A FURTHER INVESTIGATION INTO THE CURRENT CHALLENGES EXPERIENCED IN THE IMPLEMENTATION OF PEER EDUCATION PROGRAMMES IN SOUTH AFRICAN SCHOOLS - AN OVERVIEW OF PROVINCIAL AND DISTRICT EDUCATION OFFICIALS' PERCEPTIONS - KWAZULU-NATAL PROVINCE

by

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Declaration

By submitting this assignment electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: March 2013

Abstract

Although peer education programmes in schools are designed to increase the knowledge, skills, values, attitudes and reducing learners' vulnerability to HIV, its implementation has yielded some challenges. This study focused on investigating the current challenges experienced in the implementation of Peer Education Programmes in South African Schools in KwaZulu-Natal. KwaZulu-Natal province was selected because of its high HIV incidence in comparison to other provinces in South Africa.

A qualitative study was conducted were perceptions of district and provincial education officials managing the implementation of peer education programmes were explored. A semi-structured questionnaire which targeted 40 education officials was completed and analyzed.

The main findings show that despite the successes noted in the current implementation of peer education programmes in schools e.g. the adoption of data collection tools to influence positively the implementation of programmes, it was found that challenges still exist with regards to the standardization of programmes. Peer Education programmes are still not being implemented in all schools in the province. Therefore, there is need to develop a policy that will hold all schools accountable for implementing the programme. Developing standardized peer education and peer mentor manuals (nationally) will also assist with holding schools accountable for advocating for effective implementation of peer education programmes. It was recommended that the Department of Education must increase advocacy for the implementation of the Peer Education Guidelines document as well as develop a best practice guide to strengthen poorly implemented programmes. A similar research project on a larger scale (national) was recommended.

Opsomming

MIV en Vigs portuurgroep-opleidingsprogramme word ontwikkel om onder andere die kennis, vaardighede en houdings van leerders in skole met betrekking tot die virus uit te brei, sowel as hulle kwesbaarheid ten opsigte van die virus te verlaag. Die suksesvolle implementering van hierdie programme in skole blyk egter problematies te wees. Hierdie studie ondersoek die huidige uitdagings wat in skole in Kwazulu-Natal ervaar word met betrekking tot die implementering van MIV en Vigs portuurgroep-opleidingsprogramme. Kwazulu-Natal is gekies vir die studie weens die provinsie se hoë koers van nuwe MIV infeksies.

'n Kwalitatiewe studie is gedoen om die persepsies van distrik- en provinsiale onderwys amptenare wat portuurgroep-programme bestuur, te ondersoek. 'n Deels-gestruktueerde vraelys is deur 40 amptenare voltooi.

Die studie het bevind dat, ten spyte van die sukses van die huidige portuurgroep-opleidingsprogramme ten opsigte van bv. die gebruik van data-versameling instrumente, daar steeds uitdagings bestaan ten opsigte van die standardisering van die programme. Portuurgroep-opleidingsprogramme word steeds nie in al die skole in die provinsie geïmplementeer nie. Daar is dus 'n behoefte vir die ontwikkeling van 'n beleid wat alle skole aanspreeklik sal hou vir die implementering van hierdie programme. Die ontwikkeling van gestandardiseerde portuurgroep-opleiding en portuur-mentor handleidings op nasionale vlak kan ook bydra om skole te dwing om 'n aktiewe rol in hierdie proses te speel deur hulle aanspreeklik te hou om die effektiewe implementering van hierdie programme te dryf. Die Departement van Onderwys behoort die implementering van die bestaande Portuurgroep-Opleiding Riglyne dokument te dryf; ook om 'n beste praktyk handleiding vir hierdie implementering te ontwikkel. 'n Soortgelyke studie op 'n groter skaal (nasionaal) word aanbeveel.

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1. Introduction

1.1 Background and Rationale

Peer education has been extensively applied both within and outside of the school setting or system and approaches tend to be implemented differently with varied messages, strategies and results. Evidence from research conducted in the schooling sector has shown that peer education is an essential co-curricular subject designed to strengthen the delivery of Life Orientation subject in schools. The Department of Basic Education survey (2006) has reported that 95% of learners in South Africa are HIV negative, making HIV prevention the primary target of school based interventions delivered though the HIV and AIDS Life Skills Education Programme supported by a range of peer education programmes.

Peer Education is defined in the "Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools: A Guide for Programme Managers", as a popular strategy used to influence the behaviour of young persons, that is influenced by peer norms. It is an approach that involves training and support of members of a given group of learners to effect change among its members. It is built on the premise that people with similar experiences, understands one another and can influence one another.

Peer Education is a dynamic tool used to contribute towards an increase in knowledge, skills, values and attitudes, promotes resilience, rectifies the influence of a situation, reduces risk behaviour and vulnerability and enhances health seeking behaviour.

Peer education in schools is not a new concept. Historically in South Africa, it was used as an intervention to achieve the Outcome Based Education (OBE). Peer Education interventions have also been used in health promotion interventions where it was used to help learners with behavioural difficulties adapt to school environment, conduct their home work and those with emotional and social problems for further assessment and management. It has also been used to promote the health of learners through the Health Promoting Schools concept (Department of Health, South Africa, 2003).

The peer education programmes delivered in schools are used as a vehicle to deliver sexuality and health education programmes including HIV, substance abuse, child abuse, assertiveness skills, peer pressure and other relevant skills that would enable learners to deal effectively with difficult situations in schools(Department of Basic Education Integrated Strategy on HIV, STIs and TB, 2012-2016: June 2012). The Life Skills Education Programme and the Peer Education programmes as primary sources of behaviour change information ought to be aligned to effectively impact on learners. Visser (2005) in the Journal of Social Aspects of HIV/AIDS reported that if these programmes are implemented in a well-coordinated manner, they improve learner knowledge about HIV, increase understanding of abstinence as a prevention method.

The 1999 Department of Education Policy on HIV and AIDS and the Department of Basic Education Draft Policy recognize the role of schools in responding to HIV through peer education programmes to mitigate its impact on learners. These policies acknowledge the responsibility of schools to increase learner knowledge on life skills.

Research undertaken by Link Community Development (LCD) 2009-2012 on the pilot implementation has however shown that despite substantive implementation, peer education programmes have been fragmented and require harmonization to enhance their effectiveness. There is also limited knowledge that investigates the alignment of peer education programmes to the HIV and AIDS Life Orientation curriculum in schools. The notional time for the delivery of peer education programmes in schools against the peer education content has been questioned, as time restricted with only 2 hours per week. This has a negative impact on effective delivery.

The above research by Link Community Development has revealed that the status of Peer Education programme in the schooling sector is regarded as being low as it is not given priority by the schooling sector as other Maths and Science subjects. The low status has led to the programme to be;

    a) Not delivered in all South African Schools,

    b) Not mandatory in schools,

c) Not time tabled, assessed and examinable,

d) Delivery and content has not been significantly evaluated to ensure that the topics covered are age appropriate to enhance their effectiveness, and

e) Delivery of peer education programmes is fragmented and not harmonised in South African schools, making planning, implementation, monitoring and evaluation challenging.

This is an ongoing challenge for the Department of Basic Education, as a national department mandated to develop policies, strategies and guidelines for the schools sector, that are systematic, evidence based, harmonized, standardized and effective enough to impact on positive behaviour change of learners in South Africa.

Therefore this study seeks to capture further the investigations already undertaken to address implementation challenges on delivery of peer education. Provincial and district education officials perceptions will be investigated to capture current challenges related to the status, harmonization and delivery and timetabling of the programme and age-appropriateness of the topics covered through models employed in South African schools .

1.2 Knowledge Gap

Since the Department of Basic Education developed the document *Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools: A Guide for Project Managers* in 2011 to optimize the effectiveness of peer education and harmonise varied approaches, no research has since been conducted to measure the effectiveness of peer education programmes and its expected positive impact on learner knowledge on life skills.

1.3 Research Problem

The implementation of Peer Education Programmes in South African schools is not standardized yet research has shown that it is a strategy that can be effectively used to influence behaviour change of young people and prevent the risk of HIV infection.

Peer Education programmes are not prioritized, time tabled and given the status they deserve as a co-curricular intervention intended to strengthen the implementation of Life Orientation curriculum. Peer Education programmes are implemented differently with varied messages, strategies and results yet they are meant to be an extension of the Life Orientation curriculum delivered to change their behaviour in a standard manner.

