and AIDS.

Long distance to work is another challenge reported by peer educators who further reported that sometimes they get robbed along the way.

FGD:

Ngamanye amaxesha kuye kufuneke sihambe indlela ende ukusuka e Scenery park ukuya e Duncan Village, ngamanye amaxesha siye siphakwe.

Translation:

"I sometimes have to travel from Scenery Park to Duncan Village and sometimes we get robbed along the way".

The last of the challenges peer educators mentioned was the stipend that volunteers (peer educators) get. They reported that the stipend that they get is not enough and is not worth the work that they do as they work on holidays, weekends and even overtime. They complained about reported of not getting an allowance for overtime work and that result in them lacking courage to go and work again. This has an impact on their performance and motivation to work.

Interviewee:

Okunye ke yimali incinci kakhulu xa uyithelekisa nomsebenzi esiwenzayo, asikwazi kuzenza izinto ezingundoqo emakhayeni ethu.

Translation:

The other thing the stipend we get is very little such that we can't even buy the basic needs

4.2.8 RESPONSES TO CHALLENGES

In response to demoralisation which emanates from being insulted, judged and other various challenges, peer educators reported that they rely on personal abilities and skill from trainings they get. Among the skills which they get from trainings is being calm and always smiling. They reported that when doing so the audience listens and other community members assist them in controlling the audience especially in areas like taverns where the audience become rude. The peer educators further reported that they make use of behavioural managing skills which refers to being able to control their language use and anger even when the audience becomes rude and does not participate.

FGD

"*sesaqhela ngoku, asibahoyi kwaye sisebenzisa oko sikufumana kwi trainings ukuba sibe calm, sisoloko sincumile. Oko kuye kusincede kwaye ne members ze community ziye zisincedise ukuzama ukugcina ucwangco"*

Translation:

We are used to insults they throw at us, we just let go and we always smile, being calm as a result of that other community members assist us in keeping order.

Peer educators also reported that they try and convince the audience about the reality of HIV and AIDS. They do so through the use of other peer educators who are HIV positive and who at times disclose their statuses in so doing leading by example by citing issues that affect

them as peer educators and members of the community living with HIV and AIDS (personal experience). This result in community members witnessing HIV and AIDS and see that people can live a happy life whilst living with HIV and AIDS.

Interviewee:

"ngamaxesha amaninzi ndiye ndenze umzekelo ngam njengomntu ophila ne HIV AND AIDS ukuzama ukubethelela izinto ezithile. Lonto ibenza babone ukuba siphilile sibahle ngoku siphila ne HIV and AIDS"

Translation:

I use myself as an example especially when talking about people who are living with HIV and AIDS. That makes the audience to see that one can live healthy happy life whilst HIV positive

In response to the challenge of community members requesting condoms in order to throw them in the streets, peer educators simply collect thrown away condoms and give them to those who seem to be seriously and sincerely in need of them. They further reported that they easily identify those in need by the fact that they patiently ask for condoms whilst those who are not seriously in need make jokes in their requests. They further reported that they nicely ask them not to throw away condoms and further explain the importance of condoms.

Interviewee:

"Xa bezilahla ii condoms siyazichola, sijonge abo bazifuna serios sibanike."

Translation:

"When they throw away condoms, we just collect them and identify those who need them seriously and give them".

YPEs further reported that in trying to distribute more condoms and reaching huge number of people they distribute condoms in taverns which is an area where people entertain themselves and indulged in huge quantity of alcohol and in most cases become careless and thus vulnerable to HIV and AIDS.

When they are unable to respond to other questions raised during discussions with community members, YPEs reported that they jot down the questions and take them their superiors (managers and supervisors) for clarity and go back to communities and respond to those questions.

When community members seem to be disorganised and reluctant to listen to the message, they reported that they capture their attention through the use of music related to HIV and AIDS and also drama (role playing) and this is the strategy that seems to be effective in calming the community down and get them to listen.

The drama (role playing) which peer educators play is reported to be solely produced by peer educators similarly to the songs they sing. They further reported that they do not get training on the afore mentioned practices.

YPEs further reported that working in taverns and shebeens is a challenge on its own however they deal with that challenge by summarising the meeting when they notice that the audience is drunk and is becoming out of control and they get distracted. They reported that

music played on juke box is mostly what distracts them; however, they ask the owners of such institutions to switch off the music till they finish the summary of their meeting.

FGD

"Xa sisebenza kwii tarvens kwaye siyabona siyaphazamiseka, siye si-summarise then sihambe"

Translation

"When working in taverns and we experience destructions we just summarise the meeting and leave".

