A PEER EDUCATOR PROGRAMME : PARTICIPANTS' EVALUATION OF THE TRAINING

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ABSTRACT

Limited research has been conducted on the effectiveness of preventive programmes in addressing the needs of adolescents/youth. This study is aimed at examining the effectiveness of a training programme and whether the training conducted by the researcher contributed to equipping the peer educators with skills to undertake capacity building and empowerment programmes.

The research sample consisted of fifteen peer educators who had undergone the training programme. The participants were all grade eleven pupils from the Hillview Secondary School in Newlands East. The majority of the participants in this research study reside in Newlands East.

This was an evaluative research study. The data collection instruments were sessional evaluation questionnaires, verbal group evaluation and retrospective evaluation questionnaires. Secondary data were also collected from the school personnel to enhance the research findings.

The research findings revealed that the peer educator training undertaken by the researcher was effective and useful in developing skills of the peer educators to initiate and implement capacity building and empowerment programmes within the school

environment.

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CHAPTER ONE

CONTEXT AND PURPOSE OF STUDY

1.1. INTRODUCTION

Adolescence is a time of searching for an identity and developing systems of value that will influence the life-course of youth. How the youth overcome these challenges lies within the youth themselves. Professionals, schools and communities can play vital role in creating a supportive and nurturing environment for the youth to face these challenges adequately.

The Peer Educator Programme is considered to be a youth empowerment and capacity building programme. Mentors/ peer educators are touted for their potential to provide role modelling and assistance for children and youths who lack direction and nurturance (Bein, 1999). Mentoring is considered to be a non-stigmatized intervention that relies on the power of a positive relationship to assist youth in developing resilient qualities such as healthy, non-violent relationship, positive outlook, improved self esteem and strong problem solving skills (Pringle, et al, 1993, cited in Bein, 1999).

Extensive research that had been conducted in other countries, especially in the United States of America, in respect of the impact of the Peer Educator/Mentor Programmes,

proved them to be worthy and effective (Vorrath & Bendro, 1985). In South Africa, the Peer Mentoring Programme which was evaluated within communities, that is, in Soweto and Alexandra townships, also yielded similar results. There has been limited research into the training programme of the peer educators and the impact it has on programme implementation. In South Africa, evaluation of trainers and peer education programmes appears to be lacking. This study seeks to evaluate whether the trainer was effective in implementing the Peer Educator Training Programme and in sufficiently developing the potential Peer Educators to undertake capacity-building and empowerment programme within the school environment.

This introductory chapter of the study, consists of the following , namely, the context of the study, the rationale for the study, purpose of the study, the objective of the study, the values of the study, assumptions of the researcher and the presentation of the content.

1.2. CONTEXT OF THE STUDY

The study was conducted at Hillview Secondary School in Newlands East , Durban. The majority of the participants were residents of Newlands East which lies north of Durban. Newlands East is a suburb consisting of sub-economic council homes. There are inadequate recreational facilities within this suburb. Newlands East has been characterized as a " high risk" area because of the many social pathological problems that exist in the community . Many different welfare organization have been rendering welfare services in this community, however very limited attention was paid to the youth and their problems. The community itself has formalized community structures, however very few preventative programmes have been undertaken. The welfare organizations working in this community offer fragmented services and the important component of partnership is lacking. Durban Children's Society recently gave attention to the

problems of youth in terms of preventative programmes. The organization is utilizing the development approach as advocated by the White Paper for Social Welfare (1996) in addressing the problems of youth.

1.3.   RATIONALE FOR THE STUDY

According to Durban Children's Society's internal statistics (2000) which includes Newlands East, 108 teenagers have been reported to have engaged in high risk behaviour. There is a general tendency of adolescents from "high risk" areas to present with severe maladaptive behaviour such as truancy, dropping out of school, teenage pregnancy, chemical dependency and gang related violence. The "high risk" areas are those areas that have many social pathological problems such as the abuse of alcohol and drugs, family violence, physical violence amongst community members, gangsterism, unemployment, violence on children, poor parenting skills and overcrowding. The problems presented by the teenagers can result in the removal of these children to controlled environments such as children's homes, school of industries or reform schools. It was also evident that minimal preventative programmes for the youth were being undertaken by Durban Children's Society because its area of focus was services to children under the age of twelve years.

The Peer Educator programme is a youth empowerment and capacity building programme. The programme was first introduced in 1996 by Durban Children's Society at a high school where there was a significantly high number of pupils who had displayed many behavioural problems. The programme was subsequently introduced to a few other High schools in "high risk" communities that experienced problems with the adolescents.

The researcher had previously undergone the peer educator trainers course conducted by

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the Department of Health. The researcher also undertook the training of the peer educators. The researcher felt that it was necessary and important to evaluate the training programme to determine whether the current programme was meeting its objectives in promoting a positive school climate, building the capacities of youth and empowering the youth through direct individual contacts, group contacts and increased mass awareness through educational programmes at their schools.

1.4. PURPOSE OF THE STUDY

The purpose of this study was to evaluate the current peer educator training programme, that is, the effectiveness of the training by the researcher within a school setting.

1.5. OBJECTIVE OF THE STUDY

The objective of the study is :-
1. To assess whether the training given was effective in equipping the peer educators with the skills to work with their peers within the school environment.

1.6. VALUE OF THE STUDY

The findings from the evaluation research will be useful to the following stakeholders:

A) THE ORGANIZATION

The results of the evaluation research will determine whether the programme had met its goals and objectives. The evaluation will further assist the organisation, that is Durban Children's Society, in decision-making in respect of the programme modification,

continuation or closure. This programme is relevant because youth work is now considered to be one of the organisation's priorities. Some of the social workers within the organization who had undergone the Peer Educators Training course can be motivated to initiate such programmes in other "high risk" communities. The organization can motivate the higher learning institutions to include the peer educator/mentoring programme for inclusion in the Social Work curricula as the programme can be adapted for use in many settings.

B) THE SCHOOL

The evaluation will assist the school to understand the benefits and importance of such a programme within the school system. The results of the research will assist the school to determine whether the current youth program would continue in its present form, be modified or be terminated. Adequate discipline, minimal behavioural problems and a manageable school environment that promotes effective learning is the ideal scenario to promote well-balanced and responsible youth. This could motivate the school personnel to encourage teachers to be trained and to implement such programmes at their school.

C) THE DONOR

A positive outcome of the evaluation would enable the organization to motivate for funding to expand the programme to other "high risk" communities.

1.7 ASSUMPTIONS

The study was based on the researcher's assumptions, that is, the researcher having been trained herself, will be an effective programme trainer and, by pupils participating in peer

educators training programme, their skill would be enhanced and developed. These youth within the school setting would have the capacities to assist other pupils in skills development within a supportive and nurturing environment. According to Bein (1997), the relationship that youth/pupil establish with their peers as a result of a peer educator/mentoring programme is not focused on problems, instead it is a relationship designed to engender youth's hope and belief in themselves.

