

Process Evaluation of the Indlela HIV/AIDS and Life Skills Programme in Amaoti, Durban.

**By
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Health Promotion in the School of Psychology, Faculty of Humanities, Development
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DECLARATION

I declare that the dissertation titled: **”Process Evaluation of the Indlela HIV/AIDS and Life Skills Programme in Amaoti, Durban”**, is my own work, that it has not been submitted before for any other degree or examination at any other university, and that all the sources, all citations, references and borrowed text have been duly acknowledged. Furthermore, this dissertation is being submitted for the partial fulfilment of the degree Master of Arts in Health Promotion, School of Psychology, in the Faculty of Humanities, Development and Social Sciences at the University of KwaZulu-Natal.

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Dolly Parton once spoke wise words.....:

"The way I see it, if you want the rainbow, you gotta put up with the rain."

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ABSTRACT

BACKGROUND: HIV/AIDS has seemingly conquered all medical means of prevention. An approach is therefore needed which focuses on the future of a generation, in equipping today's children with the necessary knowledge and skills, to prevent future HIV/AIDS infections and implications. In an attempt to combat HIV/AIDS, Life Orientation has been incorporated in the South African school curriculum as one of the learning areas. Children hereby are receiving knowledge on HIV/AIDS and life skills. Research however, has found that young people do not necessarily respond to, or internalise information received. Programmes which focus on interactive participation and experiential learning are needed for desired outcomes. Specific focus on self-esteem, self-efficacy, communication and a sense of future are also necessary, as these aspects play a crucial role in health behaviour or the lack thereof. iThemba Lethu has been endorsed by the KwaZulu-Natal Department of Education and focuses specifically on these issues. iThemba Lethu has granted Indlela permission to use their programme in schools in the Amaoti community, referred to as the Indlela Life Skills programme, to make a positive contribution to the youth of this vulnerable community. Because programme evaluation is an integral part of programme implementation and development, this study will focus on process evaluation of the Indlela programme.

OBJECTIVE: A process evaluation of the Indlela Life Skills programme was conducted to explore the perceptions and experiences of the relevant stakeholders with the programme. Attention was paid to programme selection, acceptance and experiences of the programme by the school and learners, with attention to strengths as well as challenges experienced through the implementation phase. Programme

outcomes were explored in accordance with the Indlela programmes objectives' which are mainly focused on self-esteem, self-efficacy, having a sense of future and responsible behaviour. Views were also sought about programme development and future programme expansion.

METHODS: Through the evaluation process the perceptions and experiences of the relevant stakeholders in the programme were explored within a participatory, qualitative framework. Participants included the Indlela team (programme coordinators and facilitator) and the School community (school principal, teachers and learners involved in the programme). Qualitative data was obtained via in-depth interviews with the adult participants and a focus group discussion was held with a group of learners participating in the programme. The data was analysed using thematic analysis.

FINDINGS: HIV/AIDS continues to pose a great threat to our nation. Effective youth based programmes are needed to address and impact on the future of this disease. Indlela strives to inform and equip young adolescents with the necessary skills to inform wise life choices and decisions. The team also use a combination of participatory educational methods which leads to the internalization of information and skills building i.e. self-esteem, self-efficacy, as well as developing a sense of future. Besides the great effort that has surrounded programme selection to ensure acceptance and effectiveness of the programme, the Indlela team also has strong values according to which they function. These values seemed to have played a great role in the positive collaboration among the stakeholders and the general acceptance of the programme. The Indlela team was faced with various challenges through programme implementation such as the diversity of learners; limited resources; time restrictions; remedial needs of learners and the necessity of establishing boundaries.

The insights gained through this process are likely to contribute to further programme development. Recommendations refer to the expansion of the programme i.e. the inclusion of more learners and even parents in the Indlela programme, a more realistic assessment of programme content, time required, learner assessment and needed financial support from the Department of Education to support skills building interventions that reinforce the existing schools based Life Skills programme and assist teachers in their workload. In addition, a reassessment of the existing assessment plan for the Indlela programme is needed, including an improved discipline structure for the learners.

CONCLUSIONS: South Africa is in dire need of focussed and effective intervention programmes to intercept the devastating effects of the HIV/AIDS pandemic. Our society is marked by rural and impoverished areas which are known to lead to increased high risk behaviour. The Indlela programme offers a positive supportive network for young learners of the Amaoti community. The strengths of this programme as emerged from the process evaluation process include the close collaboration among stakeholders, the sharing of common goals and values, suitability of the programme within the standing school structures and its appeal to the learners due to relevant and fun activities. Unfortunately, the lack of adequate financial resources, logistical limitations and human capacity, might hinder the expansion of much needed interventions such as the Indlela Life Skills programme.

Chapter One

Background to the study

1.1 Introduction

Health promotion represents comprehensive endeavours directed at strengthening individuals' skills and capabilities to enable them to increase control of, and improve their health to live a productive life (Ottawa Charter, 1986). It thus aims to cultivate a health awareness regarding the consequences and responsibilities involved in health decisions (Ottawa Charter, 1986). Health promotion acknowledges the need for education in terms of personal and social development through the provision of information regarding health and life skills. Through education individuals are equipped with information and skills, including selective decision making, which enable them to make informed choices and practice healthier behaviours. However, health is created by individuals not only by means of caring for themselves, but also for others (Ottawa charter, 1986).

These concepts are critical in prevention endeavours directed at conquering the HIV/AIDS epidemic as the virus has thus far evaded all medical attempts at a solution (Moodie and Hulme, 2004). Evident in current prevalence rates, HIV/AIDS has inflicted a global epidemic effecting all spheres, cultures and regions (UNDP, 2005). Globally, there was an estimated 33 million people living with HIV in 2007 (UNAIDS, 2008). Overall, an estimated 2.0 million people have died of AIDS in 2007 (UNAIDS, 2008). Altogether, sub-Saharan Africa accounts for 67% of all people living with HIV (UNAIDS, 2008). Southern Africa continues to bear a

disproportionate share of the global burden with an estimated 5.7 million people affected by HIV/AIDS, with 35% of HIV infections and 38% of AIDS deaths in 2007 (UNAIDS, 2008). The youth of our time is particularly at risk for HIV, as young people aged 15-24 account for an estimated 45% of new HIV infections worldwide of which 16.7% occurs in South Africa alone (UNAIDS, 2008).

In order to minimize young people's HIV/AIDS vulnerability, prevention programmes should ideally precede the onset of adolescence to address risk behaviours as proactively and early as developmentally possible. The adolescent years are generally characterized by experimentation and thus greater HIV risk (Campbell, Foulis, Maimane & Sibiyi, 2004). Young people are emotionally, socially and sexually inexperienced and therefore need guidance and support to acquire the necessary information and skills to protect themselves from ill health and HIV in particular (Mai, 2004).

As schools are expected to be a place of learning, they provide an ideal setting to promote the healthy development of young people, as Green and Kreuter emphasizes: "AIDS education interventions may be most effective when implemented within a more comprehensive school health education programme that establishes a foundation of understanding the relationships between personal behaviours and health" (1999, p.390). The tragedy surrounding the problem of HIV/AIDS is that it has added an educational experience to learners never before afforded to school health (Green and Kreuter, 1999). The severity of the HIV/AIDS problem and the essential role that education plays as a prevention strategy, have rendered several opportunities for

proactive responses by South African schools within the comprehensive school health education strategy.

Partly in response to the AIDS pandemic, South African learners are introduced to Life Skills as one of the eight essential learning areas in the school curriculum. The Life Skills programme incorporates HIV/AIDS material as part of the National Curriculum Statement for Life Orientation (Department of Education, 1997). The percentage of learners exposed to HIV/AIDS education has grown to 90 percent since the incorporation of Life Orientation as a subject field (Kaiser and Lopez, 2000). In order to address the enormous challenges posed by HIV/AIDS, various community based organisations (CBO), non-governmental organisations (NGO) and other independent groups and organisations work hand in hand with the Department of Health and Education in the prevention of HIV/AIDS among youth (Harrison, 2001; LoveLife, 2001; Shisana and Simbayi, 2002).

The AIDS Foundation of South Africa (AFSA) aims to equip communities and more specifically vulnerable communities, with skills and resources necessary for HIV prevention (AFSA, 2005). One of AFSA's initiatives is the iThemba Lethu Organisation operating in the Cato Manor area in Durban. Their youth HIV-prevention programme, the iThemba Lethu programme has been endorsed by the KwaZulu-Natal Department of Education for use in schools. Indlela, Caring for our Community, a CBO has been granted permission by iThemba Lethu to implement their programme in schools in Amaoti, Durban.

While knowledge is well-recognized as a prerequisite for behaviour change, the programme does not only consider basic knowledge about HIV/AIDS as important, but argues that the motivation to change behaviours or to maintain HIV-preventive behaviours stems from a realization of self-worth, dignity and destiny. Predominantly knowledge-based programmes have proved insufficient for effecting behaviour change (Donovan and Ross, 2000). The broad aim of the iThemba Lethu programme is to reduce HIV-infection rates through the reduction of risk-taking behaviour by young people. This programme focuses specifically on the pre-adolescent youth, which is defined as prepubescent young people entering adolescence, with the understanding that pubescence starts at about 11-12 years of age (Campbell, et al., 2004). The objectives are to facilitate the realization of the learners' own value, self-esteem and a sense of future, as well as to assist them in making wise and informed life choices. The programme further strives to equip learners with skills to enable protective decisions and behaviours before they initiate HIV-related behaviours.

Although the programme was endorsed by the KwaZulu-Natal Department of Education, Indlela considers programme evaluation important in assessing the overall appropriateness and effectiveness of the intervention. Evaluation is also needed for the general improvement of health promotion efforts, as health promotion is an innovative field seeking improved professional practices (Moodie and Hulme, 2004). Evaluation is thus generally viewed as an integral part of programme implementation and development (McNamara, 2008). The purpose of evaluation research generally, is to inform action, enhance decision-making, and apply knowledge to solve human and societal problems, such as the HIV/AIDS pandemic experienced in South Africa.

Different evaluation processes have emerged in the field of social sciences pertaining to the specific developmental stage of the programme. Process evaluation, which is aimed at programme delivery, is suitable for the early stages of a programme. Once a programme is implemented, there is a need to examine whether the programme is implemented as intended, on time, and within budget (Waa, Holibar & Spinola, 1998). Process evaluation provides insight into programme delivery, resources used and experiences with the implementation of the programme to further inform interpretations and understandings of the impact. Impact evaluation is normally conducted at a later stage which investigates the immediate effects of the programme in terms of specific programme objectives, often linked to target health behaviours (Green and Kreuter, 1999).

In this study, attention was paid to the process evaluation of the programme implemented by Indlela in a school in the Amaoti community. This was done within a participatory framework aimed at involving all relevant stakeholders (the people who are affected by the programme and its success or failure), and those involved in the implementation process of the Indlela programme. An evaluation process offer insight into the stakeholders' experiences with the programme facilitation and content. A successful evaluation requires the identification of all the stakeholder groups determining their goals and expected consequences for the programme and to resolve conflicts in goals and in the relative importance of goals. Failure to do so can result in a situation that will allow a stakeholder group that does not like the outcome of the evaluation to reject it as flawed (Whitley, 2002).

Process evaluation helped to become intimately acquainted with the details of the iThemba Lethu programme, not only with regards to anticipated effects, but also unanticipated consequences. An understanding of the process through which intervention activities achieve certain effects, can help to explain the impact of the intervention in creating HIV/AIDS awareness and psychosocial empowerment and skills. Self-esteem, communication and a sense of future is offered in this programme as the foundation for HIV/AIDS preventative behaviours.

The intended stakeholders and beneficiaries of the programme participated in the evaluation process as suggested by Green and Kreuter (1999). The evaluation mirrored the empowerment practices of the Indlela programme and thus created capacity building among the participants affording them an opportunity to think critically about the programme, which could lead to an internal process of reflection and improvement in implementation (Denzin and Lincoln, 2000). Through this process, critical thinking, capacity building and empowerment of the participants could be facilitated (Ratele et al., 2004). Involvement in the evaluation process strived to offer the participants a learning experience aimed at emancipation and empowerment (Henning, 2004).

1.2 Aim of the present study

The aim of the study was to conduct a process evaluation of the iThemba Lethu programme implemented by Indlela and referred to as the Indlela Life Skills programme. The perceptions and experiences of the relevant stakeholders with the programme were explored. The stakeholders *firstly* refer specifically to the Indlela team: programme coordinators and facilitator; and *secondly* to the School community:

school principal, teachers and learners involved in the programme. Process evaluation aims to provide insight into programme delivery and experiences with the implementation of the programme to inform further programme development and future interpretations and understandings of the effectiveness of the programme.

1.3 Objectives of the study

The study investigated the following key issues:

- Selection of the most suitable programme for the context through a programme selection process.
- Views of the stakeholders and the facilitation of the programme.
- Acceptance of the programme by the school and learners.
- Experiences with the programme with attention to the strengths and challenges with the programme content and implementation.
- Perceived programme outcomes will be explored in accordance with the Indlela programmes objectives' which are mainly focused on self-esteem, self-efficacy, having a sense of future as well as improved behaviour.
- Programme development and future programme expansion.

1.4 Outline of the dissertation

The study will be presented as follows:

In **Chapter One** an introduction and rationale of the study is presented, **Chapter Two** follows with the literature review presented together with the theoretical frameworks for the study. The Research methodology, research process, structure and function is discussed and explained in **Chapter Three**. The methodology is discussed in terms of the sampling technique, the collection of data and the development of the research

instrument, the data analysis process and ethical considerations. **Chapter Four** presents the findings of the study. In keeping with the qualitative paradigm, ‘thick descriptive’ data was used to substantiate the findings. The discussion of the findings can be found in **Chapter Five**. The findings are integrated and assessed in light of the theoretical frameworks and compared to findings and information discussed in the literature review. The recommendations and conclusions are discussed at the end of the Chapter.

Chapter Two

Literature Review

2.1 Introduction

This chapter provides a discussion of the relevant literature in terms of the study's aims and objectives. An outline of the theoretical conceptualization of the study is given at the end of the chapter.

Since HIV was first identified at the beginning of the 1980s, HIV/AIDS has been understood and addressed in two ways. Firstly, it has been treated as a purely medical problem, with a scientific focus on biological effects of the virus and accompanying attempts to address it through medical interventions. Secondly, it has been viewed predominantly as a behavioural problem to be solved by individuals by acting on information from various AIDS-education campaigns (Holden, 2004). These views are today simultaneously addressed in that prevention and treatment are important strategies in managing HIV/AIDS. Furthermore, the development of a vaccine or cure for HIV/AIDS is currently a strong research focus.

2.2. The extend of the HIV/AIDS problem

The above mentioned approaches are essential – HIV/AIDS is both a medical and a behavioural issue, and is strongly linked to the complexities of development, or, under-development. AIDS has not affected all people and all nations equally. More than 90 percent of HIV positive people live in developing countries. Sub-Saharan Africa alone is thought to account for about two thirds of the global total HIV/AIDS

prevalence (National Department of Health [South Africa], 2008). The worst affected region in the world, Southern Africa, is home to about two per cent of the world's population - but 30 percent of all people in the world who are living with HIV/AIDS, live in Southern Africa (Human Science Research Council, 2008).

The most current UNAIDS Report (2008) reveals that on a global scale, the HIV epidemic has stabilized, although with unacceptably high levels of new HIV infections and AIDS deaths (McNeil, 2007). According to the United Nations Development Programme (UNDP), HIV has inflicted the single greatest reversal in human development in modern history (UNDP, 2005). Globally, there were an estimated 33 million people living with HIV in 2007. Altogether, Sub-Saharan Africa accounts for 67% of all people living with HIV (UNAIDS, 2008), making Sub-Saharan Africa one of the most effected regions in the world, with 22 million people living with the disease. In 2007, an estimated 1.7 million people in the sub region were newly infected with HIV, the majority (61%) being women (National Department of Health [South Africa], 2008). Southern Africa continues to bear a disproportionate share of the global burden of HIV as 35% of HIV infections and 38% of AIDS deaths, of the global total, occurred in this region in 2007. South Africa is home to an astounding figure of an estimated 5.7 million infected people (UNAIDS, 2008). In viewing these statistics it is evident that South Africa's AIDS epidemic is marked as being the worst in the world. These statistics highlight the enormity of the problem and remind us that the challenges we face are as daunting as ever.

Children and adolescents under the age of 19 years comprise half of South Africa's population. Adolescents (defined by the World Health Organisation as being between

10-19 years old) entering into their reproductive stage of development, are particularly vulnerable to contract HIV. Young people aged 15-24 years account for an estimated 45% of new HIV infections worldwide of which South Africa accounts for 16.7% (UNAIDS, 2008).

South African youth are at particular risk because they live in a society marked by social and political instability and change (Gilbert and Walker, 2002; Hunter, 2007). HIV also flourishes in conditions of under-development characterized by poverty, disempowerment, gender inequality, and poor public services (Lyles, Crepaz, Herbst & Kay, 2006). Adverse socio-economic conditions, marked by unemployment, overcrowded living conditions and premature exposure to sexual activity have been found to increase the risk of young people to become HIV infected (McNeely and Falci, 2004; NASTAD, 2006). These factors do not only make the South African society susceptible to HIV infection, but also contribute to a state of mind which undermines HIV/AIDS prevention efforts (Holden, 2004).

Approximately four percent of learners in a national survey reported having had sex for the first time before age 14 (Reddy et al., 2003). According to the Reproductive Health Research Unit (RHRU) study, (Pettifor, et al., 2007) the mean age of first sex was 16 years, but eight percent of respondents reported having had their first sex when they were younger than 14 years. According to Hallett, Gregson, Lewis, Lopman and Garnet (2007) the school-age population is at risk of either being affected by HIV/AIDS, or acquiring the infection. This is due to their lack of knowledge and high risk sexual activity including unprotected sex. Against this background, it is clear that adolescents in South Africa are at high risk of HIV infection.

In response to young people's HIV vulnerability, various governmental, non-governmental organisations (NGO) and community based organisations (CBO) initiated numerous prevention interventions.

2.3 HIV/AIDS prevention interventions directed at youth in South Africa

Children are the future of a country, what happens to them today will determine what become of their communities and societies in the decades ahead (UNAIDS, 2003). To educate the youth on HIV/AIDS prevention, is an efficient way to contain and control the spread of HIV/AIDS in South Africa (Mai, 2004). Kofi Annan (UNAIDS, 2003) emphasizes this by saying that:

Young people are the key in the fight against AIDS. By giving them the support they need, we can empower them to protect themselves against the virus. By giving them honest and straightforward information, we can break the circle of silence across all society. By creating effective campaigns for education and prevention, we can turn young people's enthusiasm, drive and dreams for the future into powerful tools for tackling the epidemic (p.3).

Considering the above, HIV prevention programme implementation should precede the onset of adolescence to address sexual risk behaviour as proactively and early as developmentally possible (Kelly et al., 2000a; Kelly, Sogolow & Neumann, 2000b). The Transitions to Adulthood Study Team (2003) revealed that Life Skills programmes in South Africa have had greater impact on younger youth (ages 10 to 14) than older youth (ages 15 to 24). In fact, this younger age group who is bridging childhood to adolescence, presents a special window of opportunity for HIV

prevention in South Africa. Schools provide an ideal setting for accessing young people and promoting health behaviour as the South African Act No. 84 of 1996, make school attendance constitutionally compulsory for all children aged 7 – 15years.

In attempts to address HIV/AIDS among the youth, the Department of Health in collaboration with the Department of Education, introduced the compulsory Life Orientation learning area, one of the eight learning areas taught in the school context. For the Life Orientation programme, HIV/AIDS material has been incorporated in the National Curriculum Statement. Louw, Edwards and Orr (2001) stated that age-appropriate education on HIV/AIDS should form part of the compulsory curriculum for all learners and should be integrated in Life Skills education programmes for all schools. Safe sex messages are included in Life Skills courses and efforts are made to infuse safer sex messages throughout all syllabi in schools (Coombe, 2001; USAID, 2008). Suitable educators are trained to drive this programme. In addition, educators are encouraged to teach learners attitudes of caring, love, support, and tolerance as well as about health promotive behavioural changes. The percentages of students who have been taught about HIV/AIDS in schools have grown to 90 percent since 1990 (Kaiser and Lopez, 2000). It should be noted that the National Youth Risk Behaviour Survey (YRBS) shows a high level of awareness of HIV/AIDS among South African school going adolescents (Reddy et al., 2003). Despite this awareness not all young people seem able to translate this knowledge into preventative behaviours.