FGD

"Ngamanye amaxesha siye sicele ii owners zisiphe ixesha lothetha nabantu abakhoyo, sicele kuthotywe umculo sithethe nabantu sakugqiba sihambe"

Translation:

"We sometimes ask tavern owners to stop loud music, then we get time to talk to people in taverns and leave condoms"

In response to abusive language and labels they get from communities, they reported that they simply ignore them and continue with their work. They further reported that they plead with the government and other institutions to emphasize the significance of peer education to communities so that communities understand how important peer education is.

With regards to lack of internal trust with peer educators and difficulties of sharing personal problems, YPEs reported that they address this challenge by communicating with each other and address the issues of confidentiality, trust and respect for each other. Others reported that

keeping personal problems to your-self is what works most. In addressing the issues of trust, PE reported that they sit down with their site coordinator and resolve dispute.

Interviewee:

"siye sihlale phantsi sonke sizame uyilungisa ingxaki engokungathembani. Ngamathuba aamaninzi siye sihlaliswe phantsi ngu (site co-ordinator) sizame uyisombulula ingxaki.

Translation:

"We sit down and resolve problem and in most cases Mtee (*) (site co-ordinator) helps us to resolve the dispute"

(*) *not the real name*

Interviewee:

"Ngamanye amaxesha kuyanceda ukuvela uthule ungathethi"

Translation:

"Sometimes it helps to just keep quiet"

On the challenge of being robbed YPEs reported that they can't help it and they are unable deal with it. They reported that they simply re-buy the material robbed and when robbed of their shoes which form part of uniform supplied by the office, they simply pay to the office to get new shoes.

With regards to the challenge of lack of uniform for raining conditions, they reported that they bring their clothing which is suitable for such conditions and that becomes different to the uniform. As for lack of shelter they stated that they wait for the rain to stop in local shelters.

4.2.9 SUCCESSES

When asked if there is success in their work, peer educators reported yes making reference to the number of people who go and visit local clinics for testing and treatment. Furthermore, they made reference to clinic statistics on HIV and AIDS and TB which reflects that people do visit clinics, get tested and are no longer infecting each other as they used to before the emergence of peer education.

Interviewee:

"Siyaphumelela kumsebenzi wethu oko kuboniswa linani labantu abayayo uyozivavanyela i HIV and AIDS and i stats sase clinic sibonisa njalo. Abantu bayaya uyo tester noyo thatha i treatment yabo"

Translation:

We are successful in our work as people go to clinic for their HIV and AIDS treatment and for testing. Clinic statistics reflects that.

More to this they reported that community members do come to them to show how thankful they are about the knowledge they get from peer educators. They further reported that other people who stopped their treatment come back to them to tell them that they are back on their treatment again.

Interviewee

"Bayeza abantu ngamanye amaxesha bezobulela ngokuba sibancedile ngemfundiso yethu nangamacebiso esibanika wona. Abanye ababe deafaultile kwi treatment bayeza bechaza ukuba babuyele kwi treatment kwaye kukho umahluko kwimpilo yabo".

Translation

"People do come to us to say thank you, even those who defaulted in their treat, do come and express how thankful they are and also report that they are back on treatment"

YPEs further reported that the conditions are no longer the same as they were before the introduction of peer education and they pointed to the fact that people living with HIV and AIDS are now accepted in communities and they are comfortable to disclose their statuses. YPEs further reported that as peer educators people are now accepting them and judgement is slightly decreasing.

Furthermore as far as the bad habit of throwing away condoms, YPEs reported that it is now rare to see used condoms lying around and it's also very rare to see children blowing them assuming its balloons. They further reported that those members of the community who decided to disclose their HIV and AIDS status are still continuing with their treatment and also community members are reported to be comfortable to discuss HIV relate d problems with peer educators when they meet them.

4.2.10 LESSONS LEARNT

YPEs reported that they have learnt a lot from peer education; starting form advanced knowledge and understanding of HIV and AIDS and TB, how it affects and infects people. Moreover, YPEs reported that through their engagement in community work they have learnt on how to deal with different personalities in the communities. They reported that in addition to dealing with different personalities, their exposure to people insulting and labelling them has taught them to manage their anger a well as the importance of helping people through provision of significant information, which does not only help individuals but also the whole community thereby changing lives.

Interviewee:

"Ndifunde izinto ezininzi kwi peer education. Ngoku ndinolwazi nge HIV and AIDS ne TB nendlela eba affect ngayo abantu".

Translation

"I have learnt a lot in Peer education. Now I am knowledgeable about HIV Aand AIDS and TB and also how it infects and affects people"

Interviewee

"Ndifunde lukhulu, ngoku ndiyakwazi uku thetha nabantu abohlukeneyo, ndiyakwazi ukuthetha in public, ndi bold".

Translation

"I have learnt public speaking skills and also to communicate with different people who have different personalities".