The peer education programme cannot soley modify the behaviours of the pupil, however their involvement with youth at "risk" on an individual basis or in groups, together with preventative educational programmes may contribute to reducing problems such as, teenage pregnancies, alcohol and drug abuse, promiscuity, lower school drop outs and truancy that the schools currently experience. Adolescence is considered to be a phase where peer relationships are more important than relationships within families. As a result of the significant role peers play in a youth's life, the peer educators programme had been designed as a youth empowerment programme where the youth would assist their peers in building skills to cope with every day stresses and life experiences. Letsebe (1985), stated that mentoring/peer education is about creating opportunities for youth to explore and learn about themselves. This programme had been designed to create a positive school climate where healthy relationship are developed between the pupils and the school personnel.

1.8. PRESENTATION OF CONTENTS

Chapter one focused on the context and the purpose of the study and included discussions concerning the rationale for the research, the objectives of the study, the value of the study and the assumptions of the researcher. Chapter two of the study includes a literature review. Chapter three focuses on the methodology of the study and considers

how the research was carried out and how the data was analyzed. Chapter four includes analysis of the data and discussions of the findings. Finally, chapter five summarizes the main findings of the study and includes recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

It is becoming increasingly apparent that children today face greater individual,
psychosocial and environmental obstacle as they venture in their journey towards
adulthood. Adolescence represents a time when peer relationships become of particular
importance. Often youth lack the knowledge, attitudes and skills to deal with the
challenges these relationships present.

In South Africa, the social environment of young people today is largely determined by the
apartheid policies prior to the democratic election in April 1994. Some of the effects of
these policies were the separation of family members, the limited access to education and
the distribution of economic resources which contributed to the youth being
disadvantaged. The lack of economic resources reduced opportunities for positive social
influence to exert themselves, for example, through sports and leisure activities, which
resulted in many youth being disempowered. We therefore, as a country, have the
responsibility to invest in appropriate preventative techniques to empower our youth.
Trainers who undertake such training to impart skills to the youth need to be positive,
committed and motivated to the programmes. This chapter deals with the adolescents and
their associated problems, the lifeskills approach, the role of the school, the role of social
workers in a school setting, a review of school based programmes and conclusion.

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2.2. ADOLESCENTS AND THEIR ASSOCIATED PROBLEMS

Adolescence is a transitional stage between childhood and adulthood. It is a period of biological, social, emotional and cognitive development which, if not negotiated satisfactorily, can lead to emotional and behavioural problems in adulthood (Nicholsen & Ayers,1997). These changes are accompanied by new opportunities and challenges. Decisions affecting the adolescent's lifestyle are increasingly being taken by the adolescents themselves. This is also related to their sense of "identity" in respect of their developmental stage where they need to be in control of their lives. There is evidence from international studies, that many decisions made in an adolescent phase have an influence throughout their lifespan, for example, almost all adults who smoke cigarettes commenced smoking during adolescence. It was further noted that unplanned teenage pregnancy clearly alters the life course of a young women especially if she has to drop out of school (Nash,1990).

Some risk taking by adolescents is important for growth and development. Risk taking can be used as a tool to shape their lives. Risk taking of adolescents that influences their health and social well being does not exist in a vacuum. The social environment can also have an impact on the adolescent's thoughts and behaviours. These include relationships with friends, parents and other family members as well as other key adults such as school teachers and sports coaches. Norms and social attitudes which have been transmitted through the media, educational institutions and organized religions are also important influences.

Anti-social behaviour amongst youth may be due to the lack of poor social skills. The lack of adult social skills and sensation seeking which is common amongst teenagers may contribute to negative behaviours simultaneously. An example is when a youth who has a

poor self image and social skills indulges in excess consumption of alcohol and then may become vulnerable for easy assimilation into the gangs who are involved in anti-social behaviours. This could result in death as result of violence or imprisonment for unacceptable behaviours. Research findings in several parts of the world revealed that problems tended to cluster together (Wallace, et al, 1997). In Cape Town, a study amongst 7,340 high school students reveal that youth engaging in any risky behaviour increased the likelihood of them engaging in any of the remaining behaviours simultaneously, such as, alcohol bingeing, cannabis use, cigarette smoking, participation in sexual intercourse, suicide attempts, unsafe road behaviours and violent behaviours (Flisher, et al, 1996).

Developmental stage theories which emphasize growth that is linked with stress to life changes, suggest a need for compromise (Gilchrist & Schinke,1985). Personal requirements for growth and changes must be balanced with needs for stability in the environment, relationships and roles. The individual must be able to modify attitudes, feelings, thoughts and behaviours in response to situational and developmental demands.

According to Vorrath & Bendtro (1985), adaptation requires competency in several areas. The individual must be able to come up with solutions to new problems and acquiring these basic skills is crucial for development. They become the foundation for future learning and also provide a sense of self-mastery and personal control. The changes in a person and the environment, places demands on the individual to either modify existing skill or to learn new set of behaviours for coping. Maladaptive behaviours occurs as a result of the individual's inability to meet these demands.

2.3. LIFESKILLS APPROACH

Human services professionals are called upon to address a wide variety of human

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problems, that is delinquency, unwanted pregnancy, drug and alcohol abuse, stresses and many others. Under the traditional medical model, prevention and treatment are direct processes which are not undertaken simultaneously (Vorrath & Bentro, 1985). Prevention focused on the eradication of the problems in the environment and treatment focused on curing the existing problem. Early efforts at prevention of social and health problems relied on simple information giving by practitioners who believed that the facts on a particular problem or issues would make permanent changes in an individual's behaviour. However, it is important to be aware that most individuals fail to internalize or personalize abstract information (Vorrath & Bendtro, 1985). The medical model was not therefore considered to be an appropriate model to deal with the problems adolescents experienced as this model did not build the capacities of the adolescents. In line with international and local developments in child and youth care, there is a move away from the medical model which focused on weaknesses, labelling, helping and curing, towards focusing on strengths and competency building which empower the children and youth to address their own problems (inter-Ministerial Committee, 1996).

The lifeskills approach does not label individuals but rather evaluates their different skills to determine whether they can adequately deal with new demands. Lifeskills training has the distinct advantage of empowering individuals to deal with everyday life stresses. The goal of this preventative approach of improving cognitive and behavioural skills helps individuals to anticipate and cope with potential problems. Teaching people to apply these crucial lifeskills is the core of the lifeskills preventative approach (Vorrath & Bendtro, 1985). The lifeskills approach places emphasis on tasks and situational demands which is an alternative to defining human development in terms of discrete and intra-psychic changes (Snow cited in Gilchrist & Schinke, 1985). According to the Inter-Ministerial Committee document (1996), the first level of intervention that communities, families and groups of children and youth who have been described as vulnerable to risks,

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such as, alcohol and drug abuse, unwanted pregnancy, violence and other maladaptive behaviours, would be services that strengthen their capacities. They would also need to develop new capacities that will increase their abilities to benefit from developmental opportunities. Gilchrist, Schinke and Maxwell cited in Moote, et al (1999), further supported the argument that lifeskills assist in the development of the adolescents self efficacy to enable them gain and take control of their emotions and personal feelings.