1.4 Research Questions

The current study will explore the following challenges in more depth:

a) Are peer education programmes timetabled and implemented in all South African schools?

b) Do schools produce standardized reports on the implementation of peer education programmes?

c) Do schools have standardized data collection tools to capture implementation and impact of peer education programmes in schools?

d) Do peer educators sign a standard code of conduct forms to guide the implementation of their programmes in schools?

e) Do schools have a management plan to implement delivery of peer education programmes?

f) Do schools have a standard peer education curriculum to guide the implementation of peer education programmes?

1.5 Significance of Study

The findings from this study could guide or shed more light on how to go about effectively implementing peer education programmes in South African schools.

1.6 Aim

The aim of the study is to provide further insight on the challenges facing the successful implementation of peer education programmes in South African schools.

1.7 Objectives

The objectives of the study are to:

- Investigate the nature of the implementation of peer education programmes in South African schools,

- Explore the perceptions of education officials on the implementation of peer education programmes in South African schools,

- Analyse the standardization of peer education programmes in South African schools,

- Further identify gaps in the delivery of peer education programmes,

- Develop step by step principles on how to strengthen the Department of Basic Education Guidelines for the implementation of peer education programmes for Learners in South African Schools-A Guide for programme managers. These principles may guide education officials in the development of provincial and district peer education implementation plans that could harmonize the delivery of peer education programmes.

2. Literature Review

2.1 Introduction

This literature review will start with a short introduction on the definition of peer education. A discussion on the policy framework of implementing peer education programmes in South African schools will also be made. A reflection on the overview on studies undertaken on the effectiveness of peer education programmes in schools will be discussed. An analysis on the standardization elements in the delivery of peer education programmes will then be done. A discussion on peer education implementation gaps identified by different researchers will then be made.

2.2 Definition of Peer Education

Peer Education is defined by United Nations (2003) as "an approach or intervention strategy that typically involves the training and support of members of a given group to effect change among members of the same group. It is a strategy based on the social influence people have on one another and research has shown that it is a mechanism young people engage in to influence peer norms. The South African Qualification Authority, 2009 as cited by Department of Basic Education (2009) defines peer education as a "dynamic process, a 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". Peer educators contribute towards increased values, skills, attitudes and knowledge of peers in the same group as them. Peer education can be utilized as a channel for enhancing health seeking behaviour, reducing risk behaviour and vulnerability, promote resilience and rectifying and influencing a situation.

In South African schools, peer education has a historical setting as it has been used as an educational intervention to deliver Education programmes, where learners work in groups to influence and assist one another (Department of Basic Education, 2009). This has been reflected in the Department of Basic Education Revised National Curriculum Statement which seeks to promote the agency of young learners by engendering a culture of amongst others, problem solving, cultivating critical thinking

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and managing activities in an effective and responsible manner (ibid). Although the Life Skills HIV and AIDS Education Programme is primarily located in the Life Orientation Learning Area, some aspects of the programme have been integrated into the Peer Education activities for learners to support curriculum implementation in and outside the school. (Department of Basic Education and MIET Africa, 2010-CSTL Conceptual Framework)

The implementation of peer education programmes in schools is supported by sound policy and legislative mandate within the Convention on Rights of the Child, (Article 3.3), "services offered for children must conform with standards established….", and (Article 17), "children are allowed the freedom to seek….information and ideas of all kinds…". This reflects that these rights are pursued through peer education programmes with standards or guidelines. The South African Constitution and Bill of Rights (Article 29) capture childrens' right to education, whilst the South African Schools Act (1996) recognizes the role learners can make in their own development (Department of Basic Education, 2009).

White Paper 6 on Inclusive education supports the empowerment of learners by developing their strengths and enabling them to participate in the process of learning. The School Health Policy and Implementation Guidelines (2003) recognize the importance of promoting child to child and peer education approaches whilst the National Strategic Plan on HIV, STIs and TB 2012-2016 recognises the role young people can contribute in mitigating the impact of dual epidemics through HIV and AIDS Life Skills Education programmes and peer education initiatives.

According to the Department of Basic Education Integrated Strategy on HIV, STIs and TB, 2012-2016, in order to support the Life Orientation Learning area and due to time limitations in the delivery of programmes among learners, "the peer education programme has helped improve learners' perceptions of life, encouraging them to take responsibility for their lives and focus on their goals and future".

Peer Education programmes in schools supported by the above policies therefore enforce the need for planning and implementation in a structured way with peer mentors as tutors to guide the programme for effective delivery. The Guidelines for Implementation of Peer Education Programmes for Learners in South African Schools (Department of Basic Education, 2009) developed to harmonise peer education approaches in schools have emphasized the importance of structural arrangements, with management system, budget and networks to facilitate these programme.

2.3 Implementation of Peer Education Programmes in Schools

Peer education is effective especially amongst adolescents as they are open to discuss sensitive issues such as sexual matters (Kinsman at.al 2001, Mukoma 2001, UNAIDS, 1999). Studies by the Human Sciences Research Council (2008) on the household survey has revealed that the vulnerability of young people to HIV in South Africa has increased due to "several behavioural and structural drivers to HIV like early sexual debut, inconsistent condom use, multiple and concurrent condom use, intergenerational sex, transactional sex, substance abuse, a lack of HIV status". This condition therefore calls for effective peer education interventions in schools as the forums create space for peer educators to challenge group norms, role model healthy behaviour, as young people are more likely to adopt behaviour modeled by those of similar age groups as them.

Peer Education Programmes both in developed and in developing countries have shown a positive impact in enforcing behaviour change mechanisms. For instance, research undertaken by Project Search and the United States Agency for International Development (USAID, 2010) on the evaluation of peer education programmes in 10 high schools in China revealed that peer education programmes led to increases in HIV knowledge and increases in condom use. The report reflects that the behaviour change was noticed for at least one year after the intervention, calling for well funded and well sustained interventions in schools. This report however did not reflect whether peer education was able to effect STI incidence, HIV incidence and reduce concurrent sexual partners.

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A pilot peer education programme undertaken by Link Community Development in South African schools in four provinces namely KwaZulu-Natal, North West, Mpumalanga and Free State in 2012 on the implementation of peer education programmes reported that peer education programmes have become effective in shifting the sexual behaviour patterns of learners especially when managed by peer mentors who supervise and support the programme.The report reflected that the peer education programmes were most effective when implemented in a structured way, for example where Life Orientation periods are used to reach their peers and curriculum.

Further research on the evaluation of peer education programmes in KwaZulu-Natal commissioned by the Valley Trust for the Department of Education (2010) has supported the above notion of positive impact of peer education programmes in schools. It reflected that more rigorous research designs on the evaluation of peer education programmes led to "increased knowledge, reports of condom use to prevent AIDS, reports of morden contraceptive use at last sex; care-seeking for sexuality transmitted infections (STIs); intention to delay first sexual intercourse; ability to remain faithful to one partner, perceived self-efficacy in contractive use and willingness to buy condoms. According to Campbell (2005 et.al) factors that facilitate successful peer education programmes are, "accurate knowledge about sexual health risks, the facilitation of critical thinking about obstacles to behaviour change and how these might be challenged, a sense of identity and solidarity amongst peer participants, the empowerment of participants, and the existence of bonding and bridging social capital in the community in which the programme is implemented".

Peer Education is effective when peer educators are supported well and are able to impact other learners effectively on the following programmes, make presentations, discussions during Life Orientation, do group discussions, conduct classroom visits, dramas, counseling, poetry, sport, play games and engage in other numerous activities in the school. Their trained peer educators were able to influence behaviour change as those they educate have quit drugs, there has been reduced pregnancies.

Peer education programmes do not always have the desired effect. For example, the Valley Trust Report (2010) found that 20% of the peer educators asked for their opinions on peer education felt the implementation of peer education had no impact on' their behaviour. They reported that in selecting of peer educators, the schools chose mostly "good learners", which meant that certain individuals who may not be e.g. academically strong but could potentially appeal as peer educators to different groups in a school were sidelined. They recommended that this process needs to be improved. Other recommendations included the opening after school clubs to sustain the programme, increasing the interaction of peer educators with other learners in the schools, increasing support and recognition of peer educators through providing stipends and material support and the need to increase interaction of peer educators from different schools to discuss best practice.