Interviewee:

"Ngoku ndiyakwazi ukuwulawula umsindo wam xa sinikwa amagama angathandekiyo ekuhlaleni. Ndiba calm"

Translation

"I learnt anger management, when we are labelled with insulting names"

They further reported that their exposure to different challenges has taught them how to deal with diverse challenges and that has boosted their confidence: *"we are proud to be peer educators".* As a result of self-confidence and their pride in being peer educators YPEs

reported that they love their job. They further indicated that they have learnt working on statistics as they provide statistics for local clinics and also learnt how to deal with orphans and dealing with stigma attached to infected and affected people.

Interviewee "We proud to be peer educators".

Interviewee *"Sifunde nokusebenza nge statistics njengoko sisebenzisana neeclinic ukunikezela nge statistics"* **Translation**: We learnt how to do statistics as we supply statistics on our work to the nearest clinic

Interviewee: *"Sifundile uku dealer nee orphans noku deal with i stigma kubantu aba infected and affected"* **Translation**: We learnt on how to treat orphans and also how to manage stigma attached to those affected and infected with HIV and AIDS.

4.3 DISCUSSION OF FINDINGS

4.3.1 PE's MOTIVATIONS FOR JOINING COMMUNITY YPE PROGRAMME

This study found that the primary motivation for joining the ELHTA programme by the PEs was largely as a result of the peer educator's social situation of unemployment. This became clear as an issue in both FGDs and in-depth interviews with participants raising their personal economic challenges as having played a role in their joining and even staying in the ELHTA programme. The implication of this finding for peer education is significant. Recruitment is one of the major concerns for peer education programmes and the findings of this study strongly suggest the need to consider pre-incentives in the drive to recruit and draw peer educators into peer education programmes. The above point is supported by other researchers in peer education regarding motivation, for example Cornish and Campbell (2009) state that sex workers claim that lack of other resources of esteem or resources meant that they were keen to participate in the project, in the hope of benefiting individually from it.

This point has been emphasised by other scholars like Kamete (2007) who explains young people's motivations as follows: "Young people's motivations are informed by strategic, rationale calculations that weigh benefits and resources that determine what outcomes and benefits they may draw from youth development encounters" (Kamete 2007). James (2002) further state that it is important for peer educators in the sense of identity provided by involvement in such programmes, and the prospects for future employment, and escape from the beleaguered world of township poverty, which they offer. This point has also been emphasised by Population Option Centre (2005) which argues that peer educators need to be given incentives which are tangible or non-tangible. Tangible refers to monetary incentives or Tee shirts with peer education messages or names. In-tangible refers to incentives like, media exposure, travelling opportunities and special seminars (Population Option Centre 2005,

Adamshack 2006). The lesson from this finding is that recruiting PEs from communities might necessitate a strong focus on monetary and other symbolic resources as part of recruitment and retention strategy. This finding is in line with empowerment theory in that organisations in communities should work in co-operation and support peer education to enable peer educators to be empowered and motivated (Perking and Zimmerman 1995).

4.3.2 PE'S SHAPING THE STRUCTURE OF COMMUNITY YPE PROGRAMME

A second significant finding that emerged out of this research is an issue that is seriously under researched in peer education research, namely, the manner in which PEs in YPE programmes fundamentally shape YPE structures as they are the key actors in YPEs processes and ultimately in the outcomes of YPE programmes. In essence we discovered that peer education is about peer educator and peer educators are peer education. From in-depth interviews, asked if they will leave the ELHTA programme, many peer educators responded with resounding 'no', yet peer educators did cite challenges such as slow replacement of uniforms which according to PEs affected their morale as their uniform is important for their recognition and respect from community members which they seek to educate about HIV and AIDS. Yet still the PEs said they will remain in the programme because the programme has taught them a lot. This situation undoubtedly proves that PE's are committed and have strong affiliation and loyalty to the programme.

This finding further reaffirms what James (2002) and other writers have said about the significance of peer education in peer educator's lives, yet still there is less research on peer educators impact on peer education and the basic finding we came up with in this research is that, fundamentally, peer education no matter its goals is ultimately defined by the commitment of its peer educators and how the community views such peer educators.

Researchers in peer education are blind to this finding and hence peer education is always considered as a tool for HIV and AIDS prevention rather than a complex process as Milburn (1995) has shown. The researchers in this study were taken aback by the tenacity and perseverance PEs show against community hostility, all in the name of the programme and its goals. This finding builds a foundation for supporting peer educators rather than speaking of the cost effectiveness of YPE programme as is the case behind most of the support of YPEs. Furthermore, it affirms the UNAIDS review (1999) which strongly argues for more resources to be spent on supporting the work of PEs (UNAIDS 1999). Providing more support has been raised in other international peer education platforms (Horizon 2001). The UNAIDS (1999) argues that peer education is not an easy or cheap programming option, it is high maintenance. Our finding is significant also because it confirms how young people can be agents of change through volunteer work such as peer education an issue that has been confirmed by other researchers (Mwanga et al 2004). For us personally as researchers doing this study we were amazed at the commitment shown by ELHTA peer educators to the programme. We therefore support the views of the UNAIDS which advocates for more peer educator support, as researchers in health education have argued that "the greatest problem with peer education is that there is neither significant exploration of peer educational dynamics nor commitment to critical development of its greatest resource, its practitioners" (Warwick and Aggleton 2004; 36).