Lifeskills refers to adaptive and positive proficiencies that enable one to deal with the challenges of everyday behaviours, such as alcohol and drug usage, cigarette smoking, participation in sexual intercourse, suicide attempts and violent behaviours (Flisher, 1996). Bornstein, Bellack & Hersen cited in Moote, et al (1999) defined social skills as the "abilities necessary for effective interpersonal functioning". Combs & Slaby cited in Moote, et al (1999) differ in their definition of social skills, by defining them as the "abilities to interact with others in a given social context in specific ways that are societally accepted or valued and at the same time personally beneficial, mutually beneficial, or beneficial primarily to others". Building skills refers to the process of teaching competencies to influence behaviours through a set of structured activities. These activities can include discussions, brainstorming, rehearsals, role plays, games and debates. The key elements in teaching a new skill involve demonstration and having the learner to try out the skill, learners involved in self assessment and providing feedback of the new skill in a supportive and constructive manner (Gilchrist & Schinke, 1985). The peer educator/mentoring programme is therefore, largely a skills development programme. The role of a trainer within these programmes who is positive, committed, motivated and understands the developmental stages of adolescents is crucial in promoting an effective learning environment. Researchers have noted that skills developed during early adolescence may facilitate the acquisition of pro-social behaviours throughout life (Switzer,et al, 1995).

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2.4. THE LIFE SKILLS APPROACH AND THE SCHOOL SYSTEM

The school system is an ideal point of impact because students in the same academic grade share many common developmental tasks. A classroom generally consists of students of similar psychological and physical maturity. The Inter-Ministerial Committee (1996), emphasized that the school system should be holistic and not entirely focus upon academic development but include social skills development in their curricular. The school is concerned with the growth and maximum development of every child within the school system. Next to the family, the school has the greatest responsibility for teaching children the skills necessary to function successfully in society (Sathipersad, 1997) Social skills training is one intervention approach that has been frequently used to address socio-developmental needs of children and adolescents. The provision of social skills training further strengthens the developmental capacities and improves the educational achievements within a school setting (Switzer,et al,1995). Literature pertaining to building a child's resilience encourages through the provision of social skills training (Moote,et al,1999). It is important to note that resilient children are able to manage stress and participate in relationship with nurturing and caring adults. Schools should have adequate human and material resources to ensure that young people who experience emotional/ behavioural difficulties are not victimized or marginalized. The skills training programs should therefore be recognized as having an important contribution to make to the overall education of young people.

In South Africa, lifeskills comprise one of the eight learning areas in curriculum 2005. The Outcome Based Approach to assessment implies that students will be required to demonstrate that they have indeed acquired lifeskills. The school provides the ideal site to reach a number of youth. The overwhelming majority of South African youth attend school. 97% of those aged 10 to 14 years and 83% of those aged 15to 19 years attend

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school (National Institute for Economic Policy, 1995). An example of a lifeskills programme incorporated into the school curriculum is the Child to Child Project at Shallcross Primary School in Durban where children in the classrooms were chosen by their peers with guidance from their teacher and group facilitator. The focus was on building inter-personal skills and cultivating leadership. The programme was successful in meeting its objectives. Similar programmes have thus been extended to other primary schools (Ewing, 1999). Switzer, et al.(1995), supports the notion that the implementation of lifeskills programmes has important implications, such as strengthening the child and adolescent thereby effectively reducing delinquent behaviour. Some theorists such as Piaget (1965), argue that positive relationships with peers are critical for the emergence of pro-social skills (Wentzel & McNamara,1999). This, therefore supports the present hypothesis that the implementation of mentoring/peer educator programmes contribute towards improved relationships amongst peer and the development of pro-social skills.

2.5. THE ROLE OF SOCIAL WORKERS IN MENTORING PROGRAMME WITHIN SCHOOLS

Generally, social workers strengths lie in their comprehensive view of human nature and one of the basic aims of social work is to understand personal relationships of people and focus on their positive strengths. They are therefore in a strategic position to develop and implement multi-faceted preventive programmes that will strengthen people's capacities to reach their maximum potential. Social workers are equipped with training, knowledge and experience in working with individuals, groups and communities are therefore in a position to provide meaningful direction to work in a school environment. In the South African context however, there are minimal school social workers who can render this specialist service and we therefore rely on private welfare organization to undertake these functions. Social work services within the school environment is an important link

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between the school, the pupils, families and the community.

Social workers based at school play a critical role in the advancement of social skills training within an educational setting. They can promote and implement mentoring/peer education programmes with an empowering perspective by involving pupils and school personnel. Gilschrist & Schinke,1985), stressed that when implementing lifeskills programmes, the trainer/practitioner should be familiar with developmental and transitional tasks and should have developed clinical methods to teach the designated skills. According to Bein (1999), mentors are identified for their potential to provide role modelling and assistance. Mentoring has been viewed as similar to the friendly visitor approach which raised the moral of people through a caring attitude. Mentors are trained to encourage and affirm youth to have fun, set examples and be committed and honest in their relationships with their peers. Mentoring is rooted in newly emerging paradigms in social work, such as resilience (Bein,1999). The mentoring/peer educator programme is a non-threatening and non-stigmatized mode of intervention where children/youth are assisted to develop resilient qualities. Such a programme promotes positive outlooks, improved self esteem, strong problem-solving skills and caring relationships with significant others. The key concept of peer education programme is empowerment. Rappaport (1984, cited in Du Bois and Miley,1972), defines empowerment as "when people gain mastery over their lives". The principles underlying empowerment state that a collaborative process should exist between the social worker and the client. In peer educator programmes, the client system is the pupils in the school.

2.6.   REVIEW OF SCHOOL BASED PROGRAMME

In the United States of America, and analysis of over 100 schools based programmes that aim to prevent specific problems such as drug abuse, school drop-outs, teenage pregnancy

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and delinquency, found that programmes that incorporated skills building, participation of youth in specific programmes and membership in groups fostered a positive school climate and a healthy adult-youth relationship (Drufoos, 1999). These activities promoted healthy youth development as opposed to focus on the specific problems they each experienced. In South Africa, a programme to reduce cigarette smoking amongst black South African school students found that by improving their social skills, there had been a reduction cigarette smoking (Hunter, et al, 1991). According to Bein (1997), evaluation of a mentoring programme had revealed that such a programme had improved school grades, lowered the rate of pregnancies and led to a reduction in gang related activities.

The major functions of these leadership groups are to help other pupils on a one to one basis or group work level and engage in preventative programmes. The leadership group provides ongoing indirect assistance through peer support and consultation to its individual members. Roffers cited in Vorrath & Bendtro, (1985), evaluated a positive peer culture programme which included thirty five peer group leaders and supervisors who had completed questionnaires on their programmes. His findings revealed that the programme led to improvements in class attendance, general behaviours and attitudes and lower crime rate. An example of one programme Roffers had evaluated was the Rock Island Illinois school system. The evaluation was undertaken over two successive years. The participants in the positive peer culture programme rated the programme on five point scale. The majority of the respondents agreed the programme had:

(a)   Increased the level of communication amongst student
(b)   Reduced violence (fights) in schools
(c)   Reduced   hatred amongst peers
(d)   Helped to respect the faculty and administration at school
(e)   Led to 40% reduction in truancy rates at school

There are limited information available on the real effects of a training program on

participant's behaviour. According to Sogunro (1997), more emphasis was placed on the end results of the programme implementation instead of whether the training had enhanced the leadership competencies of the participants. One study, the Rural Education and Development Association in Alberta in the United States of America, which provides leadership programmes to rural communities, evaluated one of their training workshop on leadership programme. The study involved 19 year old youth and conducted over a period of time (Sogunro,1997). The data was collected in four stages, that is, pre-workshop end of the training session, post-workshop and follow up after a few years. The evaluation results revealed that the participants had undergone behavioural changes positively and therefore justified the conclusion that training workshops had a positive effect on them. The participants claimed to have a better understanding of and performance of leadership roles (Sogunro,1997). According to the same author, the findings were congruent to other similar research studies undertaken by Bergen (1972), Stogil (1974), Yukl (1989) and Clark & Clark (1994) which yielded similar results. This present study is similar to that evaluation of the leadership programme of the Rural Education and Development Association.