Focused group discussions conducted during the evaluation of the KwaZulu-Natal school programmes reflected that peer educators did not chose topics that were aligned to the curriculum. In addition, much as peer education topics were delivered to change the learners' risky sexual behaviour, learners were not comfortable talking about HIV in depth. Another major concern was the high teenage pregnancy rate amongst chosen peer educators which led to fellow peers not trusting them. The selection of peer educators was also questioned, as the majority was Grade 12 learners that were exiting school at the end of the year, hence raising concerns on the continuity and sustainability of the programme. The evaluation also suggested that:

- Educators have to be involved during the implementation of peer education programmes, rather than leave the responsibility to facilitate the programme solely to peer educators and non-governmental organizations;

- Follow up after the training of peer educators was a major gap that needed to be reinforced within the peer education programme.

- It was difficult for parents and the community to support peer educators, especially on topics that were related sex.

- Sustainability of the peer education programmes needs to be considered to avoid disruption. They ought to happen within a community context for its impact to be spread from peer educators to parents.

A pilot peer education programme undertaken by Link Community Development in South African schools (2012) revealed that peer educators may experience challenges especially when they have increased work load of supporting their peers and reporting to their peer mentors. The study found that it becomes more challenging when peer educators fail to build trusting relationships with other learners. Enough resources and financial support are critical for peer education programmes to function optimally. Furthermore, it was reported that peer education doesn't work effectively in dysfunctional schools i.e. where there is poor management, as peer educators cannot initiate change on their own. Where there was support from peer mentors, school management and staff, peer educators could take the initiative and rolled out a variety of activities to assist their peers.

The Link Community Development pilot programme recommended that in order to harmonise peer education programmes, a different model of implementation needs to be developed, where peer education is part of a school structure and integrated into the Life Orientation subject area. They suggested that the programme needs support of the school management teams, learner representative councils in order to be effective. Space, sufficient time, resources, supervision of peer educators, training of peer educators, regular implementation and monitoring of peer education were listed as critical for peer education to impact on behaviour change. Documentation of programmes implemented, care and support activities rendered, facilitation of support for the programme in the school would be beneficial for its effectiveness. The study further reported that data collection issues are a major challenge, especially at school level, for both the peer educator and peer mentor, because of time demands. It was recommended that more time should be spent on securing support at provincial and district level as it is from these levels that peer education programmes get funding. Link

Community Development's pilot report also highlighted the need to engage all stakeholders by e.g. giving clarity on their roles in the peer education process.

The Department of Basic Education Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools (2009) recognizes that young people are partners in solving "each other's" problems and that the peer education programmes complement the Life Orientation curriculum and other behaviour change strategies conducted in schools. It is critical for the programme to be mandatory as a co-curricular intervention in schools, as it is an extension of the life orientation curriculum that promotes dialogue, information sharing, debate and discussion amongst peers (SAQA 2009a) quoted in the Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools.

2.4 Peer Education as a time tabled co-curricular programme in schools

As a programme that supports the implementation of the curriculum which is limited, Peer Education needs to be time tabled and boundaries set need to be specific on issues peer educators can address and when they need to refer their peers to a professional. This is outlined in the peer educators code of conduct. The management team for peer education guides and controls how the programme policies, procedures and time are managed and how programme objectives are achieved.

The Department of Basic Education (2009) report found that when school principals promote peer education as an integral part of the school calendar of events, programme implementation improves significantly. This emphasizes the importance of ensuring that peer education programmes are timetabled as part of the school co-curricular activities. This makes it possible for peer educators to access other learners, preferably within the school day or after during extra mural programmes. Timetabling is the responsibility of school governing bodies and their involvement facilitates community based activities that would ensure continuity of issues addressed by peer education within the school environment. A pilot peer education research conducted by Link Community Development (2012), reported that peer educators selected for managing peer

education in schools felt the timing for the programme needed to be increased as it was very limited and did not allow for meaningful interaction with peer mentors. The limited time made it difficult to assess alignment of peer education and life Orientation curriculums. While some peer education can be informal and happen anytime, this evaluation has shown that it may be helpful to introduce semi-formal opportunities such as health clubs. The need to escalate on-going peer education training support to peer educators and the provision of refresher workshops and rewards to motivate them was also raised as a major gap in schools.

2.5 Peer Education delivered as an age-appropriate co-curricular programme in schools

Similar to the delivery of the life orientation curriculum which is age appropriate, peer education programmes need to be sensitive to the respect age and culture of the recipients and the language that is easily understood and comfortable to communicate in order to stimulate constructive discussions and peer education learning (The Department of Basic Education, 2009). In addition, support material developed has to be age appropriate to be effective and easily understood by peers. This creates an environment that is conducive for change.

Peer mentors, who mainly comprise of Life Orientation Educators, are responsible for ensuring that programmes delivered through the peer education are aligned to the curriculum. They have the responsibility of supervising peer educators as well as ensure that partners like non-governmental organizations implement age appropriate programmes that are easily understood by learners. Age appropriate programmes ensure that learners become comfortable to discuss sensitive topics.

2.6 Effectiveness of Peer Education Programmes in Schools

Peer Education programmes have been widely implemented in South African schools as a co-curricular subject yet the effects differ significantly depending on the manner

they are implemented. Studies conducted by Medley et.al (2006) revealed that peer education programmes were moderately effective at improving behavioural outcomes. The study found that delivery of peer education through structured settings is required to enhance its impact on behaviour change. Other factors highlighted in this study that impact on the effective delivery of peer education programmes included recruitment, training and supervision, compensation and retention of peer educators'.

Peer education is effective especially when conducted by adolescents who are open to discuss sensitive issues such as sexual matters (Kinsman et.al 2001; Mukoma, 2001; UNAIDS, 1999). Studies by the Human Sciences Research Council (2008) on the South African National HIV Behaviour and Health Survey found that the vulnerability of young people to HIV in South Africa has increased due to several behavioural and structural drivers to HIV e.g. early sexual debut, inconsistent condom use, multiple and concurrent condom use, intergenerational sex, transactional sex, substance abuse, and a lack of knowing one's HIV status.

Young people are recognized as partners in solving each other's problems and the peer education programmes complement the Life Orientation curriculum and other behaviour change strategies conducted in schools.

2.7 The need for further exploration

In the literature discussed, many ongoing challenges facing the schooling sector with regards to the delivery of peer education programmes and the development of guidelines to harmonize its implementation was highlighted. It was found that there were few solutions to the challenges currently faced available. Therefore, it is suggested that a further investigation of these challenges is warranted in order to provide possible alternative solutions to address the problem areas identified. As far as could be ascertained, no additional research apart from what was discussed in this chapter has been conducted to further research the ongoing challenges identified. Therefore, this study aims to expand this body of knowledge further.

This investigation will explore the perceptions of provincial and district education officials in KwaZulu-Natal on the implementation of peer education programmes in schools. It will, among other, focus on the challenges experienced in harmonizing the peer education approaches.

3. Methodology/Research Design

This is purely a qualitative with both a thematic analysis and quantitative descriptive analysis. According to Ormrod and Leedy (2010), a qualitative research describe phenomenon, interpret concepts, verifies ideas and evaluate practices.

This study seeks to examine the perceptions of education officials on whether peer education programmes delivered in schools are implemented effectively to enhance their impact on learners. A semi-structured questionnaire was developed and emailed to provincial officials and district officials (from Kwazulu-Natal province) because of the high HIV and AIDS prevalence in the province and the fact that their officials are easily accessible to the researcher. The target group identified was officials responsible for managing and implementing peer education programmes in schools. To facilitate timely and efficient return of data collection forms, the provincial coordinator was requested to collect all questionnaires from the respective provincial and district officials.

3.1 Sampling Method

Gay (1996) defines sampling as a process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected.

In this study, purposive sampling was employed to select the provincial and district education officials in KwaZulu-Natal that were involved in the implementation and management of peer education programmes in schools. According to Saunders and Lewis (2012), purposive sampling is known as judgemental, selective or subjective sampling that is relies on the judgment of a researcher. The advantage of purposive sampling is that it focuses on particular characteristics of a population that are of interest, which best enables a researcher to answer any related research questions relavant for the study undertaken. More specifically, homogenous purposive sampling was implemented in this study: provincial and district officials who manage peer education programmes in the Department of Education were selected as they had the

ability to answer all questions related to the implementation and management of peer education programmes in schools.