Community Based Organisation (CBO) initiatives directed at combating HIV/AIDS, includes comprehensive mass media campaigns (Shisana and Simbayi, 2002). Their campaigns consists of plays, posters, poems and road shows conducted by Love Life,

Red Ribbon, HIV Outreach Programme and Education (HOPE), Soul City and Khumanani (Harrison, 2001). The Love Life programme focuses on raising awareness among learners in schools on HIV/AIDS (LoveLife, 2001). Love Life claims open communication about sex and early sex education as essential to delay the onset of adolescent sexual activity, to increase condom use and thus reduce the spread of HIV/AIDS. With a focus on children, Soul Buddyz Club has produced 26 half-hour TV drama series, 26 radio spots, one million copies of a 42-page colouring book, as well as promotional material to spread messages about HIV prevention (Country Profile, 2008).

The AIDS Foundation of South Africa (AFSA) is another major player involved in HIV and AIDS work in South Africa. Their vision is to be the leading organisation supporting community based interventions in addressing the HIV/AIDS epidemic. As an organisation they strive to facilitate an integrated response to HIV/AIDS in vulnerable communities in South Africa (AFSA, 2005). By equipping these communities with the necessary skills and resources, new infections are limited and the impact of the epidemic mitigated. To this end, AFSA has continued to position itself to work in partnership with CBOs due to their close proximity to vulnerable communities and households. AFSA has a broad spectrum of programmes running in their organisation including the iThemba Lethu programme.

2.4 iThemba Lethu Organisation

The iThemba Lethu Organisation is one of AFSA's initiatives operating in the Cato Manor area in Durban. The organisation focuses primarily on developing life skills among young people. They also operate a family integration programme, conduct

weekly Life Orientation workshops, youth clubs, bereavement support groups, day care facilities for orphans and vulnerable children (OVC) and have a halfway house for abandoned infants. The iThemba Lethu Youth programme has been endorsed by the KwaZulu-Natal Department of Education for use in schools and is being used by Indlela.

The iThemba Lethu programme focuses specifically on pre-adolescent youth, referred to as prepubescent young people, 11-12 years of age, entering adolescence. It has been reported that an early age of sexual initiation, pre-disposes children in South Africa to engage in unprotected sexual behaviour and thus to greater vulnerability of acquiring HIV infection, even before the onset of adolescence (Kaaya, Mukoma, Flisher, & Klepp, 2002). In the YRBS conducted by Reddy et al. (2003) findings showed that 14.4% of learners had sex for the first time before the age of 14 years. Significantly more males (25.4%) than females (5.6%) reported having had their first sexual experience when younger than 14 years of age. Concerning the use of contraception, 28.1% used no method of contraception most of the time. These findings show that a substantial number of school-going learners are engaging in unprotected sexual activity from a very young age.

Given the above realities, the implementation of HIV intervention programme should precede the onset of adolescence to address both personal and behavioural vulnerabilities as proactively and early as is developmentally possible (Coyle, Kirby, Robin, Banspach, Baumler & Glassman, 2006; Mertens, Burton & Stoneburner, 1994). Thus, to increase effectiveness, it is important to subject learners to these interventions before the onset of risk behaviours (Baily, 2006; Catalano, Bergland,

Ryan, Lonczak & Hawkins, 2002; Dennis, 2009; Denzin and Lincoln, 2000; Walsh, Kenny, Wieneke & Harrington, 2008).

The iThemba Lethu programme focus specifically on HIV/AIDS awareness and psychosocial empowerment and skills development. To direct the youth towards HIV/AIDS preventative behaviours, attention is given to aspects regarding self-esteem, self-efficacy, communication and a sense of future (Longmore, Manning, Giordano & Rudolph, 2003). Research conducted in other parts of Africa and in the world (Zambia and Pakistan), has shown that more than just HIV/AIDS education is needed to reduce infection rates (INDLELA Programme, 2002). It should be noted that young people do not respond to a list of behavioural rules that promise to prevent premature death from HIV/AIDS (INDLELA Programme, 2002), especially if they do not have a sense of future (Meyer-Weitz and Steyn, 1999).

The absence of social support for young people also seems to render a problem, making them prone and vulnerable to engage in high risk behaviour (Campbell and MacPhail 2002). There seem to be inadequate support and guidance for youth by the family unit and insufficient respectful recognition from others (Biglan, Brennan, Foster, & Holder, 2004; Castro, Barrera & Martinez, 2004; Govender and Moodley, 2004; Jenson, Dieterich, Rinner, Washington & Burgoyne, 2006; King et al., 2008; Kopelman and Van Niekerk, 2002; National Institute on Drug Abuse, 2003; Ncama, 2007; O'Donnell, Smyth & Frampton, 2005; Tenner, Feudo & Woods, 1998; Van Niekerk, 2001). Not only are there few opportunities for youth to exercise their own initiatives, but, when they do it is often undermined. The future of societies depends on their ability to provide pathways for full development and adequate preparation for

young people to become adults able to contribute meaningfully to their respective communities (Bond, Glover, Godfrey, Butler & Patton, 2001; Brown, Larson & Saraswathi, 2002; Denmar, Moon, Parsons & Stears, 2002; Mortimer and Larson, 2002). The underlying arguments of the iThemba Lethu programme is based on the notion that the motivation for behavioural change has to come from a realization of self-worth, dignity and destiny, which can be encapsulated by young people's degree of self-esteem and self-efficacy (INDLELA Programme, 2002). Young people therefore need programmes, like the iThemba Lethu programme at a young age, before the initiation of sexual behaviour (Kinsler, Sneed, Morisky & Ang, 2004; Shonkoff and Phillips, 2000; Soole, Mazerolle & Rombouts, 2008). The value of the above mentioned influential factors in adolescent risk contexts and behaviours has been well founded as reflected in the literature.

2.5 Risk factors and youth vulnerability

The adolescent years can be a challenging time for young people (Campbell et al., 2004). As they reach puberty, they are caught between two worlds – childhood and adulthood (The Transitions to Adulthood Study Team, 2003). Thus, adolescence is a time of change and adjustment, as girls and boys learn to behave as adults, and to deal with conflicting emotions and new physical sensations. Hormonal changes cause mood swings, confusion, and strong sexual urges. Often young people want to experience sex and the feeling of being loved by someone, but without considering the risks involved (Aggleton and Warwick, 2002). Adolescents are sexually, emotionally and socially inexperienced, and are often denied the information, guidance, skills and services they need to protect themselves from the negative

consequences of risk behaviours (Bandura, 1969; Jansen, 2008; McKee, Bertrand and Beckon-Benton, 2004; Roper, 2004; Rowitz, 2001).

It is important to acknowledge that there are certain risk factors that may impact on adolescents' HIV/AIDS vulnerability (Henry Kaiser Foundation, 2002). Specific factors such as perceived HIV risk, peer influence, self-esteem, self-efficacy, psychological well-being and having a sense of future are important aspects influencing adolescents' development and decision making. A discussion on each of these points will follow.

- Perceptions of HIV risk

Heightened sexual awareness is part of adolescent development (UNFPA, 2002). While this is a normal process, it is often characterized by experimentation, which has the potential of placing adolescents at risk. Unprotected sexual activity could lead to unplanned pregnancy and sexually transmitted infections, including HIV (Irwin, Igra, Eyre & Millstein, 2005; Reddy et al., 2003). In South Africa, young people seem to have adequate knowledge and awareness about HIV/AIDS in relation to modes of transmission and prevention options, but do not seem to internalize the information regarding personal risk (Abdool Karim, Meyer-Weitz & Harrison, 2008). Young people often do not believe that they are vulnerable to HIV and other threats to their health and survival (UNAIDS, 2003; Campbell et al., 2004). Denial is therefore dangerously widespread among adolescents as they think that they face little or no risk in becoming infected with HIV (UNAIDS, 2003). Even though many adolescents are aware of HIV/AIDS and its various implications, they often believe that they are immune to the virus and will not be infected (Maswanya Moji & Horiguchi, 1999).

They also put themselves more readily at risk of contracting HIV than do adults (UNAIDS, 1999).

- Peer influence and significant others

Adolescents are very likely to be influenced by their peers regarding their opinions and actions, as peer influence carry more weight than parents during the adolescent years (Liang, Flisher & Lombard, 2007). For adolescents, their friends become important sources of acceptance and self-esteem. Peer pressure might propel young people into risk-taking behaviour such as unprotected sex, alcohol and drug use, as well as violent behaviours. Whatever is regarded as “normal” within a peer group, is often the common pattern of behaviour for members of that group (Hofer and Peetsma, 2005).

Youth who engage in risky sexual behaviour are doing something that is probably approved of and also done or perceived to be done by their peers (Hofer and Peetsma, 2005). In a study that explored the influences of peer risk behaviour and the denial of HIV/AIDS among adolescents (Ben Zur, 2003) a positive correlation was found between perceived sexual risk behaviour of peers and that of the respondents’ sexual risk behaviour. It was found that perceived sexual risk behaviours of peers are viewed as possible determinants of adolescents’ own risk behaviours. Similarly, youth are most likely to make positive changes in their behaviour when they see trusted peers also changing theirs (Campbell et al., 2004).

Social and sexual behaviour is affected by identity and solidarity within a group. Discussions amongst youth about sensitive topics such as intimacy and sexuality are

most likely to occur in an atmosphere of trust and solidarity, amongst peers who feel that they have common life goals and face common life problems (Mortimer and Larson, 2002).

Media play a distinct role in diverse facets of at-risk behaviour and adjustment during the adolescent phase (Villani, 2001). Young people are easily influenced by advertisements and media images that typically idealize sexuality – often without protection (UNAIDS, 2003). In this regard, the influence of music videos should not be underestimated. Glorification of drugs, violence and sex is particularly dangerous to youth who are not exposed to many positive role models (Wingwood et al., 2003). Exposure to popular music videos which is explicit about sex and violence and rarely shows the potential long-term adverse effects of risky behaviours may influence adolescents by modeling these unhealthy practices (Villani, 2001). Adolescents may identify with the characters in the music videos and exposure to these videos may reinforce teenagers engaging in such behaviours, and therefore increase the occurrence of health risk behaviour (Wingood et al., 2003).

The influence of deviant peers and media on adolescent behaviour is more enhanced when adolescents are emotionally vulnerable and lack adequate levels of self-esteem, self-efficacy and a general sense of future.

- Self-esteem

In the definitions of self-esteem reference is made to self-esteem as a personal judgement of worthiness expressed in the attitudes individuals hold towards themselves (Coopersmith, 1981). It generally refers to the degree that people like,

accept and respect themselves as a person (Hendricks et al., 2005). Self-esteem is an important construct referred to during the time of adolescence as the self-concept is very fluid and shaped during these developmental years (Boynton, Dunn, Stephens & Pulicini, 2003). During adolescence an environment is needed that will enable children to develop a positive self-esteem and self-reliance, as well as values and standards to guide their behaviour.

The level of an adolescents' self-esteem will influence the degree of engagement in health-promoting behaviours. It is important to note that health-promoting lifestyle choices are ingrained during the adolescent years and is argued to emulate from within an individual (Hendricks et al., 2005). Thus, when higher levels of self-esteem are present, adolescents are more likely to make positive health-promoting lifestyle choices that are likely to continue into adulthood. On the other hand, a relationship between low self-esteem and high risk behaviour has been widely reported on (Bryan, Aiken & West, 2004).

Self-esteem and health problems are considered to be related (Bryan, Fisher and Fisher, 2002). Therefore, problems with self-esteem referring to self-definition, self-acceptance and self-determination underlie many of the health problems of young people. Young people with low levels of self-esteem and related aspects are more apt to be found in riskier situations, leading to high risk behaviour choices (Bandura, 2001). Declined levels of self-esteem make adolescents more susceptible to external influences when making decisions as they tend to rely on others for affirmation rather than focussing on internal control (Oattes and Offman, 2007).

Sexual risk behaviour among youth as suggested by Eaton, Flisher and Aaro (2003) generally refers to being sexually active (as opposed to abstaining from or postponing sexual activity); having many partners (either serially or concurrently); and practicing unprotected sex (which includes the irregular or incorrect use of condoms). Low self-esteem may be an underlying reason for adolescents to engage in high-risk sexual behaviour, even when they are aware of the dire consequences of that behaviour (Danielsen, Samdal, Hetland & Wold, 2009; Hollar and Snizek, 1996; McArthur and McArthur, 2004).

Therefore, self-esteem seems to correlate negatively with sexual attitudes and behaviour. Sexually active adolescents present with lower self-esteem than non-active adolescents. According to Young, Denny and Spear (1999), self-esteem significantly relates to reduced likelihood of engaging in sexual intercourse and reduced intent to engage. South African research has found that low self-esteem is associated with an earlier onset of sexual activity and having more sexual partners (Eaton, Flisher & Aaro, 2003). Low self-esteem seems to underpin an outlook that undermines abstinence, monogamy and condom use (Eaton et al., 2003).

Along with a good sense of self-esteem, comes attributes of accountability and responsibility for one's actions (Hendricks, 2000). If adolescents value themselves (their lives, health, mental and physical abilities) they are more likely to take precautions to protect themselves and others, instead of undermining health promotive behaviours (Bryan et al., 2004). It has been argued that the relationship between self-esteem and risk-behaviours are mediated by individual values, expectations of themselves, their degree of self-awareness and their degrees of self-control (Bryan et

al., 2004). Youth who engage in health risk behaviours at an early age may present in later years with poor health status, lower levels of education and economic productivity than their peers (Chapman and Mullis, 2000).

Self-esteem has also been associated with perceived behavioural control linked to self-efficacy i.e. referring to an individual's sense of competence and ability (Bryan et al., 2004).

- Self-efficacy and psychological well-being

The concept of self-efficacy is grounded in the notion that people's behaviour depends on how they judge their own capabilities to perform the specific behaviour (Bryan et al., 2004). Although many different definitions exist concerning self-efficacy, Albert Bandura, well known for his social cognitive theory (SCT), developed the concept of self-efficacy and its role in performing desired health behaviours (Bandura, 1986; 2004). SCT proposes that human functioning is a product of the reciprocal relationship between personal factors (cognitive, affective and biological events), behaviour and environmental influences (Flicker et al., 2008). Self-efficacy therefore, not only has an influence on an individual's cognitions, motivation, and mood, but also on behaviour (Kleinke, 1998). The concept of self-efficacy has been defined by Bandura (1986) according to a combination of specific abilities that he believes individuals could possess. These abilities have an influence on, and enable individuals to determine their own destiny (Zamboni, Crawford & Williams, 2000). It refers to the ability to extract meaning from one's environment; planning alternative strategies; learning through observation; self-regulating one's behaviour and engaging

in self-reflection (Bandura, 1986). Self-efficacy thus renders the foundation for psychological well-being and thus human functioning (Bandura, 1986; 1990; 2004).

People with adequate self-efficacy beliefs have the ability to apply the necessary skills such as problem solving and goal setting to effect desired behavioural change. Self-efficacy also encourages a sense of self determination and perseverance when an individual is faced with barriers and challenges (Kang, Deren, Andia, Colo'n & Robles, 2004; Kleinke, 1998; Luszczynska, Gutiérrez-Doña & Schwarzer, 2005; Pajares, 2004). Individuals with a sense of self-efficacy have confidence in their ability to cope and adequately resolve difficulties. It has also been found that those with high levels of self-efficacy tend to have realistic aspirations and are committed to their goals (Pajares, 2004). Desired performance, as a result of perseverance through difficult tasks, enhances psychological well-being. Therefore, self-efficacy tends to influence the choices individuals make and may have several positive consequences for individuals (Robbins and Bryan, 2004).

On the other hand, the lack of sufficient self-efficacy in an individual is also related to risk behaviours. Bandura (1997) states that the weaker one's self-efficacy to practice personal control, the greater the possibility that psychosocial aspects, such as peer pressure, will increase the chances of engaging in risky sexual behaviour. (Pettifor et al., 2003). Bandura (1997) believes that self-regulation and a sense of self-efficacy are essential skills to avoid engaging in risk behaviour and to effectively transfer knowledge into practice.

- Sense of future

The other aspect that research has shown as an important contributing factor towards adolescent risk behaviour is the presence of a sense of future. Individuals who are able to realize the consequences of their present behaviour on their future functioning will be less likely to engage in risky behaviours (Meyer-Weitz and Steyn, 1999; Zimbardo, 2002; Abdool Karim, Meyer-Weitz & Harrison, 2009) Furthermore, individuals who have an orientation towards the future are better able to evaluate situations and will be more likely to delay immediate gratification of needs (Kelly, 2000; Valero, Fernández, Iseni, & Clarkson, 2008). They may thus realize that indulging in sexual temptations could impair the accomplishment of their long-term goals (Bong, 2004; Kelly, 2000).

Against this background, the value of focusing on the above factors in prevention interventions is evident. It is therefore necessary to support youth to develop and improve their self-esteem, self-efficacy and their sense of future as these issues contribute towards responsible decision making and general well-being. Young people need to be given opportunities to receive messages about HIV/AIDS prevention against a backdrop of reflection and assumption of their own value, their sense of control and their contribution to their own destiny. This is necessary in order for the health promotive messages to have any effect on their life style and behaviour (Burns and Dillon, 2005; UNAIDS, 2003). Hoffman and Futterman (1996) points out, to affect change in risk-related behaviour, young people must be treated as genuine partners in dialogue and decision-making.

A relevant and effective programme should therefore incorporate these key aspects as mentioned above in order to have the desired impact on adolescents' way of thinking and behavioural patterns (MacPhail, William & Campbell, 2002). In a comprehensive approach to reduce new HIV infections and AIDS related morbidity and mortality, the need for targeted strategies aimed at youth, cannot be overemphasized. It is however necessary to critically assess HIV/AIDS related intervention programmes.

2.6 Process evaluation

Communities and their institutions can benefit from programme evaluation in a number of ways. Evaluating HIV/AIDS prevention and care programmes is a never-ending challenge. It involves a variety of techniques that enable the evaluator to assess the quality of a prevention programme (McNamara, 2008). Michael Quinn Patton (1990) uses the term evaluation quite broadly to include any effort concerning the increase of human effectiveness through systematic data-based inquiry. Evaluation is taking place when accomplishments and effectiveness is examined and judged. One is engaged in evaluation research when this examination of effectiveness is conducted systematically and empirically through careful data collection and thoughtful analysis (Family Health International, 2004).

Once programmes are implemented, there is a need to examine whether they are being carried out correctly, on time, and within budget (Waa et al., 1998). Process evaluation of a prevention intervention examines the implementation of a programme. Here, implementation evaluation or programme monitoring assesses what and how well the original intervention plan was implemented and documents the changes that are needed to insure proper replication (Stufflebeam and Anthony, 2007). By

evaluating the implementation of a programme the researcher does not focus on the overall effectiveness of a programme. Information collected will assist in establishing the efficiency of programme execution, replicability, monitoring, quality control, and content. By conducting process evaluation, the management of the programme can be monitored as well as programme delivery (Green and Kreuter, 1999). Process evaluations can lead to recommendations about quality control and future improvements in programme delivery.

Thus, evaluation recognizes the importance of improving current interventions and help to enhance the success of future initiatives. Well-conceived, well-designed, and thoughtfully analyzed evaluations can provide valuable insights into how programmes are operating, the extent to which they are serving their intended beneficiaries, their strengths and weaknesses, their cost-effectiveness, and potential programme development and future initiatives (Waa et al., 1998). By providing relevant information for decision-making, evaluation can help to set priorities, guide the allocation of resources, facilitate the modification and refinement of programme structures and activities, and signal the need for redeployment of personnel and resources (Mukoma and Flisher, 2004).