In South Africa, a study was undertaken into the feasibility of designing, implementing and testing a training model to prepare young people in a helping role as peer educators,. The research was undertaken in the Soweto and Alexandra Townships. The thirty six participants were chosen from youth clubs in the two areas. The findings indicated that the knowledge and skills acquired from the training programme may be used in many other settings such as the schools, churches, work and home with parents and siblings (Letsebe, 1985).

2.7. **CONCLUSION**

The need to develop human resources is critical, in view of the numerous problems that young people experience in this country. The development of peer support groups where youth are helping youth is seen as an important area in empowering youth to make a informed decision about everyday life stresses that youth are confronted with. The training of pupils as peer educators within the school system is intended to encourage the pupils in the school to identify with this group for support. The training of pupils as peer educators contributes towards youth empowerment and capacity-building of the pupils. The effectiveness of the trainer is important in the teaching of these crucial skills to peer educators to enable them to undertake their roles in a confident manner. This programme further promotes a positive school climate where healthy relationships are fostered and nurtured.

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CHAPTER THREE

METHODOLOGY

3.1   INTRODUCTION

This chapter of the study discusses the methods used in the research. The methodology chapter includes the following, namely, the research questions, the theoretical framework, the research strategy, the sample selection, method of data collection and data collection instruments, analysis and discussion of data, reliability and validity, ethical considerations and limitations of the research.

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3.2   RESEARCH QUESTIONS

The research questions focused specifically on aspects related to the training by the researcher. The questions were as follows:
- Did the training empower the peer educators in their personal capacities.?
- Did the training prepare the peer educators for the specific roles in assisting youth through empowering and capacity building programmes ?.
- Did the training motivate the peer educators to continue with the peer educator programme?

3.3   RESEARCH MODEL

3.3.1 THEORETICAL FRAMEWORK

The ecological perspective and the eco-systems theory was the framework used in guiding this study. According to Germaine & Gitterman (1980), human transactions are seen in the context of continuous interaction between the person and his/her enviornment. Emphasis is placed on the environmental context of social functioning and the transactional relationship that occurs between persons and their social environment(DuBois & Miley , 1992). Bronfebrenner as (cited in DuBois & Miley, 1992), defines four nested systems, that is, the micro systems, meso systems, exo systems and macro systems which influence development of an individual. The systems do not function in isolation. Each of the systems influence each other and help in the development of an individual. The interaction between the developing person and the various systems suggests that an active and dynamic individual moves and reshapes the environment that he/she come in contact with. The adolescent/youth does not function in isolation and therefore interaction with the different systems in the environment influences and shapes his/her behaviour. As a result of the developmental stage of the adolescent, peer relationships are an important variable that influences and shape their behaviour. The peer educator programme is a preventative programme, aptly situated within the school environment. In the programme the youth are trained to intervene in their peer's life and exert a positive influence to assist them to shape and modify behaviours in accordance with acceptable societal norms and values.

Germain and Gitterman (1980), who developed the life model, stress that an aspect of the model, that is the "goodness of fit", must be achieved between the individual and his/her environment. The authors further state that a person's needs, life transition, problems and developmental phases are significant variables which influence their attempts to arrive at "goodness of fit" with their environment. Stress results when the "goodness of fit"

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between the individual and the environment is inadequate. The eco-systems theory is based on the fact that individuals do not exist in isolation. Berger,et al (1991), emphasize that a balance must be created between the environment and the individual. The authors identify three areas that could be affected by these disturbances, namely, life transitions, environmental pressures and interpersonal process. An example of a disturbance is when an individual experience transitions in his/her life. The environment can either help them during this trying period or could interfere with these changes. In view of the developmental stage of the adolescents, they are more pre-occupied with their relationships with their peers. This could therefore result in stressful situations if the peer group negatively influences the adolescent to engage in inappropriate and maladaptive behaviours in order to gain recognition and acceptance.

The ecological perspective and eco-systems theory enables social workers to make a comprehensive and holistic assessment of an individual and intervene appropriately. The social worker has sufficient knowledge and skills to implement effective preventative programmes to reduce maladaptive behaviours amongst youth.

Peers are considered to be an important and integral component in a adolescent/youth's life as they are able to recognize the stressful situations to help their peer at "risk", and positively influence them to conform to norms and values inherent in society. The success of conquering and overcoming life stresses lies within the power of the youth themselves. This can be enhanced by positive role models that their peers and significant others provide for them. The peer educator programme therefore provides the ideal opportunity for youth to develop sufficient leadership skills to empower their dis-empowered peers to cope with everyday life stresses.

3.3.2 THE RESEARCH DESIGN

According to Grinnell and Williams cited in Crompton & Galaway (1989), research design depends on the type of data that is needed and how much is already known about the problem area under study. This study had used the evaluation research.

Grinnell (1988), stated that evaluation research is the systematic study of the operation of social action, treatment or intervention programmes and their impact. Programme evaluation has also been defined as a collection of the methods, skills and sensitivities necessary to determine whether a social programme is needed and likely to be used, whether it is conducted as planned and whether the agency actually does help people in need (Hudson and Grinnell, cited in Crompton and Galaway, 1989). Programme evaluation is undertaken to inform decisions, clarify options, reduce uncertainties and provide information about programs and policies within contextual boundaries of time, place, value and politics (Patton,1986). Evaluation is aimed at action. Evaluation does not provide final answers but it can provide some direction.

This study focused on outcome analyses evaluation. The outcome analysis is also referred to as summative evaluation. According to Patton (1986), summative evaluation is aimed at determining the essential effectiveness of the programme and particularly , the importance in making decisions about continuation or termination of the programme. This study also included evaluation of the effectiveness of the trainer in conveying and conducting the training programme. This research study would therefore enable the organization that implemented the programme and the school where the programme had been implemented to make decisions regarding continuation, modification or termination of the peer education programme. The identification and clarification of programme goals are important aspects of evaluation.

Hudson and Grinnell (cited in Crompton and Galaway, 1989), stated that the programme evaluation process is similar to the social work process and is comprised of phases. The three phases are, the pre-evaluation and planning, conducting the study and reporting the findings and decision-making and implementation.

This entire research process provided an evaluation of the effectiveness of the training programme for the welfare service organization and the school, and subsequent decisions will be made regarding continuation or termination of the programme by the relevant stakeholders.