A list of 40 provincial and district officials managing peer education programmes in KwaZulu-Natal province was targeted and selected to participate in this exercise. The list was not biased as it consisted of both male and female officials. A list of the officials partaking in this study was sought from the department of education provincial manager.

3.2 Data Collection

As mentioned, a semi-structured questionnaire was used in this study. The advantage of this type of questionnaire was that participants were able to select the most relevant response and is an ideal tool to elicit specific information in an elicit manner. It also enabled the participants to project their views and perceptions about the peer education programmes they manage on a day-to-day basis. This type of questionnaire is appropriate when the dimensions of the variables are known and require the respondent to select one of the alternative answers given as is the case in this study (Gay, 1996). The questionnaire was emailed to respondents. The benefits of emailing is that the respondents responded in their homes in their own pace, however it had disadvantages of delayed responses, as noted by Sekaran (1992).

The officials selected to respond to the questionnaire had hands on experience of the implementation of peer education programmes in schools and were able to provide relevant information on the current challenges the schooling sector is experiencing regarding plans to standardize the programme to ensure similar outcomes are attained on learners in schools.

The questionnaire had 14 questions, including those that capture personal information. The rest of the questions were peer education programme specific and were linked to the study's aims and objectives. The questions were categorized according to the following themes:

- The nature of the implementation of peer education programmes,

- Identifying who manages the programmes in schools

- Identifying gaps in the delivery of programmes and

- Capturing key recommendations to improve the current programmes.

3.2.1 Questionnaire content

The questionnaire consisted of the following questions:

- Question 1 and 2 captured personalized information of name of district where the official is operating from, his rank, work unit and years they have been managing peer education programmes in schools. These questions quantified eligibility of officials into the survey.

- Question 3-4 helped identify whether the peer education programmes were implemented in all schools in the province.

- Question 5-8 related to the management of peer education programmes. These questions assessed the capacity of officials to manage the programme, peer education model used, standardization of the curriculum and the type of data collection tools used.

- Question 9-11 related to the data collection tools and programme reporting issues aimed at sthrengthening the implementation of peer education programmes in schools.

- Question 12-13 related to strengthening the peer education programmes

- Question 14 relateed to providing key recommendations aimed at harmonizing the programs.

Due to limited time in administering the questionnaire, no pilot was undertaken before the study.

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3.3 Data Analysis

The data collected was screened for double entry. The researcher extracted all data. Descriptive statistics were used to analyze this data. Bar charts, graphs and pie charts were used to graphically depict the study findings. Thematic analysis was used for qualitative data captured whist MS Excel package engaged in coding and analyzing the quantitative data.

3.4 Time frame

This study was engaged within three months (November 2012 to January 2013). November 2012 was utilized for developing questionnaires, sampling, communicating with officials and disseminating questionnaires to participants. December 2012 was engaged for data capturing, coding of data. Analysis and report writing was done in January 2013. This provided sufficient review time until final submission of dissertation to the University in January 2013.

3.5 Ethical Consideration

Permission to undertake the study was sought via a letter to the KwaZulu-Natal HIV and AIDS Life Skills Provincial Coordinator from the Department of Education in KwaZulu-Natal. A signed letter was sent to officials that were nominated to participate in the study including the Stellenbosch Ethics Committee for approval. The study was commenced after the clearance was sought from the selected province. Informed consent was sought from all participants before undertaking the research and participation was voluntary. A thorough explanation was made to the participants to ensure they understand the study objectives. Procedure, potential risks, benefits and rights of participants were explained in a language understood by participants. No payment was made for participating in the study.

No payment was made for participation. Respect for the participant's privacy in the research was maintained. All information captured was treated with confidentiality. All

participants were allowed to ask any questions during the study which was answered satisfactorily.

4. Results and Discussion

After collation of the data from the questionnaires given to the 40 participants that met the criteria, the following results were reached.

4.1 Question 1 (Provincial, District, Rank and Directorate Background Information)

From the survey conducted, it is evident from Figure 1 that officials from all twelve districts provided input to the study, including those from the provincial office that supervise district officials. All respondents were based in the Curriculum Directorate and specializing in the HIV and AIDS Life Skills Education Programme. The results indicated that13 Officials were Chief Education Specialists, 17 officials were Deputy Chief Education Specialists and 10 officials were Senior Education Specialists.

Table 1 below represents a geographical analysis (%) on responses received from education officials in KwaZulu-Natal.

Districts	Responses Received	Response %
Amajuba	2	5
Uthungulu	2	5
Uthukela	3	7.5
Ilembe	3	7.5
Sisonke	2	5
Umkhanyakude	4	10
Umgungundovu	5	12.5
Pine Town	3	7.5
Umzinyathi	3	7.5
Umlazi	3	7.5
Zululand	3	7.5
Ugu	5	12.5
Provincial officials	2	5
Total Officials	40	100

4.2 Question 2: Years spent by provincial and district officials in managing peer education programmes in schools.

Figure 2: Response % of experience in managing Peer Education Programmes

- 0 - 2 years
- 3 - 4 years
- 5 - 6 years
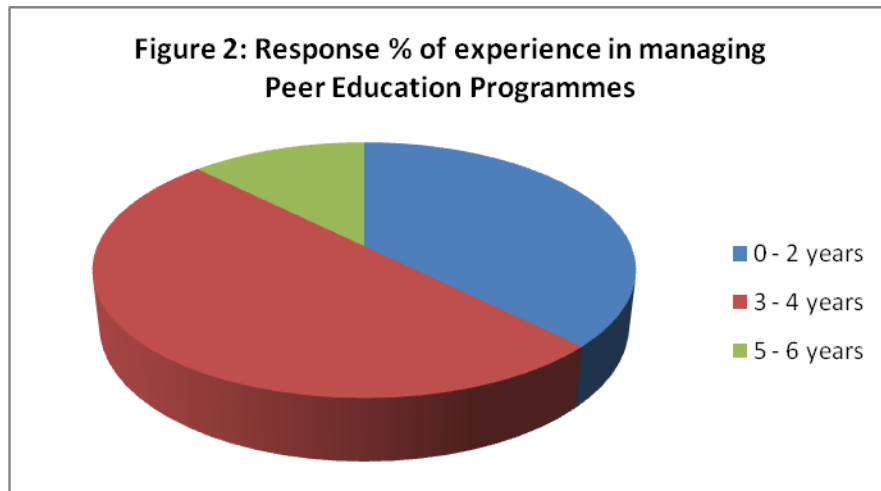
- Figure 2 shows that the district and provincial officials managing the implementation of peer education programmes in the province had some average degree of experience, with more than (50%) ranging from 3-4 years and more.

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4.3 Question 3: Peer Education Coverage in KwaZulu-Natal schools.

Figure 3: Are Peer Education Programmes Implemented in all schools in your Province/District-Coverage
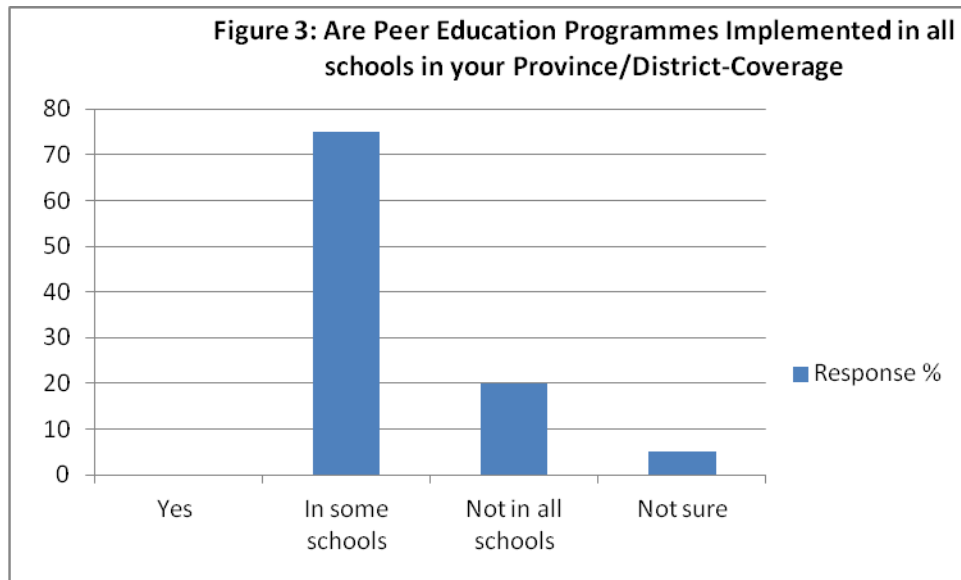
- Figure 3 shows that no officials had perceived that peer education programmes were implementated in all schools in KwaZulu-Natal. A total of 75% of the officials reported that peer education programmes were implemented in some schools in the province. They felt that much as evidence had shown that peer education was effective in shifting HIV risky sexual behaviour of leaners, there was need to sthrengthen advocacy to ensure that all learners in all schools benefit from it.