Other core components that need to be investigated involve the utilization of the programme, perceived program effectiveness, and participant satisfaction (Montell, DiVittis & Auerbach, 1997). Process evaluation addresses such basic questions as, “Was the intervention implemented as intended?”; “Is the implementation schedule replicable?”; “To what extent are planned intervention activities actually realized?”; “What services are provided, to whom, when, how often, for how long, and in what

context?” Both input (the basic resources required in term of manpower, money, material, and time) and output (the immediate service improvement expressed as distributed commodities, trained staff, and service units delivered) are key elements to consider in process evaluation (Stufflebeam and Anthony, 2007)

In process evaluation the potential objects of interest include all program inputs, implementation activities, and stakeholder reactions (Eke, Neumann, Wilkes & Jones, 2006; Green and Kreuter, 1999; Van de Pol, Gist, Braverman, & Labardee, 2006). All stakeholders were involved in the process evaluation of the Indlela Life Skills programme, informing the researcher with the details of the program. This will contribute to information on not only the anticipated effects but also, unanticipated consequences. Specific attention will be paid to the perceptions and experiences of the relevant stakeholders regarding the values of the Indlela team; the programme selection process; collaboration with stakeholders as well as acceptance of the programme; programme implementation; programme outcomes and ideas for future developments of the programme.

Greater involvement and participation of young people in programme development is needed. The capacity, skills and sense of achievement by involving them in programmes directed at them is necessary to build their sense of capability and achievement (Hoffman and Futterman, 1996). The process evaluation of the Indlela programme renders adolescents and key stakeholders with the opportunity to share their ideas about the programme.

2.7 Theoretical framework: Participatory evaluation research

The current process evaluation study is located within a participatory evaluation framework which is described by some as action science or action research (Smith and Bryan, 2005). This generally distinguishes evaluation research from basic academic research (Smith and Bryan, 2005). The purpose of evaluation is to inform action, enhance decision-making, and apply knowledge to solve human and societal problems such as the HIV/AIDS pandemic experienced in South Africa.

Preference is given to moving away from the object-subject relationship on which social research was historically based, to involving people in determining methods for personal change and development (Foster-Fishman, Berkowitz, Lounsbury, Jacobson & Allen, 2001; Kotter, 1996; Matheson, 2000; Theron and Wetmore, 2005; Zakocs and Guckenburg, 2007). The focus of the people centred developmental approach is a participatory, growth and empowerment method in contrast to the top down policies of South Africa's previously preferred approaches (Davids, Theron & Maphunye, 2005).

Sufficient evidence exists of the failures of top-down programme evaluation that have focused on accountability and effectiveness, and the community's voice was left unattended (Schwab and Syme, 1997). An example is the use of 'experts' to measure programme success using predetermined checklists of indicators. This can only serve to take programmes away from empowerment and capacity building because it does not involve the community in the process of evaluation. A movement away from these top-down approaches was necessary to include participants of the relevant communities in these processes. Capacity building evaluation is based on co-operative

inquiry with all participating members having equal input into research and its direction (Heron, 1996). All relevant stakeholders are seen as experts with important knowledge to contribute to the research project (Myrick, Aoki, Truax, Lemelle & Lemp, 2005). In participatory research the transference of power is permitted and opportunities for people to learn takes place through this process (Patton, 2002). The key goal of participatory research is to be a community-based analysis of social problems and to have an orientation toward community action (Denzin and Lincoln, 2000; Munford, Sanders & Andrew, 2003). Hereby an individual's opinion and beliefs are developed in terms of the person's self-worth and the person's belief that he has the ability to influence others and thus the intervention programme (Ratele et al., 2004).

The pillars of action research mostly include qualitative methods of inquiry which seeks understanding through interpretative and critical emancipatory inquiry (Henning, 2004). These qualitative methods are conducted with the participation of the people for whom the intervention is designed (Reason, 2000). The research encompasses a process of learning and theorizing which contributes to the notion of **critical thinking** among stakeholders (Denzin and Lincoln, 2000). By asking questions through the evaluation process critical thinking is fostered. Through reflection on the experience with an intervention programme, participants provide rich data concerning improvements, adaptations and adjustments an intervention programme might need (Judd, Frankish & Moulton, 2001). Critical thinking is a desired state at any level of functioning in the life of an individual. When participants are exposed to the experience of critical thinking, it is generally desired that they would be able to apply it to their general functioning as well (Coryn, 2007). Thus, the

dynamic process of participatory evaluation contributes to capacity building. All members are thus provided with an opportunity to reflect on their practices, facilitating reciprocity between the evaluation process taking place and all the relevant stakeholders (Labonte and Laverack, 2001).

This leads to an action-reflection cycle directed at **capacity building** and fosters cooperative inquiry. All participating members have an equal input into the research and its direction (Heron, 1996). Through this process, programme evaluation can provide a community with information on the effectiveness of their actions. Information generated by the research process adds value to a programme as current strengths and successes can be reinforced or more efficient ways can be identified (Brown, Lafond & Macintyre, 2001; Munford et al., 2003).

Active participation in the evaluation process thus provides a way in which community **empowerment** can be achieved (Fetterman and Wandersman, 2005). Collaborating in an evaluation may decrease feelings of helplessness in addressing the various constraints that the stakeholders may experience. Such constraints might include contexts of poverty, deprivation, and the lack of human resources. Evaluations done in a participatory manner may assist participants to reflect on their own achievements in difficult contexts. It can also allow them to gain insight into improvements concerning programme implementation and outcomes. It has been mentioned that this insight is especially helpful within the HIV/AIDS arena. This process informs community members on their current HIV-related knowledge, adoption and maintenance of HIV risk-reduction behaviours and satisfaction with HIV prevention programmes (Montell et al., 1997).

Although participatory research has been applied by a wide range of disciplines, the engagement and cooperation of youth as partners in research and evaluation efforts is relatively new. The positive youth development movement has influenced scholars and practitioners to include youth as partners in the design and implementation of research (Hart, 1997; Moodie and Hulme, 2004; Schwab and Syme, 1997). Engaging youth as partners in research and evaluation generates useful knowledge for programme evaluators, programme stakeholders and provide opportunities for the development and empowerment of young participants. Therefore it does not only benefit the young people but the wider community as well (Powers and Tiffany, 2006). Furthermore, it provides a special opportunity for positive youth development, as it creates a context for intergenerational partnerships and generates research findings to inform future interventions and organisational improvements (Green and Kreuter, 1999).

Against this background, process evaluation is key to establish whether the Indlela programme is effectively being implemented and positively perceived by the relevant stakeholders. Through this process the capacity building of stakeholders will contribute towards further programme development and improvement.

The basic aim of the study was to conduct process evaluation within a participatory framework as the first step in the evaluation process. The study is embedded in a participatory evaluation approach. It is acknowledged that the relevant stakeholders (the specific school community as well as programme coordinators and programme facilitator involved in the programme), are best able to remark on the programme and

issues regarding their experiences of the programme. Throughout the evaluation process the research was based on cooperative inquiry. All research team members had equal input into the research and the direction it would take. It is further argued that active participation will empower all participating stakeholders to affect change and contribute to their own development. As means of evaluating this programme, the aim was to, as Labonte and Laverack (2001) puts it, increase the school community's abilities to define, analyze and act on the Indlela programme and the related health issues.

In the next chapter, the methodology of the study will be explained referring to the research design, sampling procedure, data collection and procedure as well as data management and analysis. The ethical considerations of the study will also be discussed.

Chapter Three

Research Methodology

3.1 Introduction

This chapter provides an overview of the research design and the methods used in the Process evaluation of the Indlela HIV/AIDS and Life Skills programme in Amaoti, Durban.

3.2 Research design

A qualitative, participatory evaluation methodology was used in this study. Qualitative research implies that a researcher studies phenomena in its natural setting, attempting to make sense of, or interpret the phenomena in terms of the meanings people bring to them (Mertens, 1998). The use of participatory evaluation was seen as an appropriate method to use for the study as it facilitates an understanding of the different processes and their respective qualities by the stakeholders (Zukoski and Luluquisen, 2002). Attention was also paid to the capacity building nature of the evaluation process to allow the participants opportunities to reflect on their practices and to facilitate reciprocity in the process between the evaluation process and the relevant stakeholders (Smith and Bryan, 2005).

Semi-structured interviews were conducted with key programme stakeholders and programme facilitators. A total of seven interviews were conducted which involved one interview with two programme coordinators, one interview with a facilitator,

one interview with the principle, two interviews with two teachers and two focus group interviews with some of the children in the programme. Personal interviews allow the researcher to get a rich array of information to better understand participants' beliefs, feelings and experiences pertaining to the programme. This is effective in providing the possibility of a more in-depth exploration of the different issues revolving around the implementation of the programme (Mouton and Marais, 1991).

A focus group discussion was held with some learners involved in the programme. Focus group discussions are probably the most widely used research tool in the social sciences (Lewis, 2000; Steward and Shamdasani, 1990). Valuable insights and data can be obtained from the analysis and proper enquiry of the perceptions, opinions and attitudes expressed by focus group participants. The dynamics of group interaction widens the range of responses and facilitate opportunities for sharing information that they may otherwise hesitate to share independently, it also activates forgotten details of experiences. Focus group discussions allow the researcher to facilitate and develop the discussion and to probe for more information so that the participants can elaborate on their answers (Morgan, 1993). Against the background of various restricting factors i.e. the number of learners, time, financial, language and logistical restrictions, a focus group discussion with learners was argued to best encapsulate the views of the learners involved in the programme. It was however only possible to conduct one focus group discussion due to time constraints.

3.3 Sampling

The views of all relevant key players were important for an effective participatory process evaluation of the programme. Participants that were interviewed include programme coordinators; the programme facilitators; the school principal and teachers responsible for the Life Skills curriculum in the school. Eight of the learners who participated in the programme were randomly selected from the Grade 7 class for participation in the focus group discussion. A total of 14 people (6 individuals as well as a focus group consisting of 8 learners) have been interviewed about their views of, and experiences with the programme.

3.4 Interview schedules

Semi-structured interview schedules were used to guide the interviews. The different aspects that were explored in the current study include the selection process of the programme, collaboration between stakeholders, programme implementation experiences and perceptions regarding programme outcomes. Participants were also provided the opportunity to reflect on and share their experiences and views about the programme in view of further programme development.

The more detailed Interview Schedules for the different participants/stakeholders can be seen in Appendix 3.

3.5 Data Collection and Procedure

Permission and consent for the study had to be obtained from the school authorities as well as parents, as under aged children were involved in the study. An appointment was made with the school principal in order to discuss permission for the interviews

to be held on the school premise in Amaoti with learners as well as staff members. The school team that was interviewed include the principal and the two teachers responsible for teaching Life Orientation. One of the programme facilitators from Indlela was also interviewed at the school. In collaboration with the researcher, the school sent out letters to the Grade 7 parents informing them of the study and to seek their permission to interview their children. Written informed consent was thus first obtained from the parents before the focus group discussion was held with the learners.

Appointments were scheduled at convenient times. Before interviewing, the process and research goals were explained to the participants (see Appendix 1) and voluntary participation was stressed in order for participants to understand that they could withdraw at any stage without any negative implications. Participants were informed that they did not have to respond to each question and could answer as they see fit. Confidentiality was also ensured to the participants as their identities would remain unknown. Written informed consent was obtained from the school principal, teachers, programme coordinators, facilitator and learners before the interviews. (See Appendix 2 for informed consent documentation). Permission was also obtained to tape record the interviews. The programme coordinators were not interviewed at the school premises but at a later stage at their office in Durban North.

The individual interviews facilitated a reflective process and elicited the sharing of honest and genuine feelings around the programme within a comfortable and relaxed interview space. The pre-determined questions led the conversations, but as the

interviews progressed other topics and relevant information that surfaced added value and depth to the interviews. Open-ended questions also contributed to the easy flow of the conversations. The focus group discussion with the learners seemed to have been enjoyed as they participated eagerly and seemed relaxed. This led to rich information, embedded in the views and experiences of the participants with the programme. During interviewing, field notes were made by a non-participant observer who recorded important information including interruptions that occurred during the process.

Language did not present a problem for the biggest part of the interviewing process as all the interviews were conducted in English. The focus group discussion was however conducted in isiZulu by a Zulu-speaking Health Promotion Masters student of the University of KwaZulu-Natal. This was done as the learners have a low proficiency in English and interviews in English would have compromised the quality of the data. This research setting was a typical inter-cultural setting where language and education levels of the researcher/facilitator differed from that of the learners. At the end of the interview, time was allowed for participants to ask questions if they so wished. Data was collected to a point of redundancy or after all participants' questions have been answered. Interviews took approximately 40 - 60 minutes, depending on how much information participants wished to share.

It should however be noted that due to limited facilities at the school, the interviews with the teachers, principal and facilitator were often interrupted but it did not negatively affect the flow of the interview or the information sharing process.

The purpose of the interviews was to explore different views among the different stakeholders regarding the programme and the implementation process.

3.6 Data management and analysis

Interviews were transcribed verbatim from audiotapes together with field notes to allow accurate recall of the information in the interviews. Much effort has been made to ensure the accurate recording of the data in a systematic way as Kvale (1996) warned that there are inherent differences between oral and written modes of discourse. Therefore, editing of the transcriptions was kept to a minimum in order to maintain the true character and flow of the discussions and to minimize inherent discrepancies. Focus group discussions were translated from isiZulu to English, to ensure accurate material that the researcher could work with by the isiZulu-speaking Health Promotion Masters student who conducted the focus group discussion with the learners. All of the interviews were used and analyzed to ensure that conclusions drawn would be representative of all relevant stakeholders participating in the programme.

In the general interpretation and analysis of my qualitative research findings, observation was understood to precede understanding (Wolcott, 1994). The recognition of an important moment (seeing) is followed by encoding (seeing it as something), which in turn pave the way for interpretation (Wolcott, 1994). Thematic analysis was used to guide the researcher through these three phases of inquiry and to encode the qualitative information obtained. Thematic analysis is a process whereby themes and patterns emerging from the study are identified and used to build a valid argument (Aronson, 1994; Fereday and Muir-Cockrane, 2006). The primary mission

is to look for patterns in the data (Neuman, 1997). Thematic analysis has a number of purposes which helped the researcher to systematically observe participants whether it was in the individual interviews or the focus group discussion. This led to the conversion of qualitative information into quantifiable data by making sense of seemingly unrelated material in analyzing the qualitative information (Fereday and Muir-Cockrane, 2009).

In this process, the researcher first engaged in careful observations, which lead to the uncovering of connections and patterns in the data. A theme was identified as a pattern found in the information obtained from the interviews. These themes could provide information on a continuum, or offer the researcher a way to describe and organize the possible observations (referring to a manifest level, where the information is directly observable), or could lead to the interpretation of the phenomenon (seen at a latent level, as information is underlying the phenomenon), (Aronson, 1994; Boyatzis, 1998). Themes emerged through the use of inductive methods, by working with the raw data and through deduction, as theory and prior research (the literature review) also guided the process (Boyatzis, 1998).

Thematic analysis assists researchers to use vast amounts of information in a systematic manner to ensure accuracy and sensitivity in understanding and interpreting their data. This informed the systematic way in which I engaged with my data. The following steps as outlined by Boyatzis (1998) were used:

- Identifying themes

Different themes were identified within the various transcripts i.e. the general ideas that were conveyed and ideas that were apparent in a specific interview. Each idea was colour coded in order to be able to identify recurring themes.

- Identifying common themes

There seem to have been general views or shared opinions among the different stakeholders. These themes were compared and categorized in order to establish relevant common themes with sub-themes.

- Developing a code to process and analyse the themes

Similar themes were colour coded and then recorded together to make interpretation easier and more structured.

- Interpreting the information and themes

The material was incorporated into units of discussion by making use of interpretative analysis.

Some of the challenges of using thematic analysis refer to specific competencies (Corti and Bishop, 2005). One competency is pattern recognition i.e. the ability to observe patterns in seemingly random information. Strauss and Corbin (1990) stated that pattern recognition is dependent on the ability to be open and flexible with specific reference to conceptual flexibility. Another competency is the ability to immerse oneself for long hours in the collection of data, and even more hours in information processing and analysis before interpretation. Other competencies refer to planning and systematic thinking as critical for the organisation of observations and data. This enables the researcher to organize his or her observations and identify patterns into a usable system for observation.

Other obstacles discussed by Boyatzis (1998) in the effective use of thematic analysis include (a) sampling, (b) projection, as well as (c) mood and style. In my study the following preventative measures were taken to lessen the effects thereof:

Sampling

- Colour coding and theme identification were identified as the unit of analysis and the unit of coding, it was continuously clarified with the project supervisor for reliability purposes.
- Others' perspective on the appropriateness and adequacy of the sampling plan were reviewed.
- All relevant stakeholders were involved in the study and an interview guide was used in the collection of the data.

Projection

- An explicit code was developed through a means of colour coding to organize interview information
- Consistency of judgement was strived for to ensure reliability
- Diversity of perspectives were used

Mood and style

- Reflecting on information and coding at different stages throughout the research process ensured objectivity and consistency

Reliability and credibility of the data were found in the repetition of the themes and issues that emerged from the different interviews and the focus group discussion. Emerging themes were also discussed in detail with the supervisor in order to enhance reliability of coding.

3.7 Ethical considerations

The proposal was submitted to the Higher Degrees Committee of the Faculty of Humanities, Development and Social Sciences for a review and then to the Ethics Review Committee of the University of KwaZulu-Natal for ethical approval. In addition, participants, including stakeholders at Indlela and the Amoati School were approached for permission to conduct the study. As discussed earlier, all participants were informed of the following important information: the nature of the research project, the procedures of the study, confidentiality and the assurance that participants were completely free to decide whether or not they want to take part, as participation was voluntary. Confidentiality was also stressed in that no names and details of any participant would be made public and anonymity was thus ensured.

Written informed consent was obtained from every participant and written parental consent was sought for learner participation. This consent was verbally reaffirmed before the onset of the interviews and group discussions. Participants were encouraged to ask for clarity or more details on anything they wanted better explained. Permission was also granted by participants for the voice recordings of their interviews.

The different themes and sub-themes that emerged from the interviews will be discussed in the following chapter and will provide an overview of the findings.

Chapter Four

Results

4.1 Introduction

This chapter depicts the results of the research study and is presented in terms of the themes that emerged during the discussions and refer broadly to issues pertaining to the selection of the *programme, collaboration between stakeholders, programme implementation, outcome and further programme development*. The discussions with the Indlela team namely the programme coordinators (involved with management of the programme and the other role players) and facilitator (involved with the children in an interactive way) will be presented first, followed by the participants from the school, namely the school principal and teachers and lastly the findings of the focus group discussion held with several of the learners who participated in the programme.

In terms of the objectives of the research, the intention of the discussions was to get “thick descriptions” on the views about the Indlela programme and the implementation process.

4.2 Indlela Team Results

4.2.1 Programme selection process

The broad socio-economic contexts of the learners of the Amaoti community provided the background against which a suitable programme was selected for the learners by the programme coordinators. The team facilitator understood that the learners are from diverse socio-economic backgrounds and family settings. Despite

the diversity of the learner's backgrounds, they all seemed to be living in a context of poverty. This was viewed to be a general problem, as poverty related consequences are noticeable not only in the community, but also in the school setting. Limited resources and facilities restrict the school context.

Facilitator: "Like this is like a very under privileged community and you can see even the school is so under privileged, so like you see poverty..."

Apart from poverty, violence was also mentioned as a common community characteristic in which the learners function.

Facilitator: "... you see violence and all..."

The lack of parental support and involvement in the learner's education were viewed as a concern.

Facilitator: "So in this community you find that parents are not participating in their children's education..."

Programme coordinator: "None at all... Nothing. Even the school has complained that they have no parental support or parental involvement."

Against this background, different possible programmes were evaluated and found to be more Western orientated and therefore not deemed relevant to the Amaoti community, a predominantly isiZulu speaking community. An appropriate

programme was considered to be relevant to the learner's socio-economic and cultural context, and this view informed their programme selection process.

Facilitator: "...you see ... most programmes ... there are more things that are relevant to the Western culture, that are not relevant to these kids... we wanted something that was more relevant."