3.4   SAMPLE

3.4.1   SELECTION OF SAMPLE

The co-ordinator of the programme, who is a the colleague of the researcher, approached the school principal and discussed the proposed programme. The principal was informed of the proposed research study including that the trainer was also the researcher. The principal accepted the programme and gave permission for its implementation at his school. The prospective volunteers were recruited through announcements at the school assembly by the principal. The prospective volunteers subsequently completed a questionnaire that consisted of few questions related to their motivation for wanting to be a peer educator (Appendix A). The co-ordinator of the programme and a teacher identified by the school were involved in the selection of the fifteen prospective participants. The successful candidates were informed by the co-ordinator of their selection for the proposed programme.. Thereafter, the co-ordinator sent letters to parents of the selected prospective peer educators requesting permission for participation in the training programme (Appendix B).

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The co-ordinator of the programme had made all the necessary physical arrangements for the training programme in consultation with the school principal. The researcher, who was also the trainer of the peer educator training programme, met the fifteen selected participants two weeks prior to the start of the training programme. The purpose was to discuss the proposed training workshop, and ensure their agreement to participating in the training and the research study. Corey (1990) stressed the importance, of participants who engage in groups and research having a right to know what they are getting into prior to them making a commitment. The selected prospective peer educators gave verbal permission for participation in the training programme and research study. According to Borgers & Tyndall, 1982; Le Cluyse,1983; Muller & Sc'ott,1984 cited in Corey & Corey (1987), members who received such pre-group preparation generally benefit more from a group experience than those who are not prepared. The researcher/ trainer felt this was an important aspect that had required discussions before to the training in order to lower the level of anxiety amongst the participants prior to starting the training program. Pre-group preparations assist members to have faith in the group and lead to greater willingness to disclose about themselves and to give and receive feedback (Corey & Corey,1987). The participants were assured by the researcher of confidentiality during the training and research study.

The training programme was conducted immediately after school hours at the municipal library which was in close proximity to the school. The trainer utilized the Training Manual for Peer Educators which was developed by the Department of Health. The trainer modified certain aspects of the training manual to incorporate some special needs of the selected participants. The training programme was conducted over five days and comprised five sessions. Each session was approximately 80 minutes. Each session in the training workshop had a theme. The following themes were covered during the five day training session:

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(1) Session one - Introduction to peer education and cultural diversity

(2) Session two - The physical and emotional aspects of sexuality

(3) Session three - Values

(4) Session four - Skills development

(5) Session five - Presentation skills in respect of group work and community work.

The training was conducted using the group work method. .   Corey (1990), supports the argument that the group work process provides an area for safe practice. The members have the opportunity to practice the new skills and behaviours they have learned in a supportive environment before trying them in real world context. Groups also provide an opportunity for members to receive feedback which is valuable for their own growth and development (Konopka, 1963). The methods used in the training session to facilitate learning were group exercises, role-plays, small group discussions, large group discussions, group tasks and homework. These methods are supported by Mcfall (cited in Gilchrist and Schinke, 1985).

3.4.2 SAMPLE SIZE

The sample strategy applied was that of non-probability sampling. Descombe (1998), states that non-probability sampling implies that the relationship between the sample and research population is not clearly known. Non-probability sampling is limited in terms of sample representativeness as the probability of each element of the population being included in the sample is unknown (Marlow, 1993).

The sample method was purposive or convenience sampling. Marlow (1993), states that purposive sampling includes in the sample those elements that are of interest to the researcher and elements that possess the characteristics which are relevant for the study.

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Fifteen participants that attended the Peer Educator Training Sessions were included in this study. The participants were grade eleven pupils at the Hillview Secondary School in Newlands East.

3.5 METHOD OF DATA COLLECTION AND DATA COLLECTION INSTRUMENTS

Marlow (1993), describes two methods of collecting data. They are the qualitative and quantitative methods. Patton (1986), states that in evaluation research, quantitative data relies on the use of instruments that provide a standardized framework which limits data collection to certain predetermined categories. Qualitative data in evaluative research seeks to capture what people's lives, experiences and interactions mean to them. In this study, the researcher had used the qualitative method of data collection, but also incorporated the quantitative method of collection. Lofland cited in Patton (1986), identifies four elements in collecting qualitative data in evaluative research:

i   The evaluator must get close to the people and situations and understand the depth and details.

ii. The evaluator must aim at capturing what actually takes place and what people are saying.

iii The qualitative data consists of a great deal of pure descriptions of people, activities and interactions.

iv   The data consists of direct quotations from people, both in respect of what they say and what they write down.

The above-mentioned guide used during data collection stage contributed to the validity of the research.

The data collection instruments used were:

(i)   self-developed evaluation questionnaires for the sessional evaluations undertaken by the researcher. The same type of questionnaire was used after every training session. The questionnaire consisted of five questions. The questions included, participants understanding of the content and topic; different types of activities; presentation style; and suggestions regarding content and presentation style (Appendix C). The questions focused on the training session.

(ii) The data were further obtained through verbal group evaluation by the co-ordinator of the programme one month after the training sessions. The questionnaire used to obtain the data was self-developed by the researcher. The questions in the group evaluation focused on the content of the training sessions; activities uses in the sessions; presentation styles of the trainer; suggestions in respect of content and presentation style; expectation of the training; and motivation to remain as a peer educator (Appendix D). Priestley and McGuire (1983), indicated that a general review following a group training sessions by a colleague can elicit useful and honest evaluation to prevent the participants being polite and considerate in their evaluation.

(iii) Data were also obtained from self developed retrospective evaluation questionnaires administered by the co-ordinator of the programme after the peer educators had implemented some programs at their school. According to Marlow (1993), questionnaires are relatively objective because interviewer bias is absent. The questionnaire consisted of eight questions. The type of questions that was included in the questionnaire were based on the content of the training sessions; different types of activities used; trainer's method of presentation throughout the training; suggestions for improvement of content and style of presentation; and motivation to continue as a peer educator (Appendix E). Mark (1996), states that whether a question is open-ended or closed-ended depends on the information required. The researcher used both open-ended and closed-ended questions in the questionnaire. Open-ended questions allowed the researcher to obtain the perceptions

and feelings of the participants regarding their training sessions. Care was taken when designing the structure of the questionnaire, to avoid double barreled and leading questions. Double barreled questions lead to the participants being confused and create difficulty in interpretation.

(iv) The researcher further obtained secondary data through verbal discussions with the teacher and principal where the programme was implemented. This was seen as necessary and important because the information would contribute towards decision-making regarding the continuation, amendment or termination of the programme.

3.6 DATA ANALYSIS

The researcher used the qualitative method of data collection which generated an overwhelming amount of data. According to Hudson and Grinnell (cited in Crompton an Galaway, 1989), the task of preparing data for analysis involves the implementation of effective quality control procedures which will ensure that data analyzed are accurate. As with many qualitative evaluations, this study utilized inductive analysis in which patterns, themes, and categories emerged from the data, rather being developed prior to collection (Marlow,1993). Both indigenous and researcher-constructed categories were utilized. Indigenous categories attempt to see the world from the participant's point of view and thus do not involve imposed categories by the researcher (Descombe,1998). Researcher-constructed categories are derived from patterns that emerge from the data (Marlow,1993). An important guideline the researcher utilized when the data was analyzed was to assess whether other relationships between two or more variables existed.