- In total, 20% reported that peer education programmes were not implemented in all schools.

- A number of respondents (5%) reported that they were not sure whether peer education programmes were implemented in all schools in the province. Upon further inquiry, a large number of district officials reported that peer education programmes were mostly implemented in public schools as opposed to independent schools.

4.4 Question 4: Peer Education Implementation in KwaZulu-Natal schools-are timetabled and implemented according to school management plans?

Figure 4: Are Peer Education Programmes timetabled & implemented according to school management plans?
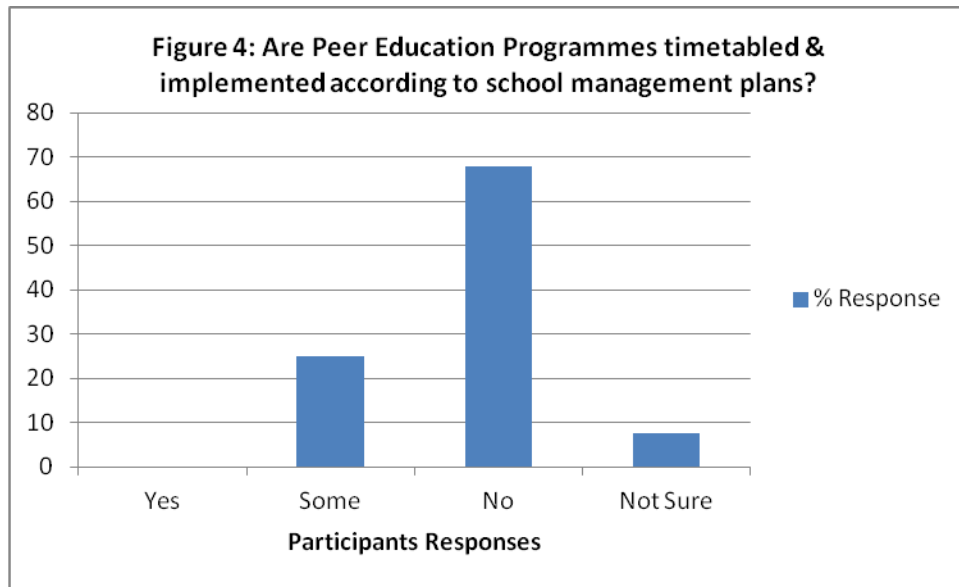
- Figure 4 shows that 67.7% of the officials reported that peer education programmes implemented in schools were not timetabled and were not featuring in the school management plan. Officials reflected the low status on peer education programmes and how life orientation educators who were allocated to manage the implementation of peer education were not supported by the school management teams.

- Similarly, 25% of the education officials also reported that the peer education programmes in some schools were timetabled and implemented according to the school management plans. This response warrants further investigations into which schools are not implementing timetabled peer education programmes.

- It was found that 7.5% of district officials further reported they were not sure whether peer education programmes are implemented in schools as a co-curricular subject. This therefore could mean that some schools may not be gatekeeping programmes implemented out of schools by non-governmental organisations.

4.5 Question 5: Who is responsible for peer education implementation in KwaZulu-Natal schools?

Figure 5: Officials responsible for Implementation of Peer Education Programmes in schools
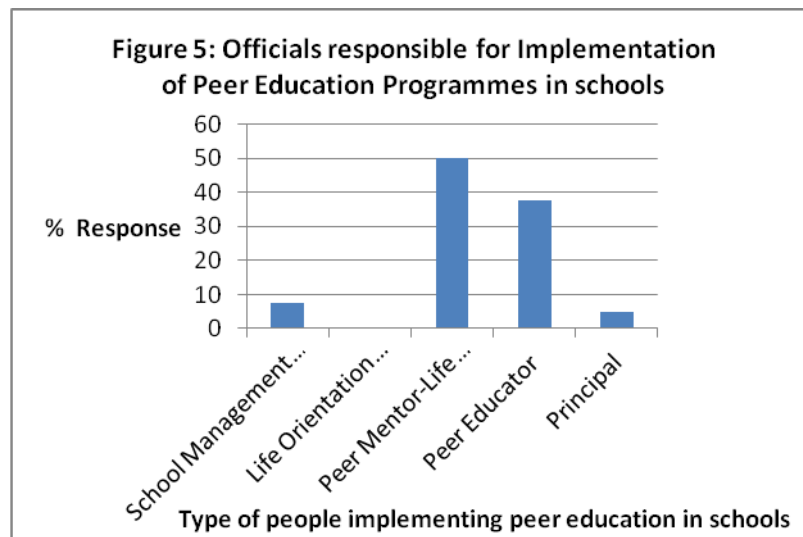
- In total, 50 % of respondents reported that peer mentors are the main people in the schooling system that is responsible for the implementation and management of peer education programmes in schools. Peer mentors in this category constituted the life skills educators that contributed largely to the effectiveness of the programmes.

- In contrast, 37.5% of survey participants indicated that peer educators were responsible for the implementation of peer education programmes in schools, as they play a central role in the programme.

- In total, 7.5% of the respondents reported that school management teams who constituted heads of department, principal and other senior staff in schools were responsible for the management and implementation of peer education programmes in schools.

- A total of 5% of the participants reported that the principal was the main person responsible for the peer education programmes and all other programmes that are instituted in school.

4.6 Question 6: Peer Education Models adopted in schools in KwaZulu-Natal

Figure 6: Peer Education Models implemented in schools in KwaZulu-Natal
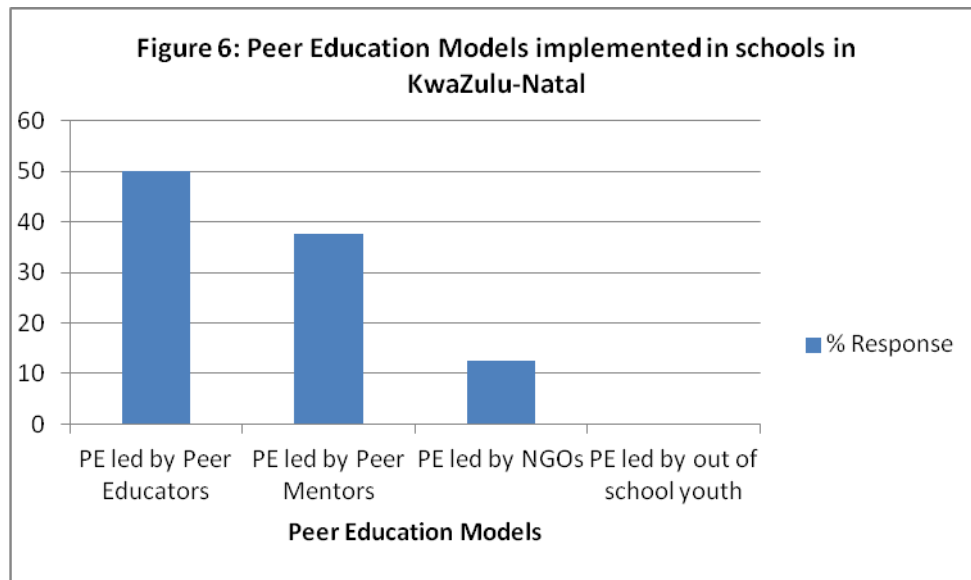
- In KwaZulu-Natal, 50% of the provincial and district officials that responded in this survey reported that the peer education programmes led by peer educators were the ones adopted by the entire province.

- In total, 37.5% reported that peer education programmes led by peer mentors were the ones that were implemented as a peer education model in KwaZulu-Natal.