Another important criterion for programme selection was the flexibility of the programme that would enable them to adapt it to fit in with the learners' context if needed.

Programme coordinator: "We investigated a number of programmes, but iThemba were willing to share their programme with us... and allow us to adapt it to fit the community ..."

Programme coordinator: "...throughout the programme we adapt to fit the programme to the children and change what we need to..."

Facilitator: "... like especially work with the Zulu speaking kids, so sometimes you have to change...or like give them something that is more relevant to them."

4.2.2 Location of programme within the school setting

The Indlela programme and the school's Life Skills programme seemed to be closely linked. It was explained that the required Life Orientation curriculum is taught to the

children by designated teachers and that the Indlela programme runs separately, but build on some issues that are covered in the Life Skills curriculum. Therefore the Indlela programme was viewed to be a “welcomed” addition to the current Life Orientation school curriculum because “it fitted in with what they are doing.” The intentional overlap between the Life Orientation curriculum and the Indlela programme was seen as important as it serves to reinforce specific content in both programmes and thus ensures improved knowledge and insight into the issues that were addressed, a central aim of the Indlela programme.

Facilitator: “... it doesn’t replace the curriculum but it adds on to it, it reinforces.”

Facilitator: “...if they haven’t understood....., we have to reinforce until they understand...”

4.2.3 Indlela team’s perceptions regarding programme acceptance

The programme was viewed by both the programme coordinators and the facilitators to be well accepted by the school community. The educators and principal at the school were mentioned to be open and accommodative of this external, additional learning source for the learners.

Programme coordinator: “... everyone was very open towards the programme and received it very well, everyone was also very accommodative.”

Programme coordinator: “We are also lucky that the school accepted this programme.”

Not only was there a sense of acceptance reported towards the Indlela programme, but mutually satisfying relationships were mentioned to have developed out of this initiative. This relationship was marked by support for the programme and acknowledgement of the work that is being done by the people involved in the delivery of the programme.

Facilitator: “... fantastic from the start and if you see now you have very good relationship with them.”

Facilitator: “I think there’s a great support like from the teachers, they support us, they love the program... And she has like acknowledged the work we are doing.”

It was clear that the programme was not only accepted by the teaching staff but also by the learners.

Programme coordinator: “The children relate very well, in a spontaneous way, to the facilitators we are using...”

4.2.4 Programme implementation

In this section the discussions that emerged regarding the implementation i.e. facilitation approaches and the challenges that were experienced in programme

implementation will be presented. The Indlela programme emerged to be contextualized within a strong value base that informs both stakeholder relationships and programme implementation, with specific reference to the facilitation process.

4.2.4.1 Values of Indlela

Even though the Indlela programme has a Christian base, the focus is on modeling and teaching “*universal*” life values and principals.

Programme coordinator: “And I do believe that those are life-giving principles...”

Facilitator: “We don’t do it very religious...”

The values encapsulated in the programme seem to be at the heart of the Indlela team, informing and directing their own lives. They strive to live according to what they are trying to teach these children and the motto “*practice what you teach*” emerged strongly from their discussions.

Programme coordinator: “Well we are teaching values, values that they could built their lives around and these are values we believe in and that we try to live by.”

Programme coordinator: “... we try to model the values that we are trying to teach these children...”

Programme coordinator: "...it is important for us to live those principles, we cannot teach them to kids if we do not do them ourselves."

The facilitators were seen to play an important role in the programme facilitation and had to set a good example, an example that young learners would want to idealize and follow. It was very clear that it was expected that they need to model and live according to the principles they set out to cultivate in the learners.

Programme coordinator: "...so our youth leaders (facilitators) have to be very strong role models so that the children can look up to them..."

These values and principles mentioned above seem to be the essence that the Indlela team wants to convey to the children. The program is seen as a basis on which other knowledge should be built upon. A solid value base was argued to serve as the basic "building blocks" for other life skills to be learned as provided by the Indlela programme.

Programme coordinator: "... we think that these are the things you need to start off with, these are the things children need to know before you can go on and teach them other things."

4.2.4.2 Programme facilitation

The importance of making a significant impact on the learners' lives and to contribute meaningfully to their future development is at the core of the programme implementation process. The appropriateness of the learning approaches followed

was viewed by the facilitator to be influenced by the context in which learners function as it may pose constraints on the learning process. Thus, these structural aspects were viewed to greatly influence the way in which a lesson is conducted, perceived by the learners as well as the impact it may have on the learners.

Facilitator: "... as you work in the under privileged schools, you have to improvise and understand the structure and work from there."

For the Indlela team it was important that the programme is facilitated by people with whom the learners and the community are able to relate to. Not only was it an important aspect that the community should be able to relate to the facilitators of the programme, but in order for programme deliverance to be effective, people involved in the programme and facilitation thereof, need to have a good understanding of the context they will be working in. This notion also informed the selection of the programme facilitators.

Programme coordinator: "People are needed to whom the community can relate..."

Various other issues receive specific attention in the implementation of the programme. The programme coordinators argued that in order to achieve their programme goals i.e. to contribute meaningfully to learning, and to achieve an optimal learning experience for the children, the diverse learning styles of individuals had to be acknowledged and taken into account in programme delivery.

Programme coordinator: “We also acknowledge the fact that different people have different learning styles and we try to bring this into the programme so that these kids can also learn from this programme.”

As a means to address this, programme implementation attempted to facilitate an interactive, responsive way and tried to get learners actively involved in the learning process by “*learning through experience*” as reiterated during the interviews.

Programme coordinator: “...we also believe that learning cannot only take place with knowledge being taught but also need to be presented in an interactive way and through experiential learning.”

The children were reported to respond very positively to the interactive and experiential learning process. They were described to be actively involved in the activities. Because the learning experiences were not seen as work, but rather as fun, they were viewed to be very positive about the programme.

Programme coordinator: “It is not work, it is not work. Honestly, it’s never been that mindset. They enjoy it, because it is interactive and fun activities, and even the after-school club, we don’t have any trouble in getting the children there. They want to be there and they enjoy it...”

Another important aspect in the programme delivery process was the continuous encouragement to learners to speak their mind, and bring to the open what they see as issues relevant to their lives and situations. The facilitator mentioned that they

themselves do not act as rigorous and strict authoritative figures, but rather allow for casual conversations to take place among the children and themselves.

Facilitator: "... we have activities and we invite the kids they must discuss and give feedback and all of that... it is the kids that speak and then you speak, so we are just facilitators..."

Facilitator: "...in our class rooms like mostly we involve the kids, we are not just the experts who talk but we involve them, they speak in groups, they come and present, like they have plays, they create poems or songs about whatever we are teaching them..."

It was carefully explained that although there is a lot of fun and games and casual activities involved, it is only a means to an end, and a method of teaching, as each game and activity has an underlying lesson that is being transferred. After the completion of the activities, debriefing sessions took place. During this time each activity is discussed and the learners are given the opportunity to reflect on the experience and relate to the activity in their own individual way, and then to share what they have learnt from it with the others.

Facilitator: "... so every activity and every game that we do with them has a lesson in it, so we play a game and we debrief after that..."

Facilitator: "... so at each and every session they must say what they've learned, what lesson they have learned in that game, then we move from there."

4.2.4.3 Challenges experienced in programme implementation

The Indlela team seemed to have handled problems in a "hands-on" fashion. They acknowledged that "*few things in life go according to plan*" and that the only thing that they can do is to work with what they have and adapt accordingly. The implementation of the programme has been described as challenging and fraught with continuous unforeseen occurrences that had to be addressed whenever necessary.

Programme coordinator: "Nothing goes according to plan, but we adapt and we work with what we have, that is all that you can do in any given situation. And hey, that's life."

While the Indlela team recognized that difficulties do occur, they viewed these unforeseen circumstances as new learning opportunities for learners that could help the learners to deal with the eventualities of change in their own lives. The team also demonstrated this to the learners whenever unforeseen circumstances occurred in the duration of the programme.

Programme coordinator: "But change happen and they (the children) need to see this is how we deal with it when change happens."

The different challenges that were mentioned and ways in which the Indlela team handled them are discussed below:

- Diversity of learners

The facilitators have to deal with unique individuals who are all different from one another. This differentiation is also reflected in their behavioural practices.

Facilitator: “... we have to work with a lot of different kids with... different behaviours.”

- Limited resources

The Indlela team had to adapt according to limited resources. A problem with limited physical space at the school for the implementation of the programme was specifically mentioned. Overcrowding in the classrooms was a huge problem due to the interactive nature of the programme that required adequate space for the different activities.

Programme coordinator: “There s not really space and facilities,... it is a bit overcrowded.”

A lack of human capacity was mentioned to impact on the programme as more Indlela facilitators are needed to assist with the current workload and also for extension of the programme to more learners. The limited available funding makes it impossible to employ more facilitators or thus necessitate limiting the number of learners that can benefit from the programme, despite the evident need for it.

Facilitator: “We didn’t have resources or people to help us with it, .. we have so much work to do.”

Programme coordinator: “We would like to get more funds and to do it with all the children... that means we would have to employ more people and we do not have the resources for that.”

- Time restrictions

It is apparent from the interviews with the Indlela team that more time should be allocated to the programme. They argued that the programme is being compromised by unforeseen and unplanned events such as strikes and early closings of the school, which results in the programme not being completed within the available set time. Furthermore, school holidays also seem to bring the work to a stand still.

Programme coordinator: “It’s also difficult with the holidays in between and sometimes the school close early or with the strikes. Sometimes it is difficult to finish the work...”

- Remedial needs of learners

The Indlela team is particularly challenged by learners of a much older age (16 years and older) who have been passed through the earlier grades, but who are unable to read and write.

Programme coordinator: "... we have pupils that are sixteen years old sitting in grade seven that has just been passed through the system that cannot read or write."

The Indlela team identified the need for special remedial teaching and implemented a special remedial programme in the school to assist children who have special learning needs.

Facilitator: "...we have started a remedial programme for the learners who are unable to write and read..."

- Establishing boundaries

It was learned from the data that the Indlela team has found it necessary to set specific boundaries and define their working areas to better focus on what the programme wants to achieve. It was important for them to distinguish where their expertise lie and to focus on related activities as a way to set clear boundaries to prevent burnout from responding to all the needs that emerge from working in an under-developed context.

Programme coordinator: "You also need to draw lines in focusing on your expertise and the programme and what it is supposed to do."

Programme coordinator: "... and we had to draw very strict boundaries for ourselves, to remember what it is we are actually busy with and not to overburden ourselves."

4.2.5 Programme outcomes

The Indlela team mentioned that they have observed differences between the learners who have received the programme and those who have not participated in the programme. The programme seemed to have contributed to learner development and growth as observed among some learners.

Programme coordinator: “We as outsiders can even see there has been growth... they are different from the learners who have not received the programme.”

Programme coordinator: “The principal and teachers also said that they could see a difference between the group of children that is in the programme and the other children who are not receiving this information...”

Specific domains were mentioned where differences in learners could be noted e.g. improved self-esteem, self-efficacy and behaviour. Evidence that the internalization of messages such as “*taking care of yourself*” and “*believe in yourself*” has been noted and reflected as follow:

Programme coordinator: “We are teaching the children that they are special and irreplaceable, and they know it and they are saying that within the school as well.”

Programme coordinator: “... and things like little sayings being taught – they are actually saying those things as they go about.”

Programme coordinator: "...the teachers say... they are positive..."

It has been mentioned by the facilitator that a noticeable change in behaviour has occurred among the learners who participated in the programme. They were reported to participate more actively in class and showed a better understanding of their school work.

Facilitator: "...she said that grade six is a different class... they understand things and they participate, they are different even from the higher grades..."

4.2.6 Programme development

Change and improvement seems to be at the heart of the programme. The Indlela team reported to use their experiences with the programme to improve it. They also recognized the need for timely adaptation, especially when having to overcome difficulties.

Programme coordinator: "Things also always needs to be improved, it can't stay the same or as it is."

Facilitator "... if there's anything that should change, we take note... if there is anything that did not go well we must not include it in the future of the programme..."

The need to expand the programme to include teachers and parents was another important aspect mentioned by the Indlela team. They would like to have an even

stronger impact on the community by implementing a more comprehensive programme to equip both teachers and parents with needed skills. The Indlela team acknowledged that the educators have to perform continuously under stressful conditions and by providing them with skills training, they might be better able to deal more effectively with the various challenges they face.

Programme coordinator: “What we would like to see, even with the teachers, to equip them with some skills, because we realize that they have a lot on their plate and have a lot to deal with, so that is what our aim is with them. ”

Programme coordinator: “Also to equip these parents with some skills and presenting some workshops to them...”

As parents are seen as the primary source of socialization and education, their involvement could only encourage further development among the learners.

Facilitator: “I think parent involvement, to involve parents let them know and let them encourage the kids because the parents are the first teachers at home.”

Furthermore, Indlela would like to grow and involve all the learners in the school where they are currently working, but also to expand to other schools as well.

Programme coordinator: “We would like to grow... working with the whole school that we’re at now then to move to another school as well.”

Indlela expressed the desire for their influence to extend beyond the context of the primary school so that the learners leaving primary school could be supported by other, similar programmes during their secondary school years.

Programme coordinator: “I would also like to see something after Indlela, for the kids who are leaving us now, that there is something similar to be taught to them as they leave primary school.”

In order for the programme to expand, more youth workers would be needed. Expanding their workforce is thus inherited in this developmental aspect.

Programme coordinator: “What I would like is to have two youth workers at one school and two youth workers at another school. And have them permanently.”

A programme coordinator shared her vision of equipping learners with further support and skills after they have completed their school education. The idea is to continue a relationship with the facilitator in order to enhance their life skills and thus increase their opportunities when in search of employment.

Programme coordinator: “...for many of those learners there are not much hope or opportunities.”

Programme coordinator: “What I would love to see, is if we could have more youth workers, I’d love to take some of them from the matric year to shadow somebody and they develop some skills just to enable them...”

4.3 Findings of the School Community

In this section the findings that emerged from the interviews with the school principal and teachers will be presented.

4.3.1 Socio-economic context of the learners

The participants’ understanding of the learners’ context reflected insight into the effects of environmental factors on the learning environment and general development of the learners. The school team explained that Amaoti is a community characterized by many problems, such as poverty, poor living conditions, physical abuse, early school drop-out rates, illiteracy, single-parent households or children being cared for by relatives, early teenage pregnancy, and high HIV prevalence. Against this background, the teachers perceived the general environment to be difficult and even threatening to the learners.

Principal: “Amaoti is a rural area, most people are illiterate... many learners are dropping out from school...”

Teacher: “High levels of pregnancy and unemployment in the community. Violence in homes...”

Teacher: “High levels of unemployment and lack of proper housing...”

Principal: “And it is threatening this society... we have many cases of abuse....”

Apart from the destructive nature of abusive family relationships, very few learners live and function within a two-parent family system. Most of the learners are from incomplete families, often from a female headed family, either headed by a mother or grandmother, or they live with relatives due to the death of parents, very likely as a result of HIV/AIDS.

Principal: “... few learners around that are from complete families... and others don't even have parents...”

Lastly, the principal voiced her concern about the high HIV/AIDS prevalence in the community and among the learners. According to the principal, HIV/AIDS **has** affected most part of the community as there is a very high rate of infection.

Principal: “... you will see that most of the community and most learners are infected with HIV/AIDS ...”

AIDS were viewed to be taking its toll, even among the very young, as children from the primary school are reported to have died because of HIV/AIDS.

Principal: “...this year we lost about 4 learners to HIV/AIDS at the age of 10 that is grade 4...”

4.3.2 Acceptance of the programme

Within the context as discussed above, the Indlela programme was welcomed and accepted by all the school participants. The principal referred to both the educators' but also the children's positive attitudes towards the programme. Everyone in the school community seemed to be appreciative of the programme and wanted to benefit from it.

Principal: "As a school we appreciate the programme and our attitude towards the programme is positive... all the learners also want to be part of it so it is obvious that our attitudes are positive and we all want to benefit with the programme..."

Principal: "... they are so cooperative when this people arrive that indicates also that they are accepting the programme..."

By viewing these quotes, it seems that the programme was welcomed and well accepted within the school community and thus viewed as an added benefit to the school and learners. The programme was not viewed as disruptive and a source of frustration to the school system as a whole.

Principal: "....their programme is not frustrating us as a school..."

4.3.2.1 Collaboration with stakeholders

The school reported being very open to involve outsiders in the school who are willing to offer their expertise to the school and learners, such as clinic and police

staff, AIDS activists and NGO's like Indlela. These parties are seen to add to the schools' knowledge base and to add extra value, in particular, to the Life Skills programme of the school.

Principal: "... we invite people with expertise, like for instance a sister from the clinic and a police person ... also Musa Njoko who was visiting the school and is an AIDS activist,... so people who offer us knowledge, we invite them into the school,... but that also contributes to the life skills ..."

Even though it seems that the school receives other visitors occasionally, Indlela is the only organisation running a full-time programme in the school.

Principal: "But this is the only programme that is running throughout the year..."

The teachers reported to have a good relationship with the Indlela team as they are seen as respectful towards them. The Indlela programme seemed to provide much needed teaching support and is valued by the teachers, also because it eases the intensity of teaching required by learners from disadvantaged contexts.

Teacher: "Our relationship with the facilitators of Indlela Yethu has been superb. The facilitators are respectful and as colleagues we talk well. Whether white or black, our relationship is very good."

Teacher: "... it helps our teaching to be easier... so it helps us...."

Generally, the school has a very positive attitude toward the provision of a holistic education to the learners and sees the benefit of not only giving information but also teaching skills to the learners. The Principal made it clear that the school wants to provide the children with opportunities to develop into reliable learners who believe in themselves and enable them to become “good” citizens. They viewed Indlela as supporting them in achieving their vision.

Principal: ...” it is wise to invite other people with their expertise to render such services to our school.”

Principal: “...we want to see them being independent, supportive, self reliant and responsible and respecting themselves and others, that is what we want to achieve so we want to acquire and we want to produce good citizens not to do it for the country but to do it for themselves... so Indlela is there helping us to achieve our mission statement.”

4.3.2.2 School system and integration of the Indlela programme

The school team reiterated their responsibility to offer their Life Orientation classes according to the “*New Curriculum Statement*” document (NCS). The NCS document includes assessment standards and objectives that need to be achieved throughout the year for the different topics. According to the principal, Indlela plan their programme according to the topics presented in the NCS document to match their programme content to the NCS requirements.

Principal: “They (Indlela) take the NCS document that is our new curriculum

statement document ... and you look at the assessment standards and you look at the objectives that are supposed to be achieved during the year and then they plan according to what the curriculum programme says about these topics...”

Principal: “... then Indlela comes here and then they link it and plan it according ... and we match with what the curriculum says...”

Teacher: “... the issues that they deal with are the same issues that I deal with in Life Orientation.”

The fact that Indlela’s Life Skills programme is conducted in a structured way and in synchronicity with the school’s programme, contributed to the clarity of Indlela’s activities in the school. Indlela was viewed to “*have their plan*” and work according to this set plan.

It was clearly indicated by the principal that the Life Orientation curriculum taught by the teachers and the Indlela Life Skills programme, are taught together and these teachings form part of the school syllabus. These two programmes are not viewed as separate entities but rather as a unit.

Principal: “... so in most cases we don’t take Life Skills programmes in isolation, it becomes part of the syllabus...”

Principal: “But these two things we don't want to separate not at all...”

The school team reiterated that even though these two programmes cover the same topics, they do not replace one another. They emphasized that the two programmes are taught to the children concurrently and viewed this as the preferred way.

Teacher: “There is no replacement here....”

Teacher: “It’s a good idea for Indlela Yethu and Life Orientation programmes to run concurrently.”

The participants (not only the school community, but the Department of Education as well) argued that together the programmes are seen to achieve more. The programmes are viewed to strengthen each other to obtain better results and thus to achieve their common goal.

Teacher: “Even the Department of Education prefers them to run concurrently. They both give strength to one another. Parallel is better. We are doing it, they too, it’s the combination that will achieve better results.”