To ensure systematic categorization of the data, the researcher followed steps that Patton (1986) had suggested. The author had suggested that the analyst usually began looking for

"recurring regularities" in the data which represented patterns that could be sorted into categories. The same process of data analysis was utilized in the sessional evaluation, the verbal group evaluation and the retrospective evaluation.

3.7 RELIABILITY AND VALIDITY

According to Babbie (1989), reliability is a matter of whether a particular technique, applied repeatedly to the same object, would yield the same results each time. The peer educator program was undertaken by a social worker and it was therefore important to determine whether the data collection instrument was reliable. According to Marlow (1993), there are two ways in which a data collection instrument is reliable, that is, assessing the source of error and assessing the degree to which the instruments reliability is tested. The way a questionnaire is phrased is left to the interpretation of the participants. The researcher had developed simple questions which enabled the participants to respond adequately. The questions could however be interpreted differently by each participants. Reliability is determined by obtaining two or more measures of same thing and seeing how closely they agree (Marlow,1993). The researcher used several data instruments to cross check the results. The data collection tools and method of collection was qualitative which focused on the perceptions of the peer educators with regards to the training. The data would therefore contain subjective perceptions of the participants and would vary for every participant. The study, if repeated may produce different results and cannot not be empirically tested .The findings of the research, therefore cannot be generalized to the whole population.

According to Marlow (1998) validity refers to the extent a measuring instrument measures what is supposes to be measuring. Face validity refers to whether an instrument appears to be collecting what it should be measuring or whether it appears to measuring what it

claims to measure (Descombe,1998).   Marlow (1993), stated that content validity, is concerned with the representativeness of the content of the instrument. The content included in the instrument needed to be relevant to the concept the researcher was testing. The researcher tried to ensure that the questions in the data instrument were related to aspects of the training which were relevant to the study in an attempt to make the research study valid.

3.8   ETHICAL CONSIDERATIONS

In many instances, evaluation research is contracted out or paid for by those running the programme.   Most programme evaluation is undertaken by an external person or organization to prevent bias reporting.   According to Dane (1990), evaluation research involves trying to serve four masters, that is , the researcher, the program staff, the program clients and the program administrator. That author maintains that in an ideal world, these four masters share common goals such as obtaining sufficient information for decision to implement the programme or the best way to solve a social problem. However the four groups may have competing interests leading to conflict. The evaluation research society has published a set of standards to aid evaluation (Dane,1990). They are:

(i)   Formulation and Negotiation

Before the beginning of the evaluation project, all parties involved should reach a mutual understanding of the task, method, rationale , limitations and purpose of the evaluation. The researcher had discussed the research with organization, the programme co-ordinator, the school personnel and the participants. Permission had been obtained from the participants in the study. The participants were guaranteed confidentiality in the research process.

(ii)   Structure and Design

Designs of evaluation project is influenced by logistical, ethical, political and fiscal

concerns (Dane,1990). The design should be clearly specified and be appropriate for the purpose of the design. Sampling methods should be specific. In this study, the researcher, had chosen the evaluation design because the purpose of the research was to test the effectiveness of the peer educator training program. Participants that were chosen for the evaluation were those that had been trained because the research focused on the effectiveness of the training program.

(iii)   Data collection and Preparation

According to Dane (1990), the method of data collection is planned in advance. Training and supervising may be required to follow similar procedure. The researcher had prepared the co-ordinator who had obtained some of the data in the study in the data collection method. The assistance of the programme co-ordinator was enlisted for data collection to prevent researcher bias because the researcher was the trainer in the training sessions. The researcher was solely responsible for the preparation the data.

iv   Data analysis and Interpretation

The data analysis should match the purpose and design of the project. Sufficient documentation must be maintained to replicate the analysis (Dane,1990). Schinke (cited in Sathipersad, 1997), emphasized that the correctness of the presentation of the data is part of the researcher's accountability that influence the value of the study. The researcher was aware of personal bias and therefore had taken precautions in the analysis to provide objective findings

v   Communication and Disclosure.

According to Patton (1986), the final report should convey the research findings which includes assumptions and limitation of the findings. The researcher had undertaken to provide accurate and objective findings to the respective stakeholders, namely, the project co-ordinator, the organization, the school and the participants. The results of the findings would assist in decision-making by the different stakeholders.

3.9 LIMITATIONS OF THE RESEARCH

The researcher must be aware of the strengths and limitations of the method chosen in producing valid and reliable data and how this will affect the research study. The following are some possible limitations in the research study:

(i) In this research, the sample size limits it's representations of the population from which the sample was drawn. As a result, this factor limits the generalization of the study. However, this factor is not the major concern, because the research was specific as it evaluated the effectiveness of the training program. This therefore only included participants that participated in the training program. Despite the sample size being relatively small, it provided in-depth information which was important for evaluation purposes.

(ii) The training of the peer educators were undertaken by the researcher. This could result in bias reporting by the researcher who may have tried to design the research or to interpret it's finding in ways that makes the research look good. The researcher was very conscious of personal bias and therefore enlisted the assistance of the project co-ordinator in the collection of data. The researcher had further attempted to provide an accurate analysis of the data and the findings..This was done by cross checking the data from the different data instruments utilized.

(iii) Participants may have been considerate and polite in sessional evaluation as this was undertaken by the researcher. However the effective assistance of the project co-ordinator to obtain data in the group feedback and retrospective evaluation questionnaire had contributed in eliciting important and honest information. Priestley and McGuire (1983), supports this notion that the use of colleague to obtain information is important in

evaluations. This therefore had reduced bias reporting by the researcher.

(v) The evaluation questionnaire was self developed by the researcher. The content could be interpreted differently by the participants and this could possibly limit the study. Interpretation of the questions is also linked to the level of maturity and intellectual abilities. To reduce the limitation, the researcher and the co-ordinator had explained and clarified each questions in the instruments that were used to obtain data.

(v) The study was conducted within a specific time framework, which therefore prevented the researcher obtaining data from the recipients of the programme that the peer educators undertook at the school. These findings would have further enhanced the research study.

The next chapter details the analysis of the data, the interpretation of the results and discusses the results of the study.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.1   INTRODUCTION

This chapter details the analysis, interpretation and discussion of the results. The data were obtained through the use of four different research collection instruments, namely, the sessional evaluation questionnaire, the verbal group evaluation, the retrospective evaluation questionnaire and verbal feedback from the school personnel, to enhance and support the findings. The primary source of data was the participants in the sample. The secondary data were obtained from the teacher and principal of the school where the programme was implemented. Sessional evaluations were administered to the trainees during the course of the programme after completion of each session. The sessional evaluations were undertaken by the trainer of the peer educators who is also the researcher. The verbal group evaluation was undertaken a month after the training workshop by the co-ordinator of the programme who was the colleague of the researcher as discussed in chapter three. The retrospective evaluation questionnaires were completed by the peer educators after implementation of a few peer programmmes at school. These questionnaires were administered by the co-ordinator of the prrogramme. Secondary data were obtained through verbal discussions with the principal and the teacher who had been involved with the co-ordinator of the programme at the school where the programme had been implemented. Patton (1990), emphasized that the focus of the evaluation questions was essential when reporting findings. In the data analysis and discussions, the terms trainees, peer educators and participants are used interchangeably.