Peer educators are important in peer education since they have been recognised to possess knowledge, creativity, and energy (UNAIDS 1999; 8) and hence the need for support to make YPE effective through being part of constructive process development of peer education programmes. For we found they are YPE and YPE is PEs, and this for us is the original and compelling finding in YPE research. This finding is further congruent with PYD approach and empowerment theory used as conceptual framework for this research in that peer

educators are assets to communities and they contribute significantly in the fields in which they are operating, in this case HIV and AIDS awareness and education. Despite the challenges they come across, they persevere in their attempts to spread HIV and AIDS education in dynamic and innovative ways and in so doing influencing change in communities. Because of our finding, it is possible to understand why recent research on PEs from Zambia and Dominican Republic expressed the need for respect (Svenson and Burke, 2005). Theoretically speaking this finding is congruent to PYD and empowerment theory that peer educators are "assets" and "resources" in their communities and they need to be supported for them to feel empowered (Lerner 2011, Perking and Zimmerman 1995).

Peer educators characteristics and personalities differ significantly from one another within the ELHTA programme, and in the literature on peer education this issue of peer educator's differences is not explored, yet it is one of our key findings with regards to peer educators characteristics and qualities. Our finding is significant because according to Mason-Jones et al (2010) peer educators characteristics are under-researched in peer education literature. Our finding suggests that peer education programs and researchers may need to concentrate more on instilling the core values of the YPE programme rather than exclusively focusing on the qualities of PEs in YPEs as currently is the case in peer education literature (Mason-Jones et al 2010). The concern with peer selection as suggested by Mason-Jones et al (2010) is crucial to PE's recruitment; however it can be solved through paying more detailed attention to installation of YPE's vision and goals during the training, support and supervision of Peer educators all of which are pre-requisites for effective peer education as suggested by UNAIDS (1999).

4.3.4 PE'S CONTRIBUTIONS TO COMMUNITY YPE PROGRAMME

This research further found that PEs contribute to peer education through dedicating their time to the job at hand. Many PE's indicated sacrificing more than required time to make YPE a success. This selfless dedication is arguably a major contribution to peer education. In Durban, HTE PEs reported that PEs who couldn't sacrifice had to leave the programme or stop involving themselves with HTE activities. Many HTE PE's make great family and personal sacrifices to keep HTE activities going. According to many HTE PE's interviewed, that PEs who could not sacrifice left the programme. Further, more than the ELHTA PEs, HTE PEs seemed to have a firm grasp of GOLD's vision and mission of their activities in schools and community work. For example in both interviews and FGDs, HTE PEs emphasised personal change as key strategy for making social change through peer education. Theoretically, this finding is in consensus with PYD theory that the youth have responsibility in the community and they have capacity to deliver desired needs (Lerner 2006)

Through sacrificing valuable time, GOLD allows Gold-HTE to exist and function since HTE can then speak of having PEs and PEs can represent HTE to their peers and the wider community.

Furthermore, this research found that some PE's are all-rounders in the programme's teaching techniques. Some PE's are good and get appointed to cover for those who are not too good with educational techniques such as facilitation of teaching activities during their community activities.

This research further found through FGDs that PEs' personalities are key contribution to YPE. HTE PEs gave us their unique personal characteristics that they use to help make HTE a good programme and they mentioned their personality traits as following: entertainer,

mobiliser, networker, educator and talker. Also during FGDs, the Duncan village PEs gave us their personality tags and how they use such tags to make ELHTA what it is. Their tags included the following: Ngqondongqondo; this refers to brainer. They are the core purpose of the programme, generals; which refers to being able to do all activities under the programme. Facilitators; is used as a reference to the ability to get people focused and pay attention to issues that the PEs bring to the community. Singers, refers PEs who use music as a particular method to grab people's attention. Lastly with regard to their personalities was being UNSUMPA which refers to the one who guides the group or the conscience of the group, the one who keeps order to the group. This finding is congruent to Dickinson's (2007) finding which noted that peer educators have several roles to play in peer education and those roles include being; influencer, adviser, stigma buster, normaliser, sex talker, family builder and condom king (Dickinson 2007). This finding again is in line with PYD theory which articulates that the youth have naturalistic abilities to influence change in their communities.