4.3.3 Cooperation with Indlela

The school team spontaneously mentioned that the Indlela team conveys their values through their collaboration activities with the school and that these values are also reflected in their other practices. The Indlela team was reported to actively involve the school community and to keep them informed on everything they need to know. Indlela was furthermore viewed by the school community as “*experts*” in youth development. The way Indlela deals with the school system and individuals within the

school was viewed to have contributed to the positive attitudes held by the school stakeholders towards Indlela.

Principal: "...what I like about them is this thing of informing us...they are very user-friendly, always communicating with the school... they are also knowledgeable... They are very informed..."

Principal: "... such people you feel so comfortable with and pleased that they are the best people ... there is not a time when you can say that: I am sick and tired of those people and the way that they are doing things."

While not directly related to the programme per se, Indlela's involvement with the school has led to various other benefits to the school and learners. The school team indicated that Indlela assists the school and the learners by attending to their needs, not only their mental and education needs, but physical needs as well. Indlela was also reported to provide a support system to learners and teachers and offer supportive relationships to those in need.

Principal: "... in a way they are becoming mothers and fathers of these learners after identifying that a learner is having a problem. It is not about teaching them only it is also about giving them support..."

It was mentioned that the Indlela team seems to help out with material needs of the less fortunate learners and helps learners to acquire birth certificates to enable them to apply for grants.

Principal: “Indlela help to get birth certificates for them...”

Principal: “... they even provide material things to our learners to those that are needy.”

Teacher: “...because they take care of orphans by buying school uniforms and apply for grants...”

In addition, Indlela was praised for the assistance to the school in general but also in supplying them with a computer.

Teacher: “The school has also benefited... and they have even given a computer to the school.”

4.3.4 Programme implementation

The school team indicated that the facilitator presents the information of the Indlela programme in an interactive manner, by involving the learners even physically.

Teacher: “...our methods of delivery are different. In their methods they are more physical...”

This interactive teaching was viewed as different from normal teaching and perceived to be a more effective method as greater cooperation and involvement of the children are obtained. Learners might even be unaware that they are learning Life Orientation.

Principal: "... that it is the way it is being presented the way that it is being facilitated or transmitted to the learners, it is the best way ever because sometimes they wouldn't even realize that they are learning Life Orientation."

While the teachers acknowledged the value of the interactive nature of the programme, they do find the spontaneous participation of the learners a bit "unruly" and attribute this to a "too lenient" discipline style.

Teacher: "...they are too lenient with the kids, in such a way that they (learners) don't even listen to them they make noise, just because they are too lenient with them that's their weakness."

However, the teachers value the way in which the facilitator presents the lessons to the learners i.e. to ensure insight and internalization of the key messages.

Principal: "... they are realizing it is of benefit to them because it is not about him standing in front of them but it is all about knowledge and support..."

The principal made special reference to the sense of ownership among the Indlela team for the programme that they teach.

Principal: "According to my observation, there is a sense of ownership, they own the programme so much."

4.3.4.1 Challenges that were experienced in programme implementation

Limited time was also identified by the school community to hinder Indlela from finishing their programme as the restricted time had to be shared with the Life Orientation classes.

Principal: "... the time does not allow them to finish their curriculum..."

Principal: "Well the time is not enough but that is how it is, we have to share it."

The school team viewed the lack of parental involvement in the school generally as problematic as parents are essential partners in the development of their children, especially around the development of life skills.

Principal: "... and you find that we invite parents and some they come and some they don't come..."

They argued that parents seem unaware of the importance of their involvement in the school and upbringing of their children. Parents were also viewed to play a passive role in the learners' upbringing and seem to rely on the school and teachers to solve their problems for them.

Teacher: "...most of the parents fail to solve their problems and rely on us to solve their problems, their children, so I can say they are not responsible enough to take care of their children... rely on us most of the time."

The school team argued that some parents might try to avoid contact with the school because of outstanding school fees or in situations where the school is aware of physical abuse that occurs at home.

Principal: "... others who are not paying the school fees they don't want to come to school because they feel that we are going to ask them for the school fees..."

Principal: "Others feel that we realized how they are treating their children and they don't want to come to school..."

The principal attributes the lack of parental involvement to their low literacy levels and lack of understanding of parents' role in the lives of their children.

Principal: "... and you realize that it is just because they are illiterate, they don't see a need of working with the school in the upbringing of their own children..."

4.3.5 Programme outcomes

The school community was excited about the Indlela programme outcomes. Teachers seemed to have reported to the principal some of the positive observed changes in the learners.

Principal: "In fact, normally when I talk to the educators concerned they usually tells me that they are observing a change in their learners and so they are very excited..."

Despite the fact that parental involvement was viewed as a rare occurrence, the teachers argued that the Indlela programme has facilitated more open communicate between the children and their parents as the learners are talking about the programme at home.

Teacher: "The learners are mentioning the programme at home... and some are becoming open with their parents...."

Furthermore, it was mentioned that the programme has influenced the children's lives and their thinking process. It seemed to have influenced the way they behave towards others, how they handle themselves and have positively influenced their own behaviour. A teacher said that "*a change in lifestyle*" has also occurred among some learners. This seems to imply a greater awareness of risk behaviours and its avoidance. The children were reported to demonstrate higher confidence and self esteem by "*taking the initiative of doing things and taking care of themselves*". Higher levels of observed self-esteem were attributed to learners' being better able to share their own views in class.

Teacher: "The self esteem of the kids has improved with some special attention to some of the problem areas..."

Teacher: "... they are no longer shy and they are open to share their views..."

Teacher: "...it also gives them confidence in themselves."

The teachers mentioned that as a result of the programme, the children have become more able to identify inappropriate behaviour and to talk about sensitive issues such as abuse.

Teacher: "... Indlela is promoting openness in terms of revealing cases of sexual abuse. Children have also revealed cases of abuse and they are now also open to talk about issues of abuse."

The programme is reported to have created a sense of future and a realization to work for what they want. Through improving their sense of destiny and their locus of control, they have been made aware of how their choices will influence their lives.

Teacher: "The kids have a feeling of what they want to be in future"

Teacher: "They are motivated for the future...."

Teacher: "...now in their teaching they do talk about what they want to be when they completed their matric and I think that helped them a lot."

By addressing a career path, the programme is viewed to have encouraged and helped the learners to become focused. It was argued that “*by knowing what they want for their future*”, the learners have started to pay more attention to their studies.

Teacher: “It has helped them to focus their studies because they encourage them to know what they want in future, to know their careers. If you know your career, you automatically become more focused.”

There seemed to be some consensus among the principal and teachers about the programme’s effects on the overall behaviour of the learners. It was argued that, when the learners who received the programme are compared to the other learners “*the difference in their behaviour is noticeable*”, “*the learners are more open*” and they are “*better behaved.*”

Apart from behaving in a more responsible way and to pay more attention to their schoolwork, there seemed not to have been a need for the principal to reprimand any of the learners attending the Indlela programme because of ill discipline.

Principal: “... the best class is this class is taking this programme all the others are just bad and maybe they are teaching them how to behave and how to perform, how to take school work seriously.”

Principal: “I have not heard of any learner from that programme to come to my office. Ya, I think also that they are becoming more responsible...”

The principal also indicated that the Indlela programme offers the learners' "something to come to school for" which further motivates them to attend to all their school responsibilities and to become dedicated students.

Principal: "...they are coming to school almost daily, they are becoming responsible... we don't have a problem with this class..."

Principal: "...and even if you can notice the drop out from the grade... they are very minimal very low."

Principal: " But what impressed me most is that there are no drop - outs from their grade and that is why I say that even that performances and even they are coming to school even there is something that they want to come to school for..."

The learners' behaviour is indicative of improved interpersonal skills as they demonstrate decreased levels of aggressive behaviour and are viewed to show greater respect towards others.

Teacher: "... the kids are not as aggressive as they used to be. They have respect towards people."

It was reported that a decline in teenage pregnancies was noticed among this group and this was attributed to the programme.

Principal: "... we have realized that the teenage pregnancies have dropped as compared to the other years. We realized that it must be because of the programme especially that they had at the secondary phase because they are the ones that are getting pregnant..."

It was argued that the skills that are being taught to the learners should embed in them moral values that would enable them to make responsible decisions and to act accordingly. A teacher emphasized that "good morals" and its internalization would eventually lead to good citizenship.

Teacher: "We also know that good citizens are produced as a result of morals that are being developed..."

All the above mentioned positive changes were attributed to the Indlela programme's effect on the learners who are exposed to the programme. Recommendations pertaining to the programme from the school team relate to future developments of the programme.

4.3.6 Programme development

According to the school team, the school community i.e. the principal, teachers and children all have accepted the programme and feel very positively about it. However, during the interviews they highlighted various issues in need of further consideration. The teachers felt that more time should be allocated to the programme as only two lesson periods per week seems inadequate. An additional period per week was viewed as more appropriate.

Teacher: "Time allocation is not enough. Two periods a week are not enough. Three times a week would be much better."

Another question raised by the educators relate to learner assessment used by the Indlela facilitators, i.e. whether and how the facilitators assess the learners as well as how the facilitators are being assessed. They explained that they desire this information, not to compromise the facilitators in any way, but rather to learn more about the learners through the assessment process and the issues that are noticed by the facilitators regarding the learners.

Teacher: "...We would also like them to be transparent about how they assess children and how they, themselves are assessed. This is not to say that they are not doing well but we would like to know how they assess. Like, we want them to tell us what they notice with the learners."

The school community would like to see the programme being expanded to other grades and to other children in the school so that more learners could benefit from the programme. The fact that only a few learners are currently benefiting from the programme is viewed as a real concern.

Principal: "...the only thing that I need, I will ask them to do is to do it to more learners."

Principal: "...what frustrates me is that this programme is running only for

one grade you know and other learners they are left out... ”

Teacher: “...if they can visit all the grades with more time and teachers rather than working with the same group of people up to grade 6. So far only that group of kids benefited, what about the other kids? If they can come to all the grades in every year.”

As mentioned above, the school team argued strongly for the expansion of the programme to include more learners for various reasons. It was mentioned that, should the programme be implemented for learners at a younger age, the negative influences learners are exposed to in their homes will be minimized.

Teacher: “If I was the principal, Indlela Yethu programme would start at Grade one. The Indlela Yethu programme starts at grade 4 and by then, the damage is already done by their background at home and so they have to start from scratch...”

On the other hand, the school community would also like the Indlela programme to be expanded to include older learners, in order for the positive effects of the programme to extend throughout their school life. The educators are of the opinion that an extended programme could contribute to less experimentation during adolescence leading to a decrease in teenage pregnancies and lowered HIV/AIDS infections.

Principal: “... which is my main concern at the moment is that the programme should be improved in a way that will include the older learners...”

Teacher: “The programme should even go up to grade 12 because the upper classes because there are teenagers in those classes and they are at a time when they are wanting to experiment and enjoy themselves and we get most pregnancies after grade 10 and above. Pregnancies go with HIV/AIDS so if the programme could go on, it would do a lot of good.”

The school team felt that more exposure to people and organisations outside the school would offer opportunities for different experiences to the learners they would otherwise not have had. One of the teachers suggested that learners should visit hospices to learn about the consequences of being infected with HIV/AIDS.

Teacher: “Because they are an NGO they can organize to for the kids to go to a hospice to see all sick suffering from HIV. People maybe then they will be more careful about their sexuality...”

Exposure to people from different cultures made possible by Indlela, was viewed to boost the learners’ confidence and also make them more comfortable when in the presence of people from different cultures.

Teacher: “...They should keep changing their facilitators. Even those in charge should visit often. Learners are not used to white people, and that is why when we visited Ushaka Marine and the white people came, they would cringe when sitting next to a white person because they were afraid of making mistakes in English and really feared them. If the white people would come here often, it would boost the learners’ confidence.”

4.4 Learners' perceptions of the Indlela programme

The findings of the focus group discussion that was held with a group of learners in the class that were exposed to the programme, will be presented in this section.

4.4.1 Programme acceptance and implementation

The children reported liking every aspect of the programme as one learner explained: *"...I love everything about it"*. They also seemed to value the programme and the facilitators. Their positive attitudes towards the Indlela programme were strongly linked to the attitudes and actions of the Indlela team towards them. The facilitators were described as *"loving children"* and *"patient"*.

The learners seemed to value the fact that the facilitators are able to present the programme in isiZulu and comment on their proficiency in isiZulu. Special mention was made of the clear and understandable way in which the information was conveyed to them.

Learner: "...they teach us well... They explain things well... They explain things better than the other teachers."

The programme content was reported to be valued by the learners, with specific reference to the relational and interpersonal aspects as one learner indicated: *"we learned how one should behave"*. They specifically referred to the following appropriate behaviours such as *"respect older people"*, *"respect other children"* and *"setting a good example to other people"*. Another aspect that seemed to have received special attention in the Indlela programme was HIV/AIDS stigma towards

people living with HIV/AIDS (PLWA). The learners expressed the following views about PLWA:

Learner: "We learned how to help people with HIV ..."

Learner: "I have learnt that when someone has HIV/AIDS you should not desert them, and also that you should respect them."

Learner: "What I like is that they teach us that when somebody has HIV/AIDS you have to take care of them..."

Learner: "We must not discriminate against people with HIV."

Two main aspects of the programme were highlighted pertaining to content and presentation of the programme. For the learners the positive messages that were integrated in each lesson were highlighted as a reason why they had enjoyed the programme.

Learner: "The lessons are nice because they always have a positive message."

In addition, the fun and enjoyable way in which the programme were presented led to responses such as: *"What I liked we did nice activities and games"* to *"It's not boring... and they teach us well"*.

The children seemed to have enjoyed the trips away from the school and community setting tremendously. They acknowledged that they were provided with opportunities to experience things not possible within their normal school setting.

Learner: "We do not get to know other things in Life Orientation, but it is different with this course... in Life Orientation we do not play games... we do not have trips..."

Learner: "In Life Orientation we do not have trips but for Indlela program we have trips."

Learner: "What I liked is that we visited Durban North...."

Similar to the views of the Indlela and school teams, they also identified the time restriction as problematic and hindering the completion of the programme content.

Learner: "There's too little time, sometimes we don't finish..."

4.4.2 Programme outcomes

From the focus group discussion, various outcomes of the programme received particular attention such as the newly acquired ability to distinguish between "*right and wrong*", improved self-esteem and self-efficacy as well as programme impact on their interpersonal behaviour. With regards to improved self-esteem and self-efficacy the learners indicated that they have gained confidence to approach someone who is doing something wrong and to suggest alternative, more appropriate behaviour and to

“set a good example for others” or to *“be a positive influence”*. These issues were also referred to earlier where the learners shared their experiences with the programme. They indicated that they have learned how to behave in a responsible way and are now doing their chores around the house and as one learner said: *“I now do my house chores.”* The learners raised specific issues regarding mutual respect and obedience to parents and elders.

Learner: “And when an old person says do something I do it. And you should not answer back.”

Learner: “When your mother tells you something you must listen.”

The learners reflect an ability to distinguish between appropriate and inappropriate behaviour without becoming judgemental and also not getting involved in harmful behaviour. There seem to be a clear balance between distinguishing appropriate behaviour and judging others.

Learner: “...we learn ho to help people...to respect people...”

Learner: “...you must take care of others and do not spread the virus if you have HIV.”

Learner: “We must not discriminate against people with HIV.”

Development of leadership skills were also mentioned as a significant outcome of the programme.

Learner: “At Durban North they teach us leadership skills. They teach us how to be a leader...”

The learners showed an insight into the interdependence between people and the importance of supporting and sharing with others. They demonstrated insight in human relationships by mentioning that people are a resource of support and knowledge. It was also acknowledged by them that everyone, including important others such as leaders, do need help from others at times.

Learner: “When I’m given something to eat I share it with other people.”

Learner: “... a leader does not have to stand on their own or be alone...

Because there might be things that you do not know and that the other people know and you need their help.”

4.4.3 Future programme development

The learners identified two aspects that could be addressed in future development of the programme. The first aspect relates to the practice of stricter discipline by the facilitators as they explained that the lack of “*punishment*” by the facilitators contribute to some learners taking “*advantage*” of the situation and thus “*became naughty*”. Secondly, they suggested that more time should be allocated to the programme and associated activities.

Learner: “It should have more time... It should have two periods...”

Apart from wanting to have more time allocated, a desire to be exposed to the programme on a daily basis was also expressed.

Learner: "We should have it every day."

A desire was expressed for more trips, away from the school and their community.

Learner: "... We should have more trips..."

In the next chapter the findings of the study will be discussed.

Chapter Five

Discussion

5.1 Introduction

In response to the growing concern regarding the high HIV and AIDS rates in South Africa, the Indlela Life Skills programme is aimed at reducing the spread of HIV/AIDS among early adolescents. In this process evaluation study, insight has been gained regarding programme acceptability, stakeholder cooperation and experiences with programme implementation. In this chapter, the views of the different stakeholders, as presented in the previous chapter will be discussed. In general, positive attitudes about the programme marked the participant interviews and the school community expressed appreciation towards the Indlela team.

5.2 Programme acceptability

The careful selection process that Indlela engaged in, demonstrated insight into factors necessary for programme acceptability by the stakeholders as well as general programme success and sustainability. A program selection process can be a challenging process as not all programmes are equally suitable to be used in communities. Programmes that are appealing or recommended in a certain context may not necessarily produce equally good results in another community or context (Lyles et al. 2006).

High levels of unemployment, illiteracy, physical abuse and violence, teenage pregnancy, high school dropout rates as well as high HIV/AIDS prevalence rates

characterized the Amaoti community. The Indlela team thus selected a programme in accordance with the learners' needs and socio-economic contexts. Attention was also paid to the cultural relevancy of the programme and school context in which the programme was to be implemented. The iThemba Lethu programme was selected because it was viewed as relevant and best able to address the vulnerabilities that emerged from the learners' psycho-social and economic contexts. The fact that it could be adapted to local cultural characteristics was also valued. Programme adaptability is important in programme selection (Green and Kreuter, 1999; Kelly et al., 2000a; Kelly et al., 2000b). These authors argued that programme adaptations need to be context specific to best address cultural barriers that could result in programme failure. Hereby suitability of a programme for the given context is ensured.

The Indlela programme coordinators also stressed the importance of using programme facilitators who understand the learners' contexts and culture as well as communicate easily with learners to facilitate a trusting relationship. Green and Kreuter, (1999) strongly argues for cultural sensitive communication strategies for programme feasibility and success. One of the challenges in providing HIV prevention programmes to youth identified by a NASTAD (2006) study was distrust towards outsiders who present programmes. Cultural competency to minimize the effect of distrust is thus an important consideration in the selection of facilitators responsible for programme implementation. It is apparent from discussions with the Indlela team that the process of appropriate selection, not only of the programme itself but also of the programme facilitators, has been a thorough process decided over with great care.

Indlela's sensitivity regarding contextual factors extended to the school context. The Indlela team acknowledged the school community's guidelines and scope of practice as set out by the Department of Education. Through the discussion it was explained how the National Curriculum Statement of the Department of Education has included the subject area of Life Orientation as part of the school syllabus. The National Department of Education has made it a priority to incorporate HIV and AIDS and Life Skill education into the school curriculum (USAID, 2008). Selection of the iThemba Lethu programme deemed appropriate to complement the Life Skills programme as it has been approved by the KwaZulu-Natal Department of Education for use in schools.

The Indlela team structured their programme topics according to the curriculum. This process ensured the reinforcement and possibly greater impact of information and messages, leading to improved knowledge and understanding among learners. The reinforcement of health messages by forming alliances with different stakeholders has been found to assist in the internalisation of new information (Campbell et al., 2004). In this way the Indlela initiative became integrated in the school by supporting and extending what is taught by the Life Orientation teacher. The Indlela programme therefore did not add to the teacher's workload but seems to work in synergy with the school. This is especially important when attempting to promote a collaborative learning culture within the school setting as teachers often reject additional programmes which are not integrated into the prescribed workload (Denmar et al., 2002). It is important for intervention programmes to fit in with existing structures and caution must be taken that the implementation of a programme is not perceived as disruptive by the organisation (Moodie and Hulme, 2004). Failure to engage effectively with standing structures can create mistrust, built resentment, and threaten

people who have established positions of influence within the school community (Bond et al., 2001).