- A total of 12.5% of participants reported that the province had adopted peer education model where NGOs implemented and managed the programmes in schools.

- None of the officials indicated that their district implemented peer education programmes by out of school youth.

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4.7 Question 7: Does the province have a standardised peer education curriculum implemented in schools?

Figure 7: Does the province have a standardised peer education curriculum implemented in schools?
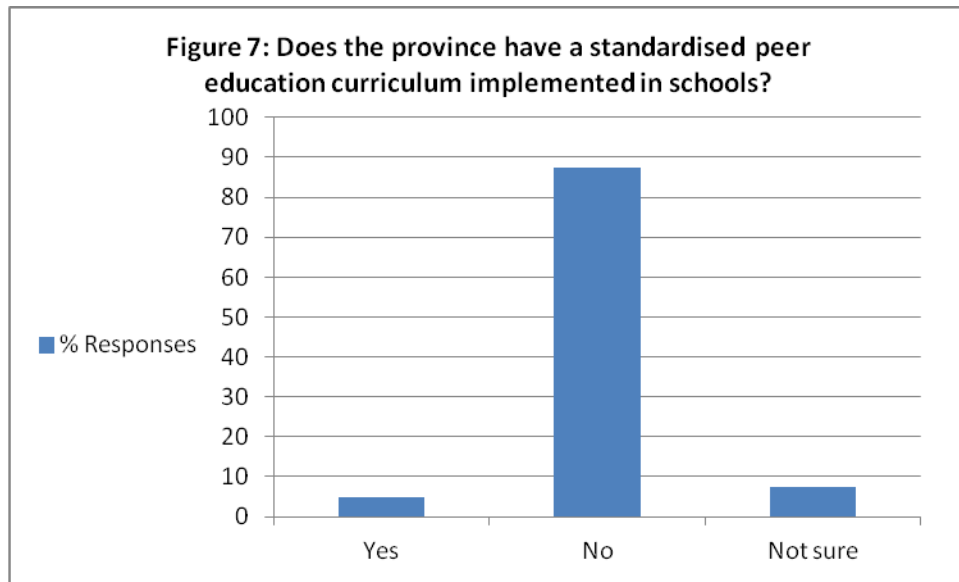
- In total, 87.5% of participants reported that the province did not implement a peer education programme with a standard curriculum.

- A total of 5% of participants reflected that peer education programmes had a standardized curriculum followed by schools.

- In total, 7.5% reported that they were not sure whether the peer education curriculum being implemented in the province was standardized.

- In addition to the above response, the respondents highlighted that standardization offered a common language that could be used to assess the value of the programme, and determining the status and effectiveness of programmes.

- They also reported that if programmes are not standardized, it makes implementation, monitoring and evaluation of programmes difficult, including influencing certain behaviour. Messaging they emphasized becomes varied making measuring impact very of programmes difficult.

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4.8 Question 8: Does the province have standardised peer education data collection tools?

Figure 8: Does the province have standardised data collection tools?
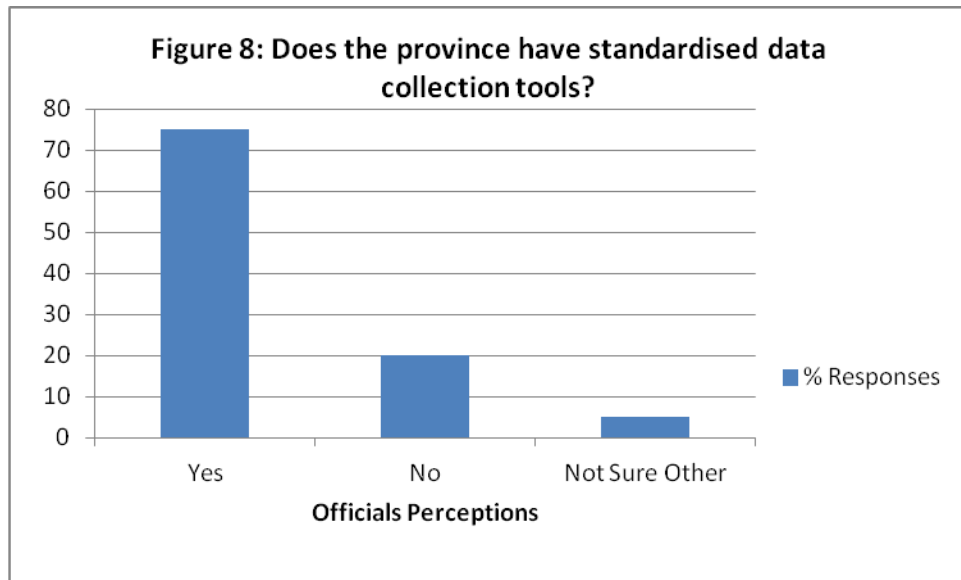
- In total, 75% of respondents reported that the province had standardized peer education reporting tools.

- A total of 20% reported that their data collection tools were not standardized.

- In total, 5% reported that they were not sure whether their tools were standardized.

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4.9 Question 9: Where is the peer education data collection tools kept during monitoring by district officials?

- In total, 70% KwaZulu-Natal provincial and district officials have reported that all data collection tools used by peer educators and peer mentors in schools are filed at school by the life orientation educator-who is the peer mentor. They also clarified that all district reports are filed at the district office including all confidentiality principles are adhered to.

- Eleven percent of officials had all data collection tools sent to provincial district officials including primary data collected in schools. This was arranged to enhance easy reporting by provinces and to ensure the report is generated from available data sources from districts.

- A total of 19% indicated they just kept all data in a lockable cupboard which is a safe place.

4.10 Question 10: Recommendations on most important data collection tools kept during monitoring by district officials?

- In total, 42.5% officials reported that the monthly reports generated by district officials were the most important data reporting tools generated from schools.

- A total of 25% respondents indicated that monthly reports from the province were the most important reports.

- Approximately 5% reported that reports from Department of Basic Education National office were the most important reports to be kept during monitoring.

- A total of 7.5% reported that peer education forms, registers and peer mentor reports collected in schools were the most useful and important reports kept.

- Approximately 30% reported that data collection forms from the peer education programme programme, "My Life-My future" has the most important data to archive.

4.11 Question 11: Is data collected used to influence effective implementation of peer education programmes in your province or district?

- The responses reflected that 87.5% of the officials reported that peer education data collected in schools is used to influence effective implementation.

- Approximately 7.5% of the officials reported that the peer education data collected were not used to influencing effective implementation in schools.

- In total, 5% officials reported that they were not sure whether schools used the peer education data collected to influence effective implementation of peer education programmes.

4.11 Question 12: Do peer educators sign a code of conduct?

Figure 9: Do peer educators in the province sign a code of conduct: Perceptions of KwaZulu-Natal Education officials
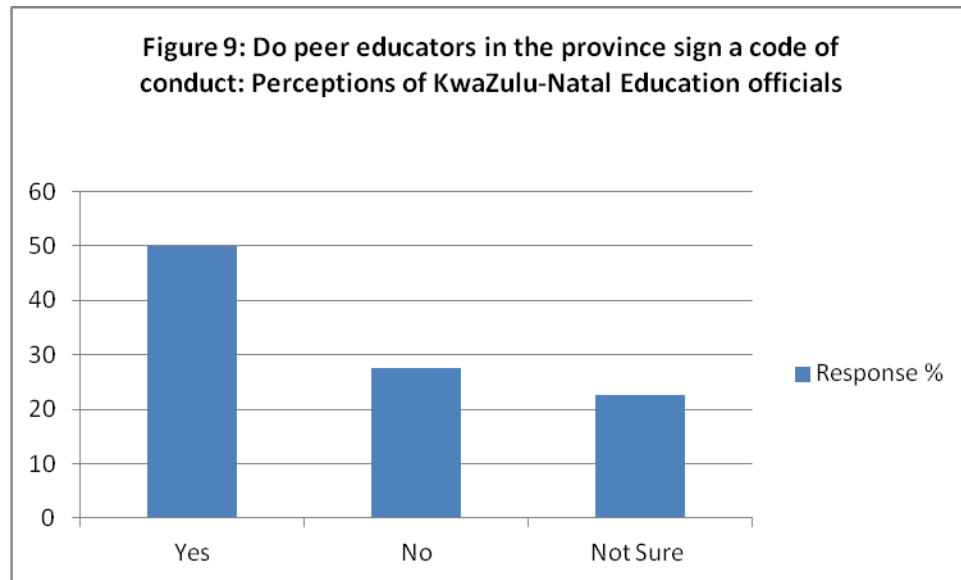
- Approximately 50% officials reflected that they had a code of conduct that peer educators signed to enhance roles and duties of peer education.