This study further found trough in-depth interviews in Duncan Village that PEs contribute to the programme through personal change by accepting one's own status. For example other PEs reported having managed to change other people who couldn't accept their HIV and AIDS status in the community. This research further found that in a hostile crowd many PE's have mastered the skill of calmness and high tolerance for people who might have anger or disrupt their work. PEs had to find inner resources to persevere because some community members can be very hostile and that can make it hard to get the attention that PEs require in doing to their work.

This research also found that PEs are passionate about their work and this was revealed through interviews whereby PEs work beyond working hours and accept humiliation for being peer educators. Some community members even come to PEs' houses looking for condoms, even during weekends, which are outside working hours. Furthermore, in some

instances some uninformed community members might discourage people talking to peer educators even in public places not speak to peer educators saying peer educators are HIV positive and that amounts to humiliation.

In measuring YPE success in PEs views this research found that PEs have made HIV and AIDS more familiar to people in the community and in so doing they have met one of the objectives of ELHTA by spreading the message about HIV and AIDS. Through in-depth interviews with Scenery Park PEs, this research found that people are no longer committing suicide and even more people are taking ARVs.

PEs in Scenery Park reported working through the use of songs, role plays showing the abuse of people living with HIV and AIDS then after role plays, the discussions and demonstrations on how to prevent HIV and AIDS come into play.

PEs reported to being asked to re-sing some of their songs by community members even as PE's argue they are rushing somewhere, community members even offer to buy PEs a drink for them to re-sing specific songs.

4.4 CHALLENGES FACED BY PE'S IN YPE PROGRAMME

During research we also found that ELHTA PEs experience challenges which emanate within peer educators themselves. The challenges as pointed out by participants in both FGDs and in-depth interviews are with the stigma attached to other peer educators, especially those living with HIV and AIDS and gossiping. This finding on stigma is in consensus with IDRC (1997) which state that, stigma on HIV and AIDS victims are one of the most significant challenge. These challenges, according to peer educators have resulted in verbal fights and generally tense relationship among PEs. This finding is very important to be looked at as these internal challenges in ELHTA affects the peer education programme. PEs further

pointed to lack of trust and confidentiality among peer educators as another challenge. These findings suggest that the importance of trust and confidentiality are to be instilled on peer education programmes. This is an issue not explored by the literature on peer education. In Durban HTA PEs reported having challenges emanating from their families as they reported that their parents do not understand the work PEs are involved in. Furthermore, multiple commitments were among the challenges pointed out by peer educators. PEs reported having difficulties in committing themselves to their family's house hold chores and peer education hence their parents do not understand their involvement in peer education.

This research further found that drama (role plays), music, audience facilitation and condom demonstration are useful methods in conveying the message about HIV and AIDS, and further that these methods were noted to be of interest, especially role playing, to most peer educators though there are challenges for some PEs when it comes to facilitation and condom demonstration. These methods were influential in getting attention of the audience. This finding is important as it draws attention to the importance of the recognition of PE creativity and decision making when it comes to the formulation of the songs to suit HIV and AIDS theme, action which goes hand in glove with songs to add in its entertainment. Furthermore, this finding shows creativity of peer educators in deciding on relevant drama and songs suitable for the audience at hand during an outreach session. Lastly what is also important are the communication skills demonstrated by PEs during facilitation, which engages the audience in the discussions. These methods are similar to those mentioned by Radelius (2013) as being edutainment methods to mobilise, educate, and trigger behavioural change to communities (Radelius 2013). Literature on peer education is silent on peer educators creativity and skills in executing the above mentioned methods; this literature focuses on the effectiveness of the whole peer education programme.

4.5 PEER EDUCATORS SOLUTIONS TO CRITICAL CHALLENGES TO PEER EDUCATION

4.5.1. STIGMA

This research found that from ELHTA PE's, stigma from community members and even within peer educators themselves was among the challenges faced by peer educators. Being disrespected by community members, calling peer educators with names showing stigma (ono-AIDSANA) was reported by peer educators. The challenge of stigma was even reported to be even rife amongst peer educators themselves and this stigma has promoted gossip which results in verbal and physical fights among peer educators. In Durban PE's reported disrespect from community members and furthermore lack of support from families of PE's came up repeatedly. This finding is significant because being disrespected by people who are the target population for HIV and AIDS message is demoralising. However PE's reported that they have their own way to deal with the challenge. Mediation of disputes like gossiping by PE leaders was reported by peer educators in both FGDs and in-depth interviews in Duncan Village and Scenery Park as the way of dealing with the challenge of gossiping and stigma. Furthermore, on dealing with stigma, ELHTA PE's reported ignoring insulting words used by community members and also motivating each other as PE's. This is important as PE's contribution to YPE and literature on peer education is silent on this contribution.