5.3 Collaboration between stakeholders and general acceptance of the programme

Collaboration between stakeholders was made possible because of the schools' open and accepting attitude towards outsiders who could contribute towards the attainment of various life skills by learners. This openness enhanced the acceptance of the Indlela programme. It has been argued that outside partners provide a rich interconnected educational environment in which information, skills, and resources can be effectively deployed (Eke et al., 2006; Van de Pol et al., 2006).

From the data we learned that the mutually satisfying collaboration between the Indlela team and the school community contributed to programme acceptance and ownership. According to Bond et al., (2001) shared ownership is created by engaging with relevant stakeholders and ensuring their inclusion in the programme at hand, but also of the broader community.

Relationships between the Indlela team and the school community presented itself as an evolving entity as relationships between stakeholders often change and develop over time. A mutually beneficial relationship where people are working together and not oppose each other is important to achieve better programme outcomes (Zakocs and Guckenbug, 2007).

Collaboration was enhanced through open communication as indicated by the Indlela team as well as the adult school team. The ways in which the Indlela team communicates with the school community, keeping them adrift and informed, was appreciated and viewed as a key aspect in maintaining a good relationship with the school. Generally, the need for good communication between stakeholders seems to be largely underrated, yet the more information people have about decisions that affect their work, the more satisfied they are (Kotter, 1996). Effective and consistent communication between all stakeholders is at the centre of all effective change (Matheson, 2000).

Collaboration was also enhanced through the stakeholders' common goals, i.e. the effective education and upliftment of the children. The stakeholders seem to support each other in educating the learners and in achieving the schools' mission statement, which refer to producing respected, law abiding independent citizens, who will be able to make a positive contribution not only to themselves, but also to the country. Literature shows that collaboration is achieved when the different stakeholders have a cohesive and shared vision (Foster-Fishman et al., 2001). A trusting climate that promotes power-sharing, as well as inclusive and regular interactions among the stakeholders is necessary for programme success (Foster-Fishman et al., 2001). It was very clear that the communication and collaboration between Indlela and the school is underpinned by specific values and principles.

5.4 Values of Indlela

The data suggested that the Indlela team (programme coordinators and facilitator) displayed similar values in both their personal and professional lives. These values

seem to underpin their engagement with the relevant stakeholders (school, and learners) as well as practices i.e. programme implementation and facilitation. Honesty, openness, integrity, excellence, dedication, cooperation and team work, were the core values adhered to by the Indlela team. It has been argued that values can only become fully integrated into organisational culture and have the desired effect if it is supported by all staff members, especially by the leadership team (Rowitz, 2001).

The Indlela team considered the principles and values which mark their own way of living and behaviour to be a very important aspect in their programme facilitation process, as these values are being conveyed through the programme. The literature suggest that the values to which an organisation aspire and adhere to, i.e their ideals or goals upon which they build their actions, as well as their distinctive practice and beliefs, contribute to the extent to which an organisational structure works effectively (Moodie and Hulme, 2004).

The Indlela team argues that these values which are conveyed through both their practices and the programme are the building blocks and ground work that the children need first to understand and integrate within their own lives, before other knowledge can be taught and accepted. This is an important concept that the Indlela team is incorporating into the programme. McKee et al., (2004) shows that children are very adept at noticing whether the actions and teachings of significant others in their lives' are congruent, especially at a young age.

The Indlela team strived to set a good example for the children and showed insight into the fact that the Amaoti community lacks appropriate role models, in many cases

due to the absence and/or lack of effective parenting. The Indlela team aspired to use the programme facilitators as role models with the hope that their “*exemplary*” example will be followed. Children learn by modeling (Bandura, 1969), therefore appropriate role models should be individuals that the children can look up to, identify and relate with (McKee et al., 2004). If an example of good morals and values are set and followed, good citizens can be cultivated (Roper, 2004). According to Jansen (2008), the future of South Africa as a country depends on a new class of citizens whose horizons stretch beyond their individual, narrow, self-serving interests. Good citizens are expected to rise above greed and racial intolerance reflected in a dehumanizing society.

5.5 Programme implementation and related challenges

Even though the school community has responded well to the programme, this does not indemnify the programme from challenges and difficulties during the implementation phase.

Working in a peri-urban area marked by all the characteristics of a disadvantaged school, i.e. limited resources and facilities, rendered a number of challenges to the Indlela team. The school lacks resources such as space, basic facilities and amenities. The limited space leads to overcrowding which hinders the educational environment in general and the interactive activities in the programme. The limited resources that are available in schools located in impoverished areas have been highlighted by Ncama (2007).

Intervention programmes, especially in disadvantaged contexts, are highly time-consuming due to the various constraints within the school setting. Holidays and unforeseen circumstances which influence the school times seem to hinder the Indlela team from completing their programme in time. Time management offers a great challenge to any intervention programme. It has been the experience of several projects that even the most seasoned case manager, struggles to find enough time to work effectively with youths, especially during the early stages of enrolment and relationship building (Tenner et al., 1998).

The lack of parental involvement in the school and programme is not surprising as it occurs in other contexts and have been widely reported on (Kopelman and Van Niekerk, 2002; Van Niekerk, 2001). Low parental involvement in the school has been attributed to low levels of education and thus a lack of insight into the importance of parental involvement. In contexts of poverty, parents are focused on fulfilling basic needs rather than on the emotional and scholarly needs of their children (Hendricks et al., 2005; Kopelman and Van Niekerk, 2002). According to the school team, this could possibly be attributed to parent's fear of being confronted by the teachers over unmet financial obligations towards the school or about the ill treatment of their children (physical abuse) at home. The school desired more parental involvement even though the Indlela team stated that parental involvement did not hinder programme implementation. Nonetheless, previous research has indicated that the absence of these supportive structures, leads to detrimental effects on adolescent's life choices, making them vulnerable to low self-esteem and increased sexual activity (Hendricks et al., 2005). Furthermore, maternal and paternal support contributes to adolescents' psychological well-being and it is also a critical factor in the

development of self-esteem in young children, essential in averting risk behaviours (Govender and Moodley, 2004). Greater parental involvement could therefore contribute and reinforce desired programme outcomes in the home environment.

Psychological vulnerabilities such as low self-esteem are often manifested in behavioural problems, an issue raised by all the participants. The children represented various backgrounds as they are from different families, and showed various behaviour patterns accordingly. This was a challenge for the Indlela team, as the programme attempted to reach as many children as possible, on a level that is fit for each learner. Because of the diverse backgrounds and the under privileged community in which they live, only a limited number could be managed. The learner's socio-economic contexts brought about intricate complexities and highlighted needs that require specific support which go beyond the planned educational elements of the programme. During the interviews it was learned that the Indlela team offered other services that include remedial teaching to support learners that cannot read or write; support with the attainment of necessary documentation such as birth certificates and applications for grants. Additionally, the Indlela team also supplies orphans with clothing and the school with technological equipment where possible.

Besides material contribution, the Indlela team also offers social and emotional support to the learners i.e. by offering counselling sessions and an after school club. The additional social support is in line with views of Campbell and MacPhail (2002) who argue that youth needs adequate support, guidance and respectful recognition from others to effect the necessary change in their risk behaviours and to gain a positive outlook on life. However, the possibility exists that all the needs of the local

community can overburden the Indlela team. When creating coalitions and networks, it is important to understand the needs of the organisation and what they are able to contribute, against the background of what is needed by the community (King et al., 2008). Ultimately, all organisations have to find a balance between their needs and the needs of the communities they are serving (Jenson et al., 2006; National Institute on Drug Abuse, 2003). Strong leadership is therefore needed for a collaborative programme to enable and address essential needs, but also retain the integrity of the whole system (Tenner et al., 1998). The Indlela team clearly identified their expertise and realised that they need to set boundaries according to what they want the programme to achieve. By following these guidelines they show a sense of focused involvement in achieving their programme objectives. By drawing lines and focusing on their expertise, doing what they are suppose to do, the overall programme quality can be improved. It has been stated by Moodie and Hulme (2004), that it is in an organisations' best interest to balance ambition and capacity, to achieve optimum outcome.

Lack of human capacity and financial constraints also seem to render restrictions to the Indlela team, especially in terms of programme expansion and thus its potential impact. If Indlela could get more funding they would be able to employ more people and impact on more children's lives. This situation must be viewed against the background of fierce competition of numerous organisations for funding and recognition of their programmes (Tenner et al., 1998). Adding to this struggle is the fact that the demand for interventions has outstripped various corporations' ability to fund them (O'Donnell et al., 2005). In addition, the social costs and individual consequences of ineffective interventions and failed policies are staggering, forcing

corporation's to think carefully before they invest in any type of intervention or programme (Biglan et al., 2004).

Even though the Indlela team was faced with various challenges, they generally went about with a positive outlook and the realisation that adaptation is a part of life and in order to succeed and improve, adjustment is needed. It can be seen that change and improvement is at the heart of the programme. The team uses experience to contribute towards improving the programme and also recognize the need thereof. Castro and colleagues (2004) noted that program adaptations during the implementation phase must go beyond changes relating to cultural appropriateness i.e. altering the appearance of role models, to targeting the core beliefs and values of the different target audiences. Therefore, programme adaptation often requires modifications to both program content and delivery (Jenson et al., 2006).

5.5.1 Presentation of the programme

The data suggested that the Indlela team was fully aware of the importance for young learners to identify with the programme content and activities. The Indlela team acknowledged different learning styles, consequently activities were incorporated that would contribute to the learner's learning experiences. According to Walsh et al. (2008) it is important to establish learner's needs to overcome possible learning barriers.

The Indlela programme is not presented in a typical classroom fashion, i.e. a didactic style or top-down approach, but rather in an integrative, interactive manner. The children are actively involved in experiential learning in a supportive atmosphere in

which the learners are encouraged to contribute to the class activities and discussions. The Indlela team argued strongly for a participatory learning process as it enhances opportunities for skills development. This is a recommended learning environment and the literature suggest, that by establishing creative forums, interactive participation among peers would allow for the creation of information and creativity (Baily, 2006; Dennis, 2009). Learners thus become true contributors to the learning process, necessary in effective intervention programmes (Hoffman and Futterman, 1996; Jenson et al., 2006). This was also evident in research conducted by Catalano and colleagues (2002) where skills building were identified as the single most common intervention component in 22 effective school-based prevention programmes.

Learning was also enhanced by allowing for reflection after an activity. This process further supports the internalisation of information, as abstract terms conveyed through activities are put together in more concrete ways through debriefing discussions. The infiltration of this concept into an educational lesson is important as adolescents do not respond actively on pure information (Reddy et al. 2001). It has also been reported that it is important to create opportunities for learners to reflect on what they have learned and experienced because knowledge can only be fully internalized through a critical thinking process (Coryn, 2007; Denzin and Lincoln, 2000).

5.6 Programme outcomes

The Indlela team and school stakeholders demonstrated commitment to enhance the learners' self-esteem, self-efficacy and sense of future by teaching them that they are special and irreplaceable. The learners' displayed a high level of self-esteem as they

seemed confident to express their views about the programme and to point out inappropriate behaviour to others. It has been found that adolescents with a good self-esteem will have faith in themselves to make decisions according to their value system and beliefs rather than being influenced by others (Oattes and Offman, 2007). Therefore, when children act with confidence they will be more likely to manage difficult and risky situations (Danielsen et al., 2009; McArthur and McArthur, 2004).

It is possible that the interactive activities contributed to their enhanced self-esteem as their opinions in this process are valued and viewed as important. As mentioned earlier, the opportunities provided for reflection on experiences further facilitate creative thinking and the development of their own ideas. It has been found that when adolescents acquire a good sense of self, they consider themselves worthy of having an opinion (Hendricks, 2000); this in turn will assist them to resist negative influences (Bryan et al., 2004).

The high value placed on developing a sense of future, is enhanced through creating opportunities for goal setting and career guidance that seem to bring focus to the learners' work. As reflected in the data from the school team, this has improved the learners' academic achievements as well as their general behaviour, because "*they have something to work towards*". According to Bong (2004), Valero et al. (2008) children that are surrounded by poverty and unemployment on a daily basis, need a programme that inspire a desire not to become part of the problems surrounding them, but rather to guide them to work hard for a better future, free of despair. The low school dropout rates, fewer teenage pregnancies, and more disciplined behaviour displayed by this group of learners was viewed by the school team to be a

consequence of the programme objectives, i.e. higher self-esteem and self-efficacy. It is evident that the programme has made the learners realise that their current life choices will inflict on their future. Kleinke (1998) and Bandura (1997) attribute better life choices to psychological well-being, which includes a good self-esteem, self-efficacy and a sense of future, which play an important role in succeeding in difficult situations and coping with life challenges (Bandura 1990; 1986; Kleinke, 1998).

The learners seemed to have incorporated the view that it is important and necessary to contribute meaningfully to their community and by doing so, add value to their own lives as well. The learners' realization of human interdependence and the need for mutual support, argues well for positive citizen development as previously discussed. The programme has in other words, provided a pathway for the learners to become caring and respectable citizens (Brown et al., 2002; Mortimer and Larson, 2002).

5.7 Programme development

Spinetta states that "*Vision without action is meaningless*" (2002, p. 24). This view was widely reflected in the data as both the school and the Indlela team showed enthusiasm towards the future of the programme. The various stakeholders expressed various future needs and development of the programme. The positive experiences with the programme seemed to have created the desire to expand the programme, allowing for broader infiltration into the school context, affecting more learners' lives. These future programme development desires are supported by the Indlela team's vision to build knowledge skills and capacity in the community by empowering the learners. By helping marginalised individuals, they are likely to become self-reliant

and empowered to set their own goals and find their own solutions (Moodie and Hulme, 2004; Zakocs and Guckenburg, 2007).

The school team reiterated the need for the programme to reach young learners because they are often exposed to harsh realities from a very young age. It is therefore necessary to intervene as early as possible (Moodie and Hulme, 2004). The importance of adequate support during the early childhood years in terms of long-term development outcomes, both physiological and psychological, is widely accepted (Shonkoff and Phillips, 2000).

Development aspirations of the Indlela team include expansion of the programme to the whole school and later to also involve other schools. According to Campbell, Foulis et al., (2004), it is advisable to continue with a programme throughout the secondary school years because of the increased vulnerabilities of the adolescent years characterized by the engagement with risky behaviours. Risky behaviours during adolescence are enhanced by both their emotional instability and greater peer influence (Campbell et al., 2004; Liang et al., 2007).

Suggestions with regards to the facilitators' disciplinary style were made as it seems to create some controversy. The relaxed and participatory environment in which the programme is delivered might be very different from the normal classroom situation, making it difficult to accept by teachers who are used to stricter authoritarian and didactic classroom situations. Teachers as well as learners from the focus group indicated that a form of punishment is needed "*to control*" the learners in order to contain "*unruliness*". Studies have indicated that when learners are aware that they

do not receive punishment, it could lead to a relaxed environment contributing to their eager involvement (Soole et al., 2008) that could be labelled as being undisciplined.

Programme assessment was viewed by the school as an area that needs to be addressed by the Indlela team. The value of assessment is well founded in literature as this could give background to what the programme is achieving and how well the children can display and remember what they have learned (Kinsler et al., 2004). Apart from specific assessments, the importance of programme evaluation that may incorporate some level of individual assessment, evaluations are necessary at multiple stages of a programme. It needs to be established whether the programme is able to achieve its objectives effectively not only in supplying the learners with knowledge but also allowing for the internalization of the information so that they may make it part of their lives (McNamara, 2008).

5.8 Conclusions

HIV/AIDS is recognized to be the biggest threat to the survival of the South African population. Because the youth are the future of a nation, it is important to focus on the adolescents of our nation. Equipping adolescents with skills will enable them to apply these skills to make better life choices on a daily basis, particularly in terms of their health. This could lead to more responsible decisions regarding risk behaviours and thus decrease their risk of contracting HIV/AIDS. The Indlela programme offered learners in an impoverished area, Amaoti, the opportunity to become better informed about life and health and also to equip them with life skills to enable the transfer of knowledge into related practices. These skills are directed to enhance their self-esteem, self-efficacy and their sense of future, the building blocks of responsible

decisions and thus general health and well-being. As extra stressors i.e. a lack of education, information and services are part of impoverished areas, these communities are in urgent need of general upliftment and empowerment.

It is important to understand that there is no simple solution to intervene in the HIV/AIDS epidemic. Indlela has put great effort into effective and relevant programme selection to best suit the learners of the Amaoti community. The thorough process of entry into the school ensured positive interpersonal relationships marked by mutual respect. This process enhanced programme ownership and acceptance of the programme. The relationships between the school community and Indlela are further strengthened by their common vision and goal i.e. to equip and educate the learners with life skills necessary for their development, health and well-being.

It seldom happens that outside school programmes blend well into existing school structures and learning areas. The Indlela team's success could be attributed to a value system that underpins their interpersonal relationships and practices and translated into dedication to "*make a difference*" in the community. The school community welcomes the Indlela team as they offer support in more than one way, not only to the learners but to the teachers and the school in general. The example that the Indlela team sets is granted invaluable. More programmes are needed that are implemented with such care and consideration of all members and structures involved. Sincerity, trust and the noble intentions to make a positive difference in the learner's lives assist in providing teachers with support in their endeavours. Through the collaboration with Indlela their workload is decreased and not negatively impacted on. This further led to the acceptance of the programme.

Another strongpoint of the Indlela programme is the combination of educational strategies, facilitated in a structured way but yet, dominantly interactive and participatory. These strategies have been identified as necessary for effective intervention programmes. This leads to the internalization of information, values and skills as reflected in the learner's attitudes and behaviour. Furthermore, the reflective sessions in the programme allowed participants the opportunity to reflect critically on the Indlela programme, and their participation, their shared values and goals and also future plans. Through this process the synergy and commonality of the different stakeholders, in their endeavours to foster the health and well-being of the learners and the broader community, has been solidified.

The Indlela team has to guard against overextension of the programme. A general problem NGOs are faced with is becoming overwhelmed by the needs of a community in which they function. Effective programmes tend to focus on specific target areas to prevent becoming too broad and thus less effective.

Health promotion interventions within a developing context should be supported by a comprehensive sustainable developmental framework which involves stakeholders to ensure emancipation through a critical thinking process. Evaluation of the Indlela programme has extended involvement and participation of the stakeholders. When evaluation is conducted at the early stages of a programme, it is still early enough to intervene and adapt the programme effectively. Participants are also allowed the opportunity to influence the future directions and developments of a programme. Participants felt that they can contribute meaningfully to the process of programme

development and therefore participatory process evaluation fosters capacity building and empowerment.

5.9 Recommendations

The information presented in this study attempt to provide the stakeholders with insight into their experiences with the programme in general and specifically about programme implementation and how resources, such as time, money and people, were used. The information that emerged from the data can be used for further planning and programme development as specific strengths as well as problem areas in need of address have become evident through the process evaluation process. The aspects that are important to consider in future programme improvement have thus been highlighted.

The following recommendations emerged from the data:

- It would be a positive contribution to the school and broader community if the Indlela programme does expand to include more learners in the school system and more people of the community, particularly parents, in skills education. However, special precautions will need to be taken by the Indlela team to ensure that the programme stay focused in addressing critical life skills.
- Due to job limitations in South Africa the vision of equipping school leaving learners with extra skills by shadowing a facilitator will enhance the young adult's skills and therefore have a positive effect on the broader community as this opportunity will broaden their spectrum of possible work opportunities.
- It is evident that the school community and specifically teachers are overwhelmed by all the demands from the learners and community. Financial

support by the Department of Education to programmes such as the Indlela programme could benefit the school as additional dedicated support could then be made available to learners and teachers. Furthermore, the education of children in disadvantaged context would probably feel less of an impossible task with the mutual support that stems from working with a dedicated and respectful partner towards a common goal to enhance and reinforce the learning process.