- In total, 27.5% reflected that peer educators did not sign a code of conduct.

- A total of 22.5% reported that they were not sure whether peer educators signed any code of conduct.

4.12 Question 13: Are peer education programmes aligned to the life skills curriculum?

Figure 10: Are Peer Education programmes in KwaZulu-Natal aligned to the Life Orientation curriculum in schools?
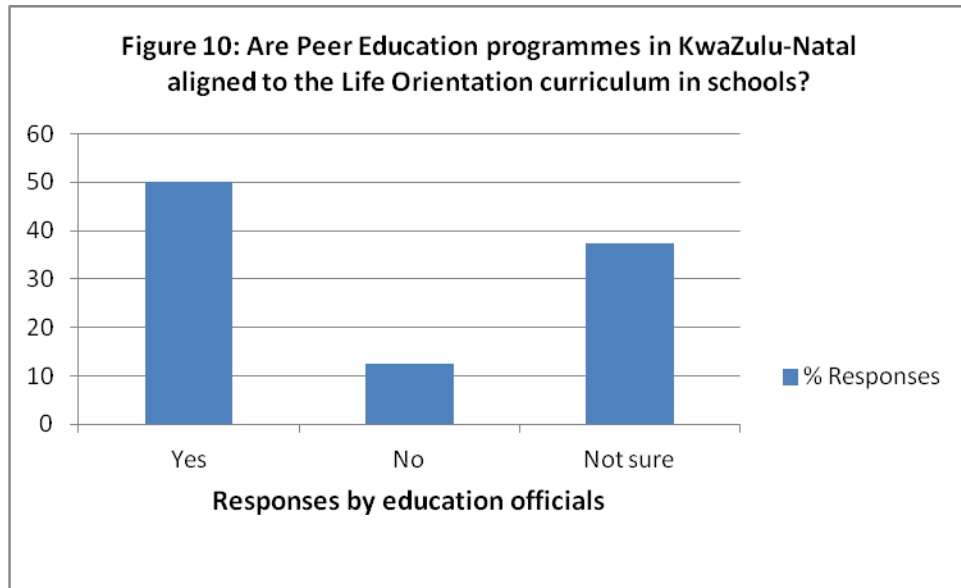
- In total, 50% respondents reported that their peer education programmes were aligned to the Life Orientation curriculum since peer education was a co-curricular subject.

- Approximately 12.5% respondents reported that their peer education programmes were not aligned to the Life Orientation Curriculum.

- A total of 37.5% officials did not know whether their peer education programmes were aligned to the curriculum at school.

4.13 Question 14: Specify 3 key recommendations that your province or district will engage to harmonise and standardize the implementation of peer education programmes in all schools?

The following key recommendations were made to cohere the implementation of peer education programmes in schools. Respondents stated that:

- capacitating of peer educators through training and conducting workshops was key;

- skilling non-governmental organisations that implement peer education programmes was important;

- standardising peer education programmes was imperative;

- material and pychological support to peer educators was critical;

- elimination of educator attrition issues is important;

- districts needed to document and share good practice;

- strengthening stakeholder coordination was critical;

- standardising reporting process was important in strengthening peer education; and

- strengthening district support was critical.

4.14 Discussion

The result of this study has confirmed some previously documented facts but also brought more issues to the limelight with regards to KwaZulu-Natal perceptions of provincial and district officials on current the challenges experienced in the implementation of peer education programmes. This is critical considering that the Department of Basic Education had already developed and trained officials on the Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools: A Guide for Programme Managers.

Firstly, it is worth noting that all targeted provincial and district officials managing the implementation of peer education programmes in KwaZulu-Natal responded to the survey. This was a 100% response rate and views were representative of the entire province. Ugu and Umgungundlovu districts had the highest response rates with 5 officials per district

The study found that despite respondents years of experience, peer education programmes are still not being implemented optimally as per norm. This perception however may not be completely adopted from the results of this survey because even after the training of KwaZulu-Natal education officials on the Implementation Guidelines in 2012, the coverage of peer education programmes in schools was not holistic.

This survey found that 75% of officials reported that peer education programmes were implemented in all schools whilst 20% reported that peer education programmes were not implemented in all schools, as well as 5% of respondents reported that they were not sure whether peer education programmes were implemented in all schools in the province.. These findings reflect that the implementation of peer education in schools is still not considered and implemented as mandatory, which is a challenge for the education system as it has to account for the implementation of HIV and AIDS prevention programmes for all learners in all schools.

The survey findings , similar to the pilot peer education research conducted by Link Community Development (2012), found that peer education programmes are not fully

timetabled and do not appear in the management plans of all schools. With reference to Section 4.4., 67.7% of officials reported that programmes were not timetabled and featuring in the school management plans. Even more alarming was that 7,5% of officials further reported that they were not sure whether schools in their province had peer education timetabled (this is where the Life Orientation Educator supervises the peer education activities, organize youth activities to raise awareness on the programme).

The study also found that the province was implementing different peer education models as reflected in Figure 6. The study presented that the majority of schools implemented peer education programmes that were led by peer educators (50%) whilst 10% implemented models that were managed by partners Non-Governmental Organisations. The fact that peer education models are not standardized in the province, poses a challenge with effective monitoring and management of programmes as school have programmes that are different in nature.

To add on to the implementation challenges reported, 87,5% of officials reported that the province did not have a standard peer education curriculum implemented. This conflicts with the Department of Education Guidelines for the Implementation of Peer Education Programmes for Learners in South African schools because they stipulate that managers ought to choose a specific peer education curriculum that addresses the needs of learners and shows evidence of its effectiveness. Standard curriculum enables peer educators to share experiences, lesson plans and manage the programmes effectively.

A further scrutiny of the study results however showed that 50% of the officials reported that the peer education programmes implemented, even if they did not have a standard curricular, was effective in changing the behaviour of learners, as it was aligned to the topics delivered in the life orientation curriculum. This finding may be an indication that the life orientation curriculum may have a more prominent role to play to make peer education programmes more effective.

A positive finding of the survey was that 75% of officials reported that schools in KwaZulu-Natal have standardized data collection tools for effective implementation of peer education.

Reports from the district officials revealed that the district officials' reports were the most important to capture and file, as they capture data that is captured from the school levels. This finding re-affirmed an important peer education management principle i.e. that district peer education officials should provide overall guidance to schools on reporting and managing the flow of peer education programme and was thus in line with the literature which supports this principle as key for effective implementation of peer education programmes. These findings correspond with the literature where it has shown that peer education reports by provincial managers, Department of Basic education and "My Life My Future campaign in KwaZulu-Natal peer education programmes were also important as a key source of information.

A code of conduct is key in the effective management of peer education programmes as 50% of officials reported that schools ensured that peer educators sign them as a key mandate. The researcher would assume that in general a Code of conduct is key in motivating peer educators as it outlines key responsibilities and expectations. This assumption suggests that this enhances the effectiveness of programmes as a code of conduct is a pledge signed to specify implementation criteria to be followed in schools.

In conclusion, 10 key themes were identified by respondents that were considered as essential in enhancing the effectiveness of the implementation of peer education programmes in schools. Capacitating of educators and peer mentors through providing training and resources, skilling NGOs, standardizing operational measures, sharing best practice, strengthening stakeholder coordination and strengthening district support to schools, were considered as key for effective implementation of peer education programmes. These findings were also supported by the literature and considered important as reflected in the programme undertaken by Link Community Development (2012) which revealed that training of peer educators, regular implementation and

monitoring of peer education were listed as critical for peer education to impact on behaviour change.

This correspondence of findings between literature and the study outline positive factors reflect a positively impact on the delivery impact on the effective delivery of the programme.

Finally, much as the study reflected some positive issues that impact on the positive implementation of peer education (e.g. the need to provide capacity to peer educators and peer mentors through providing training and resources, skilling NGOs, etc.) challenges still remain that affect the effective standardization on the management of such programmes.