4.2 DATA ANALYSIS AND DISCUSSION

4.2.1 SESSIONAL EVALUATION

The sample that was selected had participated in the training workshop conducted by the researcher as discussed in the previous chapter. The evaluation questionnaires were completed by individual participants after each session during the training. The same evaluation questionnaires were used after each session to obtain data. The evaluation questionnaire consisted of five questions (Appendix C)

SESSION ONE: Introduction to Peer Education and Cultural Diversity

This session focused on the introduction to the peer educator training course and cultural diversity. In the first question, all the trainees had indicated that they had understood the content of the session. The use of simple language for the content had enabled the trainees to grasp concepts that were important to them.   In question two, all the trainees had indicated that the topic was adequately covered. The trainees felt that the session was simple and easy to follow. The majority of the participants felt that the content was informative and enjoyable.

For question three, 93% of the trainees reported that the ice-breakers were useful while 7% of the trainees felt that the ice-breakers were somewhat useful. Ice-breakers within training sessions assist in the reduction of anxiety and stress (Priestley & McGuire,1983). 80% of the participants were positive about the role-play while 20% of the participants felt that the role-play were somewhat useful. 100% of the trainees enjoyed the group discussion and brainstorming activities. It is evident that from that analysis, that activities within a training session are important tools to enhance and facilitate training. Johnson &

Johnson (1975), emphasized that activities during training sessions are important because they increase member involvement and participation, makes the sessions more fun and reduce sub-grouping.

In question four, all the trainees were positive about the trainers' presentation style. They indicated that the presenter was easy to understand, supportive, confident, open and encouraging. According to Corey & Corey (1987), the leader's interpersonal skills, support, empathy and warmth are significant variables associated with the group. However one trainee felt that there should be better writing material. This could be attributed to the training sessions being undertaken in the library where limited resources were available.

In question five, 80% of the trainees felt that the presentation style should remain the same as it was effective and it assisted them in understanding the expectations of a peer educator. 13% of the trainees, however felt that the session was too long because they were tired after being at school for most part of the day. One trainee did not provide a response to this question.

SESSION TWO : Sexuality

This session focused on sexuality, that is, the emotional and the physical aspects of sexuality. For question one, 93% of the trainees understood the content of the session whilst one of the trainee understood some aspects of the content. In question two all the trainees were very positive about the topic. They felt that the topic was well explained, easy to understand, informative, enjoyable and allowed to express their opinions

In question three, 93% of the participants reported that the ice-breakers were useful while

one trainee felt that the ice-breakers were not useful. The negative response may be linked to the session being long after a tiring day at school. All the participants enjoyed the role-playing, group discussion and brainstorming. In question four, 100% of the trainees, felt that presenter was clear in her explanation, open, supportive, interesting and well planned. For question five, 80% of the trainees had indicated the presentation style and the content should remain the same, whilst 20% of the trainees did not respond to this question.

SESSION THREE : Values

This session focused on values and how it impacts on their role as peer educators. For question one, 100% of the trainees understood the content of the session. In question two, 100% of the participants felt that the topic was enjoyable, interesting , informative and easy to understand. For question three, 100% of the participants enjoyed the group activities, namely, ice-breakers, role-plays, group discussion and brainstorming. This session was very practical and involved all the trainees in the activities. In question four, 100% of the trainees reported that the trainer's presentation style was good as they were able to grasp the topic easily. They further felt that the trainer was open, confident and made the session enjoyable. In question five, 87% of the participants felt that the presentation style and content should remain the same. 13% of the trainees felt that the venue should be changed because it had poor ventilation which made the room very hot and stuffy. 13% of the participants did not respond to this question.

From the analysis, it is clear that all the participants enjoyed and benefitted from this session. The content was very effective for the trainees. This could be attributed to the active role the researcher played in the session which enabled the participants to enjoy the sessions. Corey & Corey (1987), stressed that the ability of the group leader to have belief in the value of the group process is positively related to constructive outcomes.

SESSION FOUR : Skills Development

This session focused on the development of skills to assist the trainees in their role as peer educators. The topics covered within this session were communication, conflict resolution, assertiveness and leadership. Teaching of the new skills involved a lot of practical exercises within the session. For question one, 100% of the trainees had understood the content of the session. In question two, 100% of the trainees indicated that the topics covered were relevant and adequate. The participants had further described the topics as interesting, informative and easily understood. For question three, all the trainees enjoyed the activities, namely, ice-breakers, group discussion, brainstorming and role-plays. For question four, the trainees commented very positively on the trainer's presentation style. They had indicated that the trainer was non-judgmental, open, honest, non-critical, supportive, and encouraged the participation of all trainees. In question five, 87% of the trainees felt that the presentation style and content should remain the same whilst 13% of the trainees did not respond to this question. 13% of the trainees further commented that the session was long and the venue was unsuitable due to poor ventilation. One trainee suggested that the session could be held outside.

From the analysis, it is clear that all the trainees had enjoyed and benefitted from this session. It is further noted that the practical exercises assisted towards the development of skills of the trainees.

SESSION FIVE : Presentation Skills in Group and Community Work

This session focused on group and community work skills. For question one, 100% of the trainees had understood the content of the session. In question two, all the participants, had found that the topic was adequately covered. They had further commented that the

topic was enjoyable, informative and easy to understand. For question three, all the trainees felt that the activities such as ice-breakers, role-plays, group discussions and brainstorming was useful and relevant for the session. In question four, 100% of the trainees felt that the presentation style of the trainer was good. They felt that the trainer was supportive, confident and allowed for expression of opinion of all the trainees. For question five, 87% of the trainees felt that the content and presentation style should remain the same whilst 13% of the participants did not respond to the question.

The above analysis indicated that the participants enjoyed the session. It is important to note that this was the final session of the training. The trainees were more comfortable and familiar with each other. By this stage group cohesion and group bonding had occurred which contributed to the effectiveness of the training session. Johnson & Johnson (1975), define group cohesion as the sum of all the factors influencing members to stay in the group and group members commitment to each other.

From the above sessional analysis, it was evident that of the peer educators felt that the training was beneficial to them. The training sessions had helped the group to bond and develop group cohesion. Yalom, cited in Corey (1990), quotes from research evidence that suggest group cohesion is a strong determinant of a positive group outcome. Further, as a result of group cohesion and identity, the fifteen participants remained in the group. The use of group activities was effective because it helped the group to have fun and develop skills which were necessary for their roles as a peer educator. This is supported by Gilchrist & Schinke (1985), who stated that the methods of presentation such as group discussions, role plays, games are crucial for an effective learning environment.

4.2.2.   VERBAL GROUP EVALUATION

The data were collected through verbal group evaluation which was conducted a month

after the training session. The group evaluation was undertaken by the co-ordinator of the peer educator programme. The purpose of the evaluation was to obtain data from the participants about the training workshop. The co-ordinator was requested to undertake this evaluation because it would give participants had the opportunity to provide honest and sincere responses about the training. This evaluation helped to prevent biased reporting by the researcher who had been the trainer of the peer educator training workshop.