In concordance with some of the stakeholders' recommendations;

- The Indlela programme need to incorporate a system of assessment pertaining exactly to skills and knowledge taught to the learners. This could also enhance reinforcement of knowledge between the classroom setting and the Indlela programme.
- Care should be taken in maintaining discipline i.e. for the learners' not to take advantage of the participatory and interactive nature of the activities and thus to become "unruly".
- It might be useful for the Indlela team and the school to reassess the programme content in terms of available time within the school setting. It is possible that a more time efficient way to address both the programme and curriculum needs can be found. It should however be borne in mind that interactive and participatory activities are time consuming and therefore realistic goals should be set in terms of programme content.

5.10 Limitations of the study

Like any research endeavour, this study also has limitations. Although rich data emerged from this study an impact evaluation is needed to establish the effectiveness of the programme in terms of bringing about positive change among the learners in accordance with the broader aims and specific objectives of the programme. Future evaluation studies are required for short-term impact and long-term outcome of the programme.

Secondly, due to time and financial constraints, the interviews were held with most of the Indlela and school team, but only one focus group discussion was held with the learners. Richer background information could have been obtained by including more learners within the programme as well as some learners and educators within the school, but not primarily involved in the Indlela programme.

Thirdly, all possible information could not have been tapped into, due to the specific focus of the study, limited human capacity and limited response time. However, the study attempt to focus on issues viewed as important and relevant to the process evaluation phase of the Indlela programme.

Fourthly, it is important to note that Indlela was allowed to adapt the iThemba Lethu programme and change certain aspects to better fit the Amaoti community. These findings are therefore only applicable to the Indlela version of the programme in the specific school setting and cannot be generalised to the iThemba Lethu programme as a whole or to any other Life Skills or Life Orientation programmes.

Despite the limitations mentioned above, this study provides important information about the Indlela Life Skills programme, to both the Indlela team as well as the school. It also gives a broad spectrum of opinions including the views of all the relevant stakeholders to provide stakeholders with valuable insight into strengths and weaknesses in the implementation of the programme and suggested various possibilities for improvement.

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LIST OF APPENDICES

Appendix 1: Parent and Participant information

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A qualitative study to investigate experiences with the Indlela Life Skills programme

(Phase 1 – Process evaluation).

PARENT AND PARTICIPANT INFORMATION

Investigators: Miridtza' Erasmus as a student at the University of KwaZulu Natal

Greeting & Introduction:

Hello, my name is **Miridtza Erasmus**, I am a Master's student enrolled in the Masters in Health Promotion in the School of Psychology, University of KwaZulu Natal and my student number is **207524500**.

Why are we doing this study?

Research is a process to learn the answer to a question. In trying to reduce the spread of HIV in our youth, various programmes have been implemented at schools and we as researchers want to learn about the effectiveness of the Indlela Life Skills programme, in particular about your experiences with the programme. This will help us to understand how to improve the programme.

Invitation to participate:

We will be asking about 10 people about their views of the programme and are inviting you to be one of those participants. You are completely free to decide whether or not you want to take part. If you do not want to participate you will not suffer any penalties. If you do decide to take part, we will ask you to sign a consent form. If you sign this form, it means that you agree to take part in the study. You have a right to stop taking part at any time, and you will not suffer any penalties if you decide to do so.

If I take part in the study, what will happen?

After you have had a chance to ask any questions you want to about the study, we will ask you to sign a consent form. We will then ask you some questions about the programme. There are no right or wrong answers. We want to find out what you really think. If you give permission, we will tape record the interview. If you don't want to give permission, we will make notes about what you say on paper. You can stop the interview at any time or not answer any questions

that make you feel uncomfortable. The interview will take about an hour. After we have finished the research, we will write a report so that other researchers can learn from our study.

What are the risks and benefits of taking part in the study?

There is no risk to you for taking part in this study. Information that we get from people taking part in this study will be kept securely stored. We will not mention any names of participants in our records. Any reports that we write about this study will not reveal names, or who said what.

What can I do if I want to ask more about this study?

If you have any questions about this study, you can ask us now. We will also give you a copy of this sheet that explains the study, to take away with you. If you have questions later or if you want to know what the research found you can contact myself on cell phone 072 3860 363 or on e-mail : miridtza_erasmus@hotmail.com. Alternatively you may also contact Prof. Anna Meyer-Weitz at 031-260-7618. You can also fax her at 031-260-2618 or email her at meyerweitza@ukzn.ac.za. A research report will be made available at a later stage and a copy would be made available to you.

Ethical approval for the study was sought from the Ethics and Research Committee of the Faculty of Humanities, Development and Social Sciences, University of KwaZulu-Natal. If you have any questions or worries about your rights as a person taking part in a research study, you may contact Ms Phumelele Ximba at telephone 031-260-3587, or email her at ximbap@ukzn.ac.za.

Appendix 2

PARENT AND PARTICIPANT CONSENT

Study title: A qualitative study to investigate experiences with the Indlela Life Skills programme (Phase 1 – Process evaluation).

Investigators: Miridtza' Erasmus as a student at the University of KwaZulu Natal

I have read the information sheet about this study (or the information sheet has been read to me). I understand what will be required of me, and what will happen to me if I take part in the study. Miridtza has also answered all my questions.

I understand that:

- If I agree to participate OR agree for my child to participate, we will be given a signed copy of this document and the participant information sheet which is a written summary of the research.
- I may contact **Miridtza' Erasmus at 0723860363** or **Prof. Anna Meyer-Weitz at 031-260-7618** any time if I have more questions about the research.
- I may contact the **Research Office** at the University of KwaZulu-Natal **031-260 3587** if I have questions about your rights as a research subject.
- Participation in this research is voluntary, and no penalties or a loss of benefits will occur if I refuse participation.
- Participation will be kept confidential.
- The participant may withdraw from the study at any time without giving a reason.

Therefore:

1. I agree to take part in the study: YES / NO (circle answer)
2. I agree that I can be tape recorded: YES / NO (circle answer)
3. I agree for my child to participate YES / NO (circle answer)

Name of Participant

Signature

Date

Name of Parent

Signature

Date

Appendix 3

Interview Schedule:

School community: Teachers and Principal:

1. Why do they think it was a good idea to allow the programme to be implemented in their school?
2. Are there any other programmes running at the school?
3. If yes, how has the other programmes affected the schools decision to adopt this particular programme?
4. What were their views as teachers of the Indela program? (Probe perceived strength and weakness of the program).
5. How did the learners experience the programme generally?
6. What topics/content areas were best received and why?
7. What topics/content areas were not received and why?
8. As teachers what changes did they notice in their learners that can be attributed to the program (probe around issues of discipline, self- efficacy, levels of self esteem, academic performance, pregnancy etc.)
9. How has the relationship between students and teachers changed or improved due to the programme? Has it contributed in any way towards the relationship between teachers and learners?
10. Do you feel that the involvement of these learners in the programme has improved their overall academic performance?
11. What has the experience of working with the facilitators been like for you?
12. Do you feel that having external facilitators coming in and talking to the learners about issues around sex is better than having the school community?
13. In your view was the program implemented as planned?
14. How did it fit in with the current Life Orientation syllabus?
15. How was the whole programme accepted at the school?
16. Were you comfortable with the programme replacing the Life Orientation programme? Yes/ No and Why/ Why not.
17. How did this new programme compare to Life Orientation? Explain? (Probe whether it's better than the old system in what way).

18. Do you think it is good idea to supplement Life Orientation with the Indlela programme?
19. Do you feel that it is an ideal Life Skills programme?
20. Do you think the Indlela programme can be improved?
21. To what extent are parents involved in the programme and what feed back have you received from them?
22. Would you like to continue with the programme at the school?
23. What do you think are the benefits of the programme?

Facilitators:

1. To what extent has the programme being implemented as planned?
2. Were the skills that you gained during the training session adequate for the programme?
3. Were the resources available?
4. In your opinion how did the learners receive the programme?
5. How did facilitators deal with sensitive issues that arose out of the sessions (cases of abuse, trauma). Probe was counselling or other referral services available to learners?
6. Were there any debriefing meetings at the end of each session to determine any matters arising or plan for the next session?
7. Were there any debriefing sessions with learners to see how the session/ programme can be improved?
8. Did they get support from relevant stakeholders (teachers, parents).
9. Did you have enough time to complete the sessions as planned? Is there enough time allocated for the completion of session activities?
10. If they fail to complete do they revisit it at the next session or do they have to complete the session themselves or alternatively move onto a new session?
11. Does the programme address the needs of the learners? How adaptable is it to their needs?
12. How do you think that the religious basis of the programme affect the effectiveness of the programme?
13. The programme was based on religious values; did you think/feel that the community/ learners found it acceptable?

14. How are real life questions and issues surrounding current life situations dealt with in line with “gods plan”?

Children – Focus groups

* Ice Breaker * creating name tags and introducing each other.

1. Tell us what you know about the Indlela Yethu Programme.
2. What have you learnt from the programme?
3. Now we are going to use some pictures to show what you have liked best about the programme. So let's use the happy face to show what you have enjoyed/liked the most.

(Probe: Activities

Games

Facilitators – clarity, enthusiasm, approachability (free to ask questions), trust

How did you feel about outside facilitators? Would you rather have a teacher you knew?)

4. Now let us use the sad faces and talk about what you did not like/enjoy about the programme.
5. Tell us about any lessons that you have learnt in the programme that you are now using at home and with your friends.

(Probe: HOW have you used it outside with your friends/family.

What have you told them?)

6. How is this programme different from the normal Life Orientation module?
7. Tell us about what type of materials were used in class.

(Probe: pictures, drawings, toys etc. Was it understandable, easy to use)

- Did you do group work?
- Was it interactive?
- How did you like it?

8. Vignettes...

a. Lindiwe is in Grade 6 at Amaoti School. She has been attending the Indlela Yethu programme since Grade 4. For the past week, Lindiwe's neighbour Malume Siphiso has been meeting her outside school and walking her home without her parents knowing. Yesterday, Siphiso invited her to come to his house and have some juice. Lindiwe was thirsty after a long

walk, so she decided to go with him. Inside the house, Siphiso started touching her in places that made her feel uncomfortable...

- What should Lindiwe do?

b. Mandla is playing with his friend Inkosi in the garden. While they are playing, Inkosi is accidentally cut by a piece of glass and he starts bleeding

What should Mandla do to help his friend?

(Probes..) How will he prevent himself from contracting HIV/AIDS?

Why was important at the time?

9. And finally can you tell us what you would change about the programme to make it better?

And what would you change about the facilitators?

Programme Co-ordinators:

1. How did it come about that you incorporated the Indlela programme?
2. Why do you think it was a good idea to allow the programme to be implemented in their school?
3. What were your views as programme co-ordinators of the Indela program? (Probe perceived strength and weakness of the program).
4. How did the facilitators / teachers / principal / learners experience the programme generally?
5. How was the whole programme accepted at the school?
6. What has the experience of working with the facilitators been like for you?
7. Were there any difficulties with the implementation and facilitation of the programme?
8. Do you feel that having external facilitators coming in and talking to the learners about issues around sex is better than having the school community do so?
9. In your view was the program implemented as planned?
10. How did it fit in with the current Life Orientation syllabus?
11. How did this new programme compare to Life Orientation? Explain? (Probe whether it's better than the old system in what way).
12. Do you think it is a good idea to supplement Life Orientation with the Indlela programme?
13. Do you feel that it is an ideal Life Skills programme?
14. Do you think the Indlela programme can be improved? And how?

15. How does this programme fit in with other programmes at the church?
16. To what extent are parents involved in the programme and what feedback have you received from them?
17. Would you like to continue with the programme at the school?
18. What do you think are the benefits of the programme?
19. Were the resources available?
20. In your opinion how did the learners receive the programme?
21. How did facilitators deal with sensitive issues that arose out of the sessions (cases of abuse, trauma)?
22. Were there any debriefing meetings for facilitators?
23. Did you get support from relevant stakeholders (teachers, parents)?
24. Does the programme address the needs of the learners? How adaptable is it to their needs?
25. How do you think did the religious basis of the programme affect the effectiveness of the programme?
26. The programme was based on religious values, did you think/feel that the community/ learners found it acceptable?
27. How do you see the future of the programme?

EXCERPTS OF INTERVIEWS

This appendix consists of transcript excerpts of the interviews conducted with the school principal, two Life Orientation teachers, the facilitator, programme coordinators as well as with the focus group consisting of learners from the school in Amaoti, participating in the Indlela Life Skills programme.

Note: *The names mentioned during the interviews have been changed.*

Interview with School Principal:

I - Interviewer

P - Participant

- I: What do you think that it was a good idea to have the programme being implemented at your school?
- P: The reason why it was supposed to be implemented in the school was because we are living at Amaoti and Amaoti is a rural area, most people are illiterate and most people, we have had many cases of abuse and many learners are dropping out from school so, so if they can acquire life skills and do the Life Skills programme, they can do better in life.and others don't even have parents. They are being adopted by other people so and if you look at the way that things are happening around you can definitely see a need of them getting skills for their life.
- I: So you are looking at the long – term benefits of the programme.
- P: Exactly, exactly. If they are not mothered or fathered, they definitely equipped to fix their lives.
- I: So that contributed to your openness to the programme in order for them to have life skills for.

P: Exactly, because we as the school we only give them although we do teach them life skills, but if there is special, people who are specializing in the life skills, just cannot say no to them because we do, we do give them academic stuff but we also want them [children] to be in a position to handle their lives with or without academic knowledge.

I: How do you think the having outside visitors has affected the Indlela programme? Do you think that it has affected the Indlela it in any way?

P: No, I don't think because their ideas are more or less the same it is just that we want other learners to get some info also, yes exactly. But it is not about the grade that they are teaching, it is all about other learners, some are going to benefit from their friends from their class and others are left out but they all need such skills although our educators they do, they do Life Skills as a learning area or as a subject but we definitely need people who will come from other spheres of life to give them such knowledge so it's at a school we are a combined school from grade I to grade IP so you find that even those on top there [grade IP] when they leave last year then they get pregnant they do things any how so we you see by observing the way they are doing things that they definitely need this. But two years we having Africa, I am sure if they but they are Africa something, those were rendering life skills in the secondary phase. The way that we need such programmes.

I: And what would you say are the views of the teachers about the programme?

P: In fact, normally when I talk to the educators concerned they usually tells me that they are observing a change in their learners and so they are very much excited about having them in the programme at the school because sometimes if you introduce a programme to the educators, sometimes they just don't want to take a programme hey this will disturb us we've got our own programme so anyway we are teaching Life Skills we are also teaching them Life Skills but the way they ask because they started last year full time the other year they just part time but last year they started full time to run it throughout grade 4 but the whole year and then when we are reviewing the whole programme they said they definitely want them in because their learners have learnt to differentiate things and say and even be and even if you can notice the drop out from the grade they are in they are very minimal very low. Most learners

are in class and they enjoy being there and they know exactly and they normally taking the last period of the day and you wouldn't find them rushing out to go home because they enjoy the programme so much for learners and educators too so the way that they are so cooperative when this people arrive that indicates also that they are accepting the programme and they are really enjoying it and it is all benefit to them.

I: Have you noticed any observable changes in the children?

P: What I have noticed especially when we were talking about when they took the leadership skills that is what interested me the most I think I don't know whether that interested me the most because I am a leader this thing of giving learners tasks and the learners take the initiatives of doing things and then we are also discussing things of about how they are treating themselves in class and how they are well - behaved and the HOD's I talk with the HOD's when it comes to they are well - behaved , they are coming to school almost daily, they are becoming responsible and they also take initiative, we don't have a problem with the class that they are but in fact they benefited last year and they also still benefiting because they started last year in grade 4 and this year they are with them again so its continuous but we are having a grade which is fortunate which is getting all throughout their school life.

I: How would you describe the relationship between the teachers and the children are now after being part of the programme?

P: No it's positive. I can't complain. I don't want to lie. Learners can be learners but they are ok. If I was going to get sponsors I was going to say if they can run programme to all other learners especially at the primary phase because one will know exactly that when they reach secondary they will be ok. They must have learnt a lot of things you know because if you can take a learner from grade 5 maybe and compare the learner with the learner in grade 8 you can be surprised that these learners has acquired a lot of skills than the other one.

I: The ones in grade 8.

P: Yes, because of being exposed to the programme. Like not all the learners have undergone the leadership programme only those but if you can compare all the learners you can say that they have been fortunate to get the programme but mostly what worries me normally about the learners in the area is that I

want to see them at least completing grade IP being responsible and not dropping out, no teenage pregnancy all those things that are troublesome to our youth now if we can see them doing that we know exactly that Oh our community has changed or our learners have acquired the right skills of life because that is our main problem, that is our main problem.

Interview with School Teacher:

I – Interviewer

P – Participant

- I: Other noticeable changes maybe of shyness, being violent and I agree with you of course because these things are happening at home...
- P: There are changes in behaviour because I can say we did have a student who fell pregnant in grade 5 ... There are changes.
- I: So how do you think the learners are experiencing the Indlela Yethu programme?
- P: They like it, the only problem with it is that they don't give them that respect in such a way that if they misbehaved they used to take them to me and then I deal with them, so they think that they of the same age when they see "Sipho" and "Tobi", but they like it. It is only that the kids are just like that in this area kids are sexually active and since "Sipho" came and told them about marriage and sex, there have been changes.
- I: What topics/content were well received and why?
- P: HIV/AIDS, they even gave them chocolate to take at home and come back on Monday or Tuesday and he asked them who ate their chocolate and most of them ate it and some of didn't eat that chocolate. He proved to them that if you wait you will gain a lot so those who did not ate their chocolate they were rewarded. So if you abstain at the end of the day you will be rewarded you won't get STI and HIV/AIDS and pregnancy. I think that was a good way of showing it.
- I: Do you feel that the involvement of these learners in the programme has improved their overall academic performance?

- P: It has helped them to focus their studies because they encourage them to know what they want in future to know their careers. If you know your career you automatically become more focused.
- I: How do you think the Indlela program can be improved?
- P: Because they are an NGO if they can organize to for the kids to a hospice to see all sick suffering from HIV people maybe they will be more carefully about their sexuality. I think if they try to do that it will be okay. If they can come to all grades 4 -7, if they can visit all the grades with more time and teachers rather than working with the same group of people up to grade 6. So far only that group of kids benefit what about the other kids? If they can come to all grades in every year
- I: What do you think are the benefits of the programme?
- P: The children's behaviour has changed, they are no longer shy and they are open to share their views, a change in lifestyle has also occurred although there is a gap between what is taught and what the kids can actually practice when they go home. High levels of unemployment and lack of proper housing means that children want to practice what they see their parents doing (experimentalists). The school has also benefited because they take care of orphans by buying school uniforms and apply for grants and they have even given a computer to the school. They are motivated for the future by helping them to in a way correct their parent's mistakes by helping themselves.
- Problems: High levels of pregnancy and unemployment in the community. Violence in homes and they are not open about it although Indlela is promoting openness in terms of revealing cases of sexual abuse. Children have also revealed cases of abuse and they are now also open to talk about issues of abuse.
- I: How did the learners experience the programme?
- P: The learners experienced the programme very positively. Initially, communication could have been a problem because most of our learners did not speak English. The black facilitators, Thabo and Nina helped a great deal. The learners had finally got a place they could express themselves openly and without fear of us their educators. They always want to go to this programme.
- I: What topics/content areas were best received and why?

P: Topics on relationships, HIV/AIDS, family relationships, were well received. The facilitators have made friends with learners so they don't fear them in any way. The learners feel that they can say anything, and in that way they have been helped a lot.

I: As Life Orientation teachers, what changes can you attribute to Indlela Yethu programme?

P: There are some changes we can see as teachers for example, the kids behave very well, and they are not afraid of facilitators; in fact they are friends with them. They can express their feelings with them, especially stuff that is happening in their families.

The self esteem of the kids has improved with some special attention to some of the problem areas. The facilitators have some skills for example helping the kids to write well. It's not only writing one can talk about. The kids have a feeling of what they want to be in future so we hope they will look forward to that and do well in their studies because our community can be discouraging sometimes but with the input from all our programmes combined we hope the learners can get a good future.

I: How has the relationship between the students and teachers changed or improved due to the programme? Has I.Y contributed in any way?

P: The relationship has changed quite a lot. The group they have been having is very friendly and open. I can say about 85% of misbehaviour has gone down. Even to us, the kids are not as aggressive as they used to be. They have that respect and towards people. They have learnt a lot.