4.15 Limitations

There were some limitations to this study. Firstly, due to time limitations, there was a single method used to collect data. There was need to use the triangulation method as it is more effective and allows for more than one method to access information like focused group discussions and interviews were there is need for more explanation. This would have allowed the researcher to probe for more information. This study however only made use of sending out questionnaires to officials through emails.

Secondly, purposive sampling is encouraged when a researcher has a specific target group of sample who can give the required information as they conform to the criteria set by the researcher. However this type of sampling can be limiting especially if the target population is not easily reachable. This may lead to selection bias.

The study was also conducted by a peer education manager at the national Department of Basic Education, which could have introduced a concept of social responsibility bias as provincial and district officials may want to please during their responses.

There may also have been interpretation problems because the questionnaire has some areas and questions that were not fully answered. This could not be rectified as there was no opportunity to first clarify answers and understanding of questions. If a questionnaire was used together with interview schedule then some questions would have been clarified.

Lastly, the timing for data collection for this study which was done in December may not have been the ideal or proper time considering it was the last month of the year when officials were about to go for Christmas holidays. Perhaps a further study is also required in the coming years when all schools are fully implementing the Guidelines for the Implementation of Peer Education programmes for Learners in South African Schools: A Guide for Programme Managers, in the future. This study should provide a national overview as some provinces could be implementing the programme more effectively that the one chosen for this study.

5. RECOMMENDATIONS

The following key recommendations are made:

5.1 Guidelines for the Implementation of Peer Education Programmes for Learners in South African Schools: A Guide for Programme Managers

It is clear from the evidence above and literature outlined that peer education programmes are important in strengthening the implementation of Life Orientation subject in schools. They positively impact on changing behaviour of learners especially in addressing risky sexual behaviour. However implementation is important as it impacts on the programme effectiveness. Firstly, to ensure that all schools implement the programme, it will be important for the department of education to:

- Develop a policy that will hold all schools responsible for implementing the programme. This recommendation stems from the survey which has shown that since 75% of officials reported that peer education programmes were implemented in all schools, some schools still do not implement the programme. This condition therefore calls for the Department of Education to standardize implementation of peer education through policy formulation. This policy will hold schools accountable to ensure that sufficient resources are allocated to provide an enabling environment for the implementation of peer education programmes. The policy must ensure that the programme is timetabled in all schools and appears in school management plans.

- Since the survey outcomes re-affirm an important peer education management principle is that provincial and district peer education officials should provide overall guidance to schools on reporting and managing the flow of peer education programme. It will therefore be critical for the Department of Basic Education to develop standardized peer education and peer mentor manuals (nationally) that will properly enforce their roles in hold them accountable to advocating for support for the implementation of peer education programmes in schools.

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- Following the above recommendation and the fact that 7.5% officials from the survey recommended that districts needed to document and share good practice, development of a Best Practice Document would be imperative as it would capture successful peer education programmes that would be used to strengthen poorly implemented programmes.

- Finally, since the survey results reflect that strengthening stakeholder coordination and district support to schools is key for the programme to succeed, it would therefore be recommended that the Department of Basic Education increases advocacy on the peer education Guidelines and ensure that all monitoring visits to schools are aligned to the principles outlines by the Guidelines. The department must conduct follow up workshops that would capture further how the Guidelines must be converted into outcomes that are achievable and implementable.

- Thereafter a further national research which is large scale can be pursued.

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Annexure 1:

Questionnaire on the challenges experienced in the implementation of Peer Education Programmes in schools-an overview of provincial and district education officials' perceptions

Introduction

This questionnaire has been prepared by Ms Sinikiwe Sithole from the Department of Basic Education to further investigate perceptions of provincial and district officials on the challenges experienced in the implementation of Peer Education programmes in schools. Responses will assist with strengthening the standardisation and implementation of peer education programmes in schools and enhance effectiveness on the programme on influencing the risk behaviour of learners.

We would appreciate your cooperation in filling out this questionnaire to the best of our ability. Please do not put your name on this questionnaire since all responses are confidential.

Instructions:

- *Please complete all the questions with a **pen as this questionnaire is self administered***
- *If the question has blocks in it, please **tick** the answer you want to choose and leave the other options blank*
- *The question will tell you if you must tick **only one block** or if you can tick **more than one block***
- *Some questions require you to write your own answer. Please write **neatly** with **one letter per block***
- *There is **no right or wrong answers-you are not coerced to complete questionnaire***
- *Your answers will be kept confidential , so **please be honest***
- *When you have completed your questionnaire, then hand it to: **Sinikiwe Sithole, Peer Education Programme Manager, Health Promotion Directorate, Department of Basic Education: Tel: 012 357 3474, fax: 012 321 8401 and email** sithole.si@dbe.gov.za **or** snixsithole@yahoo.co.uk **or hand deliver before Friday 25 January 2013***

Personal Questions:

1. Indicate your personal details below?

Province:	
District:	
Directorate:	
Rank:	

2. Indicate how many years you have managed the implementation of peer education programmes?

Years:	Months:	

Peer Education Questions

Tick answer which applies

3. Are Peer education programmes implemented by all schools in your province or district?

a) Yes in all school	
b) In some schools	
c) Not in all schools	
d) Not sure	

If ticked (c) or (d) specify condition below:_____

_____
_____
_____
_____

4. Are peer education programmes timetabled and implemented according to school management plans?

a) Yes	
b) In some schools	
c) No	
d) Not sure	

If ticked (c) or (d) specify condition below:_____

_____

_____

_____

_____

5. Who is responsible for the implementation of peer education programmes in schools within your district or province? Tick most appropriate answer.

a) School Management Teams	
b) Subject Advisors	
c) Peer Mentors (Life Skills Educator)	
d) Peer Educators	
e) Principal	
f) Not Sure	
g) Other-Specify:	

6. Which peer education model is dominant and implemented mostly within your province or district? Tick most appropriate.

a) Peer Education facilitated by peer educators	

b) Peer Education facilitated by peer mentors (life skills educator)	
c) Peer Education led by NGOs	
d) Peer Education facilitated by out of school youth?	
e) Not Sure	
f) None of the above	
g) Other-Specify:	

If ticked (e) or (f) or (g) specify condition below:_____

_____
_____
_____
_____

7. Does your province or district have a standardised peer education curriculum implemented by all schools?

a) Yes (specify name of curriculum)	
b) No	
c) Not Sure	
d) Other-Specify:	

If ticked (b), (c) or (d) specify how peer education is implemented-giving reference to specific guidelines? _____

_____
_____
_____
_____

8. Does your province or district have standardised peer education data collection tools or reports?

a) Yes (specify which reports/tools?):	
b) No	
c) Not Sure	
d) Other-Specify:	

If ticked (b), (c) or (d) specify how peer education is implemented-giving reference to specific tools or reports? _____

_____
_____
_____
_____

9. Where are these tools or reports kept during monitoring by district officials? Specify below:

_____
_____
_____
_____
_____
_____
_____
_____

10. Recommend three most important data collection tools or reports captured in your district or province to strengthen management of peer education programmes? Specify who captures each tool?
    a) _____
    b) _____
    c) _____

11. Is data collected used to influence effective implementation of peer education programmes in your province or district?

a) Yes (specify how and when):	

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b) No	
c) Not Sure	
d) Other-Specify:	

If ticked (b), (c) or (d) specify how peer education data collected during reporting is managed?_____

_____
_____
_____
_____

12. Do peer educators in your province or district sign a code of conduct?

a) Yes (specify what is captured):	
b) No	
c) Not Sure	
d) Other-Specify:	

13. Are peer education programmes in your province aligned to the life skills curriculum?

a) Yes (specify how):	
b) No	
c) Not Sure	

If ticked (b) or (c) specify plan to align peer education to the life skills curriculum and how to ensure that peer education is age-appropriate?

_____
_____
_____
_____
_____
_____

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14. Specify 3 key recommendations that your province or district will engage to harmonise and standardise (content) the implementation of peer education programmes in all schools?

_____
_____
_____
_____
_____
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Thank you for completing this questionnaire.

Kindly forward this questionnaire to: Sinikiwe Sithole, Peer Education Programme Manager, Health Promotion Directorate, Department of Basic Education: Tel: 012 357 3474, fax: 012 321 8401 and email sithole.si@dbe.gov.za or snixsithole@yahoo.co.uk or hand deliver.

*****THANK YOU*****