4.5.2 COMMUNITY MEMBERS DESTROYING INFRASTRUCTURE FOR HIV AND AIDS PREVENTION

This research further found that ELHTA PE's are facing a challenge of community members who are destroying infrastructure for HIV and AIDS prevention. In clarifying this point, PE's reported that community members ask for condoms only to throw them away claiming that the type of condoms distributed by PE's have a bad smell. Identifying this as a challenge, PE's reported that in response to that they re-collect the condoms and redistribute them to

community members who seem to be seriously in need of them and further indicated that PE's had the way to see those community members who seriously need condoms. This is important as a contribution as this showcases the ability of PE's to respond on the spot to challenges.

4.5.3 RISKY WORKING CONDITIONS

This research also found that PE's, specifically ELHTA PE's have challenges of risky working conditions. PE's reported walking long distances in risky conditions and areas of high crime rate. This has resulted in some PEs' being robbed of their cell phones and attempts to rob their grasshoppers. This challenge has not stopped PE's from spreading the message about HIV and AIDS, instead, PE's responded to the challenge by traveling in groups to reduce the chances of being robbed and also to try having male PE's in their groups. This is a very important contribution to peer education programme.

4.5.4 DELAYED PROVISION OF UNIFORM

Another challenge brought forward by PE's in this research was the delay in provision of uniform and also lack of uniform suitable for different weather conditions like rain and excessive sunshine. This has forced PE's to use their own clothing to suit different weather conditions and also to boost their confidence as they claimed that old uniform have negative impact on their confidence and recognition in communities. This again is another contribution to YPE which in most literature is side-lined or ignored.

4.6 CONCLUSION

This chapter highlighted the findings as they were presented by the respondents mainly in ELHTA and Hope to educate. Among the key findings identified through the use of focus group discussions and in-depth interviews was motivating factors for peer educators to join

YPE programs. Among those highlighted as motivating factors was joining YPE as a source of income. This was echoed mostly in East London. Inspiration possessed by GOLD captured peer educators and motivated them to be the drivers of behavioural change. The message conveyed by young adults who were already peer educators also motivated new peer educators and the need to know more about HIV AND AIDS also served as a motivation. Peer educators also kept the structure of YPE programs through their dedication, time they spend in peer education, and their skills in role playing, music and condom use demonstration. Lastly challenges facing peer educators were also noted. Among many was stigma attached by community members to PE's, delayed provision of uniform and risky working conditions**.**

CHAPTER FIVE

5.1 CONCLUSION AND RECCOMENDATIONS

This chapter marks the conclusion of the research, therefore, the chapter provides the snapshot on the objectives of the research, summary of the key findings and the recommendations arrived at. This research sought to explore the impact of community based peer educators work on the outcomes of the Youth Peer educators in Duncan Village and Scenery Park in East London and also in Durban with a view to ascertain how peer educators facilitate the success or even failures of the youth peer education program in Duncan Village, Scenery Park and Chesterville.

The main objectives of this research were;

- To explore in detail the work peer educators engage upon in youth peer education in scenery Park and Duncan Village.
- To explore the motivations for peer educators to join Youth Peer education.
- To explore the challenges that are faced by peer educators in HIV and AIDS Youth peer education program.
- To explore innovations by Peer educators and other models of problem solving.

5.2 SUMMARY OF KEY FINDINGS

This qualitative data was collected through the use of focus group discussions and in-depth interviews from December 2013 until March 2014. This research found that peer educators were motivated by monetary incentives which go with being a peer educator. This is a result of high employment rate in the squatter camp area of Duncan Village and Scenery Park. Other peer educators were eager to know more about HIV and AIDS since some of them are either infected and others affected. Furthermore, articulate and informative messages on HIV

and AIDS conveyed by peer educators encouraged new PE's to become active drivers of behavioral change.

As pointed out above, some of the peer educators are infected by HIV and AIDS and they use that to their advantage and as a unique contribution to peer education programs. In educating the community about HIV and AIDS they refer to themselves as an example that HIV and AIDS is manageable. Moreover, peer educators keep the structure of their respective programs through their dedication in their work, time they spend in educational work, sometimes having to work overtime. Most importantly they contribute to their programs through their skills in role plays, music, facilitation, condom demonstration and more than that they are creative as they convert songs which are mostly used in other institutions to fit into HIV and AIDS education. Perhaps mostly significantly, were also referrals that they do on community members that need such.

Motivated and passionate as they are, peer educators followed a strategy in their educational work. This saw them making use of music, role plays condom demonstration and facilitation. This required team work and shared responsibilities among them. This is one skill highlighted in the research and also the high level of creativity in converting lyrics of the songs to fit their field of specialization. This required team work and understanding again as they had different abilities and skills in performing different tasks within their delegated tasks.