I: What would you consider as the areas of improvement for the Indlela Yethu programme?

P: Time allocation is not enough. Two periods a week are not enough. Three times a week would be much better.

We would also like them to be transparent about how they assess children and how they, themselves are assessed. This is not to say that they are not doing well but we would like to know how they assess.

Like, we want them to tell us what they notice with the learners. They should keep changing their facilitators. Even those in charge should visit often. Learners are not used to white people and that is why when we visited Ushaka Marine and they white people came, they would cringe sitting next to a white

person because they were afraid of even making mistakes in English and really feared. If the white people came here often, it would boost the learners' confidence.

Facilitator:

I - Interviewer

P - Participant

- I: What would you say was the biggest thing you had to adjust to, or work around?
- P: Ahh, I think it's to work with a lot of different kids with different backgrounds, different families and different behaviours.
- I: The skills that you were equipped with, as facilitator, the training you have been exposed to, do you think that was sufficient enough to enter this type of field and start the program?
- P: Yah, I think so, and like it is continuous, everyday, like we plan as a team we discuss issues as a team. Like we do everything in a team, we are so transparent with each other, if there are problems we sit down and chat about them and find solutions and like we work cooperatively.
- I: And you say you have continuous training?
- P: Continuous trainings, like every week when we sit down there's a team meeting there's time for planning and so forth, like there's a lot of support and team work unity.
- I: And what was your experience as to resources, were there resources available that you needed?
- P: Yah, like if you work in this kind of... you don't like need so many things, like you need like books, pencil and so forth, we do like we do get that.
- I: So you didn't have any problems entering, using the facilities and everything that you needed?
- P: In the school?
- I: Yah.
- P: Like I think we improvise as you work in the under privilege schools, so you have to improvise and understand the structure and work from there.
- I: Do you have any debriefing sessions for the kids?

- P: For the kids, specifically, we do have a after school club on Fridays in this school, so like where, it's like a reinforcement of the session, where we put more games, like we don't sit much more, like in sit with them like all of them one on one, but on Thursdays we do find time maybe sit with them, and next Thursday one can also. But we haven't like done the whole classes as yet.
- I: And the work that you have to go through, do you get finished in the time that you're given, or is the time sufficient?
- P: Not always, like it depends on the kids, like if they don't understand you cannot move on and like hurry, you have to look at what they've learned, you have to make sure that they understand this that they enjoy this then we move forward, if they haven't understood that we have to reinforce until they understand.
- I: And then do you feel as if you did or did not receive the necessary support from all the stakeholders?
- P: I think there's a great support like from the teachers, they support us, they love the program, and like one of them said that, I think she teaches like grade four to seven, she said that grade six is the different class, like in this block, like they understand things even if they participate, they are different even from grade sevens, so that is like an encouragement. And she has like acknowledged the work we are doing.
- I: And how is the attendance in your class, in your group?
- P: It is good, like few people get absent, like this week there was a boy I haven't, I wasn't here last week I was writing exam, so this week this boy I haven't seen for three days, so I thought I'll see him today, he is absent again, so I'll have to follow that and see what's wrong.
- I: Then I would just like to come back to that question of do you have any suggestions to any information to add to the program any activities to add to the program..? Your suggestions to add to the program.
- P: I think what is important is we always had a vision about that like we didn't have resources or people to help us with it as we have so much work to do. I think parent involvement, to involve parents let them know and let them encourage the kids, because the parents are the first teachers at home. So in this community you find that parents are not so participating in their children's education, if there are meetings, even the school meetings, we haven't had any

meetings with them. But like, they don't pitch, so which is a problem, but I think we will really need to work with them even to get people to go to the homes of our kids and see what is happening there, like home visits and give reports and so forth. I think that is what we need more, then from there we can maybe.

Interview with the Programme coordinators:

I - Interviewer

P – Participant

P2 - Participant

- I: Just to break the ice will you please tell me about your experience of the programme, in the whole experience of the programme what is a few things that come to mind?
- P: Well for me it was a very nice experience because the programme reflects values that me myself also believe in, so it was great seeing these values being taught to kids in school.
- P2. It was very exciting as well. And the iThemba team were so generous in giving us the program and adapt it to fit the community so that was very exciting to me to also change and adapt the program because we cannot use the iThemba programme just as it is in the community we are working with.
- I: How did it come about that you incorporated the Indlela programme?
- P: We investigated a number of programmes, but iThemba were willing to share their programme with us and it also seemed like the better choice because we also believe that learning cannot only take place with knowledge being taught but also need to be presented in an interactive way and through experiential learning.
- I: So the values you believe in and what the programme tries to bring home to the children played a role in your selection of this specific programme?
- P: Yes, very much so because we think these are the things you need to start off with, these are the things children need to know before you can go on and teach them other things.

- I: Were there any difficulties with the implementation and facilitation of the programme even like what you mentioned about the facilitator you had to replace?
- P: Problems we did experience was more problems with resources and space, but we work with what we have and we are just glad for the opportunity we have to work with these kids.
- I: Resources such as?
- P: There is not really space and facilities, the bathrooms,.. and there is about seventy children we need to work with in a classroom, so it is a bit overcrowded. It's also difficult with the holidays in between and sometimes the school close early or with the strikes. Sometimes it is difficult to finish the work, but we rather go slow and it has an impact that to rush the syllabus, even if the youth workers see that the learners don't grasp a concept totally they go over it again before they go on.
- P2: The other thing is we have pupils that are sixteen years old sitting in grade seven that has just been passed through the system that cannot read or write.
- I: So you are faced with additional problems that hinder the teaching of your Life Skills programme?
- P: No, the children can still be taught the Life Skills programme because it is such an interactive programme. We also acknowledge the fact that different people have different learning styles and we try to bring this into the programme that these kids can also learn from this programme.
- I: So that might be another pro of it being an active learning programme.
- P2: Yes, we understand and we recognize that people learn differently. But we are also working with the school to get these children some help so that this does not happen in the system.
- I: So it sounds to me you are not just teaching the Indlela programme at the school you are also faced with other challenges in helping the kids?
- P2: Yes, and we had to draw very strict boundaries for ourselves, to remember what it is we are actually busy with and not to overburden ourselves.
- I: So this might also be a success story that even though things go wrong or you experience hiccups, something can still be a success?
- P2: Definitely, and throughout the programme we adapt to fit the programme to the children and change what we need to, to make it better.

- I: To what extent are parents involved in the programme and what feedback have you received from them?
- P: None at all.
- P2: Nothing. Even the school has complained that they have no parental support or parental involvement. And it is understandable because if they are not there, they are probably working and trying to get food on the table, doing something to take care of these kids.
- I: Does this lack of parental involvement hinder the programme in any way?
- P2: Not at all.
- I: Would the parental involvement be to enhance the programme, but does not cause the programme to be ineffective in any way?
- P2: No, it does not have a negative effect on the programme but it is an ideal that we would like to see.
- P: Also to equip these parents with some skills and presenting some workshops to them, but that also mean that we would have to employ more staff and we do not have the resources for that right now.
- P2: And one of us cannot do it simply because, well we are white and don't speak the language and don't know the environment. People are needed to whom the community can relate. So even if we want to do it and are willing to do so it is not feasible.
- I: From the beginning right through? Because, children tend not to like the idea of extra work?
- P: It is not work, it is not work. Honestly, it's never been that mindset. They enjoy it, because it is interactive and fun activities, and even the after-school club, we don't have any trouble in getting the children there. They want to be there and they enjoy it.
- P2: The feedback that we got is that they enjoy coming to it more that anything.
- P: And remember the after-school club even, it is fun.
- I: How do you think did the religious basis of the programme affect the effectiveness of the programme?
- P2: Well we are teaching values, values that they could built their lives around and these are values we believe in and that we try to live by.
- I: Do you feel that the learners and community were receptive of these values even if they were religious based?

- P: Yes, it hasn't been an issue with them. The children are even learning a Christian song for their fair well at the end of the year.
- P2: Yes and I am going to cry now.
- I: How do you see the future of the programme?
- P: We would like to grow and if we are working with the whole school that we re at now then to move to another school as well.
- P2: I would also like to see something after Indlela, for the kids who are leaving us now that there is something similar to be taught to them as they leave primary school.
- I: Thank you very much for your time that is all the questions I have. Are there any questions you might have or anything you would like to add?
- P: We really believe this is an excellent key, and it is just funds that are really frustrating.
- P2: What I would love to see, is if we could have more youth workers, I'd love to take some of them from the metric year to shadow somebody and they develop some skills just to enable them, because for many of those learners there's not much....
- P: Not much hope or opportunities.
- P2: And I do believe that those are life-giving principles, and if they just remember a couple of things they were taught and hang on to those. That is also why it is important for us to live those principles because we cannot teach them to kids if we do not do them ourselves. That is the value of our team.

Interview with the Focus Group:

I - Interviewer

P(2-6) - Participant

- I: What else do you know about this program? When does it happen and where do you sit? Who teaches you? Let us have a conversation?
What do you say Neo?

(Silence)

- P1: We sit in groups. We learn how to help people with HIV and to respect old people. When your mother tells you something you must listen.

P5: Neo learnt that you must take care of others and do not spread the virus if you have HIV. We should also be respectful children.

Zanzi: We must not discriminate against people with HIV.

I: How do you find this program?

Group: It is nice.

I: Its nice.

I: What else do you remember about the program?

Siyaya: We learnt that you should be a good example to other people.

I: Mhh, is that everything that you have learnt from this program?

P5: When somebody does wrong, you should correct them and tell them how to behave.

I: Meaning that you should be a good example?

P5: Yes.

I: ok. What else have you learnt from this programme?

P6: And also how to take care of yourself.

I: Ok. We are now going to use the pictures and you'll be telling us what you have enjoyed the most about the programme. I know that each and every one of you has something that you have enjoyed about the programme. Each and every person is going to get a picture of a smiley face. At the back of the smiley face you'll then write what you have enjoyed the most from the programme. Even one or two things.

(Handing out smiley faces to all participants.)

I: you all have pens, right?

Participants: Yes.

I: Do you have a pen Ayanda? Ok take your time and think carefully of what you want to write. What have you enjoyed the most about the Indlela Yethu programme?

(Silence, participants are writing.)

I: if you think carefully, is it the activities, or particular lessons, or it could be the facilitators like uncle I or Aunty Ntombi? What exactly have you liked?

(Silence as participants write)

I: It does not have to be long. Are you done?

Participants: Yes.

I: Each and every person will get a chance to present what they have written. Not necessarily read but that it should help you to talk and tell us what you have liked. Ok let's start with Mpo

Mpo: I have learnt that we should be a good example to other kids.

I: What else?

Mpo: And that when somebody is sick you should not ill-treat them.

I: Yes and you sister?

P1: I've learnt that if your friend has HIV/AIDS you should not lose hope, you should pray that they get better. You should love your life and take care of yourself and that you should be a positive influence.

I: mmm, and you Phila?

Phila: What I like is that they teach us that when somebody has HIV/AIDS you have to take care of them and you should respect older people.

I: Ok are you done Phila, so should we carry on and speak to another person? What do you say Maria?

Maria: If I am positive I should not spread the virus to someone who is negative.

I: That's good! And you sister?

P2: I have learnt that when somebody has HIV/AIDS you should not desert them. And also that you should respect them.

I: Ha! He says they teach you well and you go for free trips! What exactly do they do that makes you like this programme and makes this programme different?

P4: Because they explain things well.

I: How do they explain?

P4: They speak well in isiZulu.

I: oh, they speak well in isiZulu.

P5: They explain things better than the other teachers.

P6: They take us for free trips.

I: Where exactly do they take you to?

Participants: Durban North!

P6: And they've taken us to uShaka Marine World.

I: Ja, now we are starting to get the juicy stories!

P7: What I liked is that we visited Durban North and we did nice activities and games.

P8: We played some activities. Uncle Thabo put a rope in a circle and put some tennis balls in a circle. He said we should pretend as if there is a fire and take out the balls.

I: These were nice games hey?

P8: In another game, we used skies to walk with. It was three of us. Each person was standing behind the other. We had to go round and come back. And the person who comes first is the winner.

I: hmm. What else do you remember? We are now starting to get the juicy news
(Laughter)

P8: The other teachers hit us but Thabo does not. And they teach us well.

I: What else?

Mpo: Another thing is that we go for free trips

I: O if you go you go for free trips.

Group: Yes

Group: And we do not have to carry food or bring food.

I: What else?

P2: At Durban North they teach us leadership skills. They teach us how to be a leader

I: What was that all about?

P2: We did this exercise about being a leader and then Gene told us that a leader does not have to stand on their own or be alone

I: So does this mean that the leader needs other people to help them.

Group: yes

P2: Because there might be things that you do not know and that the other people know and you need their help.

I: Sometimes you do not know everything and you need people to help you.

I: Hmm this is good

I: Now tell me, you said that when Uncle Thabo and Nina are here they do not hit you. You talk nicely with them. What else do you like about them?When compared to other normal teachers.

P3: They love children and they are patient/. The other teachers shout.

I: So far we have heard all the good things about the program. Now we have to think about the things you did not like about the program. Now each person is going to get a sad face, do not talk to your friend. This is a sad face, do you

see (I displays the picture). Now think about the things that make you sad about the program/ that you did not like about the program. Things that you think should be changed.

(Silence as they are writing)

I: Exactly like you did in the first instance, turn the paper over and write two or three things that make you feel bad about the program. Things that you think should be changed.

(Silence)

Njabulo: Nothing comes to my mind

I: Nothing comes to your mind?

(Laughter)

I: It can be something that you don't like that you think can be changed in some way.

(Silence)

I: Lets start with Sam

Samkelesiwe: There's too little time, sometimes we don't finish other things.

I: How, there's too little time. And others?

P2: There's nothing that I do not like.

P: What I did not like is that Nqobile one time brought sweets but she only chose those who were wearing size six and seven shoes.

(Laughter)

I: And you Sam?

Sam: They do not hit or discipline us. But if they did hit us we'll be good kids.

I: Ha, they don't hit you.

Participants: Yes

I: So they do not punish you? And if they do not punish you, you do not become good kid. Is that what you believe in Sam?

P8: Some people misbehave because they do not hit us. Some people become naughty because there's no punishment.

I: And you Suza, what comes to your mind that you do not like about this programme.

Suza: I love everything about it!

(Laughter)

I: And you Calvin?

Siya: Nothing

I: There's nothing that you do not like. And you Sikozi?

Sikozi: Nothing except that we didn't get the sweets.

(Laughter again)

I: Ok we will try and speak to sister Nqobile and hear what she says. Now let us go on. Now think about the things that you have learnt from the programme that you are now using at home and with your friends. How has this programme helped you? Njabula what do you think?

Njabula: ... (mumbles)

I: Meaning that you have used these lessons even in your home. What do you do at home?

Njabula: When they tell me to do things, I do them.

I: Yes and you Sphamandla?

Sphamandla: I now do my house chores.

I: Another one

P4: I do my house chores

P5: And when an old person says do something I do it. And you should not answer back.

I: Now you respect your parents and taking instructions. And you Nombuso?

Nombuso: I must be a positive influence.

I: What exactly do you do that shows you have a positive influence?

Nombuso: When I'm given something to eat I share it with other people.

I: So this programme has taught you to give. You are now giving?

Nombuso: Yes.

I: And Siya?

(Silence)

I: So that's everything you have learnt. Ok, what do you tell your friends about this programme?

I: If you compare this program to Life Orientation. How is this program different from the Life Orientation?

I: Nondumiso

Nondumiso: We do not get to know other things in Life Orientation but it is different with this course. Uncle Iniso tells us other things.

I: Like what. What is it that is different to what they tell you.

P6: They tell us to be a positive influence.

P7: In Life Orientation we do not play games and we do not get sweets

(Laughter)

I: But in Indlela you play games and get sweets?

I: What else is different?

P4: In Life Orientation we do not have trips but for Indlela program we have trips.

P9: We do not pay for trips in Indlela but we have to pay at Life Orientation.

I: Okay, is that all? How do you find the Indlela lessons?

P8: The lessons are nice because they always have a positive message.

I: So, the Indlela program always has a positive message? Okay, what materials do you use in the Indlela program? What activities do you do?

P1: We use magazines. Uncle Iniso gives us magazines. We cut and paste.

I: What else do you do?

P7: On Friday Iniso gave us three papers. We had to write and colour them.

I: Hmm you draw and you cut pictures? And what else do you do?

P8: There is a activity you do to explain what type of a person you are. We work in groups.

I: What is it like in groups? Are they interactive?

P3: We all talk in groups.

I: Is it not boring in groups?

P3: Its not boring.

I: Is it nice?

Participants: Yes

I: I am now going to read you two stories. I will ask you to listen carefully. I will read the stories and I will ask you questions. The first story says –
Vignette I.

How do you think Lindiwe should have reacted? Everybody will get a chance to tell us what they think Lindiwe should have done. Lets start with Zanele.

Zanele: She was supposed to scream.

I: And what else do you think?

P3: She was not supposed to go with the person in the first place.

I: So she shouldn't have agreed to go in the house in the first place. And you Nokwanda?

Nokwanda: She was supposed to tell her parents the first time uncle Sifiso started to

wait for her at the gate.

P5: Mmm, she should have refused to go with him.

P2: She should have told her parents because they don't know that he is waiting for her at the gate.

I: Why do you think it should be like that?

P8: Because we wouldn't have harassed her.

P7: If she had told her parents she wouldn't have gone to the house.

P1: If she didn't tell her parents she should have told the teachers.

I: Why are you saying she should have done those things? What exactly are you preventing?

P4: He wouldn't have touched her private parts.

P6: Because if he touched her we don't know if he had a virus.

Zanele: He was going to transmit the virus.

PP: Maybe he was going to sexually abuse her.

I: Nomjabula?

Nomjabula: She was going to be abused.

I: When someone is abused or sexually abused how does life turn out to be?

P1: Uncle Sifiso is going to tell her not to tell her family members and she is going to get sick. And the family is not going to know why she is sick.

I: what do others say?

P4: She will get the virus.

I: How's life with the virus.

P8: It does not go well.

I: What makes it not go well?

P8: Because you are always feeling unpleasant. It can happen that they can commit suicide.

I: All these are good answers, lets go to the second story now. Listen carefully because I'll ask you questions. Are you listening? Vignette P.
What should Mandla do with his friend? Who's going to start? Let me start with you Nokwanda.

Nokwanda: you are supposed to go and get the gloves and then put a bandage on him.

I: Yes he was supposed to wear the gloves. Why?

Nokwanda: Because you don't know, maybe he's got AIDS. Because Mandla has a cut maybe his blood will get into him.

I: mmm, ja. Njabula?

Njabula: He better ask an old person to help.

P1: You are supposed to go home and tell the older people that he has been cut by the glass.

I: Why should we report that he has been cut by the glass?

P2: Because if Mandla helps him and he has a cut he might get the virus.

I: So its important that one should protect themselves from the virus.

Participants: Yes.

I: Why is it important to protect yourself from getting the virus?

P6: Because when you get the virus you will have a disease that will kill you.

I: What else can happen if you do not die? When you are still alive what else can happen?

P1: You get sick, you do not eat, do always sleeping on bed and you wet yourself. And you get sexually transmitted diseases easily, and it is easy to get TB.

I: hmm, you've got a lot of information. Now the last question. You all know Indela Yethu right? You started this programme since you were in grade 4. what would you wish to change about this programme to make it better so that other kids who are still going to do it enjoy it?

P2: It should have more time.

P8: We should have it everyday.

P1: You should have it from the morning till the afternoon

I: Ha! You should have it all day? The whole day you just want Indela Yethu programme. And what are you saying boy?

P2: It should have two periods.

P6: We should have more trips.

I: What else Siya can improve the programme.

Siya: They should hit us.

I: So you need punishment and discipline. Is there anything else?

P1: If they do not hit us then the kids will take advantage.

I: Ok is there anything else that we have forgotten that we didn't talk about? We have said everything. Ok thank you for giving us this opportunity.

Participants: Thank you a lot!

I: Thank you