Motivated as they are and also having achieved lots of things together, they have faced challenges which came within themselves as peer educators and were also external (community). Stigma was the most prevalent challenge reported with community members labeling them with names that undermined their work. This stigma also came from within their own circle of peer educators as others discriminated those living with HIV and AIDS and were also gossiping about them and that resulted in verbal fights. Risky working

conditions were among the findings. Duncan Village being squatter camp area and having high crime rate became a threat in peer educators as they had to travel long distances and working in taverns where most people are drunk and unmanageable. Cases of peer educators being robbed of their shoes and cellphones were reported. In addition to these challenges were the challenges of community members destroying the infrastructure (i.e. condoms) distributed to them and also disrupting the education session. Lastly, delayed provision of the uniform that is suitable for different weather conditions seemed to be the challenge.

5.3 LESSONS AND RECOMMENDATIONS

YPE programs lack internal support for peer educators and that can cause frustrations and even desertion/quitting. PE's are and do sacrifice a great deal for YPEs. They are a valuable resource for YPEs. PE's are well placed to touch lives of other young people and adults alike. They are brainers (oongqondongqondo). PEs need strong social support as their world can be extremely difficult and community members are hostile and unsupportive to peer educators. PE's have a strong need for community acceptance and support. This would an mark and end to labels thrown at peer educators and also bring an end to the culture of destroying the valuable material that is most important in the fight against the spread of HIV and AIDS. PE's change themselves and give YPE's a good name in that process of personal change peer educators enjoy given tasks and responsibilities.

Peer educators care very strongly about their peers and communities. In addition to that, PE's are creative, knowledgeable and energetic in their communities, they are good spotters of other potential PE's and thus can be useful in recruiting new peer educators. PE's can persevere through difficult personal and social circumstances such as stigma and community mocking. PE's are vulnerable like everyone else. They are prone to social pressures such as drinking or getting into fights with one another. PE's can suffer as a result of gossip which

can affect group dynamics. PE's have a diversity of social commitments that at times negatively affects their YPE work.

In the light of the above mentioned findings and lessons it is imperative to take note of the following recommendations. PE's must be given more say in future research aimed at improving YPE's. They are the backbone of YPE's. PE's require serious support in order for them to do their work successfully. PE's are still confronted with stigma and hostility from peers and community members hence a need to deepen PE support inside and outside program. PE's keep a structure of YPE program and that does not come easy for peer educators. They therefore require more than economic or monetary compensation rather they also deserve to be recognized as community builders and important members and rightful owners of YPEs. The above qualities of peer educators are neglected when writing about the qualities or incentives to motivate and retain peer educators. The issue is neglected because it requires serious attention and resources, things which many YPEs either lack (as in the case of funds) or are not willing to invest. Managers are easy beneficiaries but find and often do not face up to the concerns of the foot soldiers, peer educators.

The concern with recruitment in peer education as suggested by Mason-jones et al (2010) is critical in YPEs, however, from the current study's' findings on motivations, it appears that paying more attention to instilling a solid grounding of their values, missions, and objectives to PE's is the most promising approach to ensuring effective PE's. Experts in peer education must understand that adolescents or youngsters who join YPE have various, and largely, personal reasons for taking part. This understanding is helpful when attempting to recruit new PE's into YPE programs, because there is no one means to judge why PE's will form an YPE. It is PE's own rationale calculations combined with YPE recruiting strategy such as promises of empowerment, stipend, T-shirts etc. That seem crucial here. PE's motivations are diverse and mostly depend on the YPE recruiting technique. PE's motives before the YPE

involvement are generally not well exposed and are different than after joining peer education. Community involvement and ownership is critical for the continuity and sustainability of a peer education program. Community in this sense refers to peer educators as they form part of the community. Provision of incentives is important in the process of sustaining peer education program and these incentives could be in a form of monetary and non-monetary compensation.

5.4 CONCLUSION

Evident from the research, HIV and AIDS is a serious concern in South Africa for Peer education and as a response mechanism; peer education has been used for many years. This is the most influential and educational system employed in the fight against the spread of HIV and AIDS. This has resulted in a body of knowledge and literature on peer education however this field in literature has spent much of its time focusing on Peer education in school settings and work environment. This saw peer education in communities being ignored especially in townships where most people are unemployed and lacks in-depth knowledge about HIV and AIDS and as a result engage in risky sexual behavior. In addition to that youth driven peer education has not caught many of the writers and researchers attention.

Interest of the current research in youth peer education in communities, employing in-depth interviews and focus group discussions which allowed the researcher to capture signs and gestures of respondents, brought important findings of youth peer education.

Evident from the findings is the significance of youth peer educators in peer education programs. These are the people who work tirelessly and with passion in trying to fight against the spread of HIV and AIDS and most importantly influence positive behavioral change. Their unique contributions proved to be the justification of the above mentioned point. These are the agents of change in communities who need to be recognized and supported. These are,

furthermore, people with natural skills and capacity to influence change. These are the people who have sense of responsibility and add value to their communities.

The above mentioned points do not suggest that peer educators work is a walk in the park rather they face serious challenges like being ignored and undermined by the same people are delegated to assist and they also face challenges which have their origins in discrimination, stigma and denial of HIV and AIDS existence.

Having these challenges in place these people do not just sit and wait for external help in dealing with their challenges rather they come up with solutions which keep them going in the provision of HIV information.

Based on evidence from this research, it is fair to state that youth are a true blessing to the community and entire peer education programs as these are fearless soldiers of the war against HIV and AIDS and these people need recognition from all supporting organizations. This is in congruence with the two theoretical frameworks which suggested that peer educators are natural assets to their communities and they also have responsibilities of being agents of change. Peer education is peer educators and peer educators are peer education.

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APPENDICE A
FOCUS GROUP DISCUSSION QUESTIONS

Motivations for joining HIV AND AIDS peer education

- What are the reasons for you guys joining peer education, or this particular peer education program?
- What are the objectives or goals of the program?

Challenges faced in peer education program

- What challenges do you face in the program that has prevented you as a group from achieving your objectives?
- What specific responses or solutions have you adopted in solving the challenges stated above?

Successes in the program

- Are you as a group successful in meeting your objectives?
- What signs are there that you are making progress in your work as peer educators? Do community members or peers come to you and tell you that your work is effective or ask further questions or may be ask for references to get more help on the topics you educate about?

Lessons learnt in peer education program

- What have you learnt in your experiences as peer educators?

Contributions to peer education program

- What contribution have you added in the peer education program?

APPENDICE B

IN-DEPTH INTERVIEW QUESTIONS

DEMOGRAPHIC INFORMATION QUESTIONS

- Place of birth:
- Age:
- Gender:
- Current residence:
- Occupation:
- Number of years in peer education programme:

MOTIVATIONS FOR JOINING PEER EDUCATION

- Why motivated you to join peer education?

Information on the reach and visibility of the programme

- How did you find out about the peer education programme?

Contributions made to the programme by the peer educator

- What would you say is or has been your contribution to this programme?
- Where in the programme would you say, you as Sphiwe/Yolanda/view has done a lot and that your work is visible there or there?
- If this programme was cutting down the number of peer educators it has and you were asked to provide a motivation for you to be kept in the programme. What would you say you have done for you to remain in the programme?
- What have you done important for the programme manager to keep you?

Peer educator's impression/reflections on the activities they conduct (prospects and challenge) and their implications for the programmes: what works in the Youth Peer education.

- What educational activities do you enjoy doing the most when conducting your educational activities among your peers?
- Should the programme look into them as useful activities for the peer education programme?
- How do the activities you enjoy improve the programme in your view, please provide any examples to support your answer?
- Which peer educational activities do you enjoy least, and why?
- Which peer educational activities within the programme do you find difficult to implement? Why?
- What means have you adopted to deal with the difficult activities?
- What results did you experience?

Broadening the understanding of peer educator's contributions by looking at which areas they make more impact on within the programme

- What suggestions have you ever suggested to improve this programme or its activities?
- Has your suggestions been used in the design, implementation or improvement of the programme?
- If your answer to above questions is no, why?

Challenges Peer educators in the programme

- What challenges do you face in the programme?

Lessons

What lessons can peer educators provide to the peer education programme?

- What should peer educators do to make the programme a success?
- Are there any other important issues in your opinion that you think must be researched or sorted out within the programme?

Peer educators views on their participation in the programme implementation and outcomes.

- Besides your current duties and responsibilities that you execute within the programme and based on your experience, is there anything else that you feel you can still contribute to the programme?
- If yes, what is this contribution you still want to make?
- How is this contribution important to you and to the programme?
- What in your view is the experience you have gained in this programme?
- How can this experience enrich this peer education programme you are involved in as peer educator?
- What experience did you gain from the programme that you can say you think can assist this programme go further?
- How do you think your experience in this programme can be used to develop the programme further?
- What do you think this programme can achieve by recruiting, training and retaining a certain type of peer educators?

- Do you think peer educators in your experience can help spot other peer educators who might not be yet part of the programme?
- Do you feel experienced peer educators like you can be good spotters of other potential peer educators still yet to be peer educators?
- If yes how? If no why?
- What other matters must the peer education programme give attention to and why?

End of interview thank you very much

APPENDICE C

INTRODUCTORY LETTER

Dear respondent

I am a post grad student at the University of Fort Hare. I am conducting a study that seeks to understand how HIV AND AIDS youth peer educators contribute in peer education programs.

This is to kindly request you to assist me in information gathering that will make this study a success.

I hereby confirm that information collected will be treated with confidentiality and used anonymously. The data will only be used for academic purposes.

Thank you for your assistance

S. Molose