The evaluation focused on the training sessions. The evaluation questions focused on the content of the sessions, activities used during the training sessions, presentation style of the trainer, suggestions to the content and style of presentation, expectations of the training and motivation to continue as a peer educator (Appendix D). The participants reported positively on the content because it was simple and easy to understand. Some participants felt that there should more use of visual aids to enhance the training session. They had further suggested that the training workshop should include specialist areas of interest such as HIV/AIDS, Alcohol and drug abuse.

According to all the participants, they had enjoyed the training sessions because they were all involved in the activities in the training sessions. They had enjoyed role-plays because this activity helped them practice their skills within a safe and nurturing environment. Listening skills and a non-judgmental attitude towards their peers were rated as the most effective and useful skills learnt during the training session by most of the participants. As Priestley & McGuire (1983), indicate that listening skills are crucial ingredients in all helping relationships, this indicated that the training had achieved its objectives by providing the peer educators with skills necessary to be effective with their peers. They also felt that all other skills learnt in the training had assisted them development to be confidence and motivation. Some of the participants suggested that

some aspect of programme development should be incorporated into the content of the training.

The participants felt that the presentation style was effective and adequate because the trainer was non-judgmental, supportive, provided simple explanation and encouraged participation of all trainees. Corey & Corey (1987), stated that the influence of the leader's personality such as support, openness, enthusiasm and directness enables the group members, especially adolescents, to reciprocate similar traits with caring adults with whom they interact. They further felt that, as a result of good facilitation skills and leadership qualities displayed by the trainer, the training workshop had been successful. The participants also felt that the training workshop to a large extent focused on self-awareness. This was appreciated and important because it had enhanced functioning in their personal capacities. They had further felt that the training workshop was valuable preparation for their roles as peer educators at their school The training had further allowed them the opportunity to establish bonds necessary for their continued participation in the peer educator programme.

The analysis of the results in respect of the verbal group evaluation is congruent with the results of the sessional evaluations. The use of the co-ordinator to obtain data for the group evaluation was important because this enabled the peer educators to provide honest responses.

4.2.3.   RETROSPECTIVE EVALUATION

Data was collected through the use of retrospective evaluation questionnaires which were administered by the co-ordinator of the programme as discussed in chapter three. The retrospective evaluation was undertaken after the participants, now peer educators had

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Brainstorming	9	6	-
Small Group Discussions	12	3	-
Large Group Discussions	11	4	-
Role-Playing	14	1	-

Table one shows that all the peer educators had found that the group activities were useful in the training session. Role-playing activities were the most popular amongst the participants. According to Corey & Corey (1987), role-plays foster creative problem-solving, encourage spontaneity, usually intensify feelings and get people to identify with other participants.

For questions four, the focus was on the method of presentation by the trainer throughout the training sessions. The table below reflects the peer educators responses to this question.

TABLE TWO - TRAINER'S METHOD OF PRESENTATION THROUGHOUT THE
              TRAINING SESSIONS

N = 15

Trainer's Method of Presentation		Responses	
	Very Adequate	Somewhat Adequate	Not Adequate
A. Use of Language	15	-	-
B. Pace of Session	10	5	-
C. Tone of Voice	10	5	-
D. Length of Session	5	8	-

E. Facilitation Style :			
(i) Ability to communicate with members	13	2	-
(ii) Inclusion of members in all activities	13	2	-
(iii) Provide some effective Leadership	11	4	-
(iv) Listening to members	12	3	-
(v) Encouraging Communication Amongst Members	12	3	-
(vi) Gate-keeping	10	5	-

From Table Two it is evident that the method of presentation by the trainer was adequate which facilitated learning during the training. All respondents found the simple language very useful. This is an important aspect because the appropriate use of language facilitates learning within the training sessions. The above analysis indicates that the methods of presentation were effective and useful for the peer educators in preparation for their role in their school. The trainer had used a democratic leadership style in presentation of the training. Lewin, Lippitt and White, (cited in Johnson & Johnson, 1975), support this aspect because a democratic leadership style help the participants to interact and gain much from the training. The facilitation style demonstrated by the trainer was positive because it encouraged a climate of learning. According to Johnson & Johnson (1975), effective facilitation demonstrated by the leader, actively creates a climate of safety and acceptance, in which people will trust one another and therefore engage in productive

interaction.

For question five, although93% of the peer educators felt that they had been adequately trained, one participant felt inadequately prepared. This participant focused on specific aspect that is, programme development. This was not included in the content of the training sessions. Of those who had felt that the training was adequate, 27% made further suggestions on how the trainer could improve training. Their responses were as follows:
"Practical aspects in program development to be included in the training"
"Ensuring the same level of participation all peer educators during the training sessions"
"Use of more visual aids"
"Linking the peer educators with other schools that are implementing similar programs"
Some of the above-mentioned responses do not link to the question which was related to the adequacy of the training. Some of these responses could however be linked to the content of the training sessions or the method of presentation.

For question six, which focused on suggestions on presentation styles, 87% of the peer educators indicated that the presentation style of the trainer should remain the same. One participant did not provided a response to this question whilst one participant felt that the trainer should incorporate more practical programs in the training sessions. Although the peer educators felt positive about the presentation style, 53% offered the following suggestions for future training :
"Trainer should use more colourful charts"
"Provide booklets reflecting all the training sessions for us to use as reference"
"Training to include weekend camp to create bonding amongst members"
"The training session to be shorter especially when it is held after school hours to prevent us losing concentration".
"Inclusion of more group activities in all sessions"

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From the above analysis, it is clear that, despite the peer educators having found the presentation style of the trainer adequate and effective, they had offered some positive suggestions for improvement The role of the trainer is considered to be very important as training is dependent on a trainer's ability to impart knowledge and skills. This is consistent with research findings by Gilchrist & Schinke (1985), which emphasized that practitioners must have knowledge and develop methods to teach designated skills. The results indicated that the peer educators consider group activities as a preferred method of learning new skills. According to Jacobs, et al (1994), learning that occurs within group settings provides the group members with the opportunity to practice skills within a safe and nurturing environment.

Question seven focused on suggestions on the improvement of the content of the training sessions. 53% of the peer educators felt that the content should remain the same whilst 40% of the peer educator felt that there should some modification to the content. These participants suggested that the trainer should use more visual aids, focus on specific problems, include speakers with specialist knowledge on a specific topic and introduce homework after each session to help the peer educators to fully understand the different concepts in the training sessions. One participant felt that the content should be changed to focus on specific topics related to problems and issues teenagers experience. This is considered to be a pertinent issue. However , the peer educator programme is part of the youth empowerment programme where the youth are equipped with skills and knowledge to enable them to implement programme and act as a support system to their peers within the school environment. Rohs and Langone, (cited in Sogunro, 1997), suggest that leadership training programmes did produce positive effects on leadership development.

In respect of question eight, 100% of the peer educators had indicated that they will continue as peer educators. Their response were as follows:

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"It has been a great experience for me and I am motivated to continue"

"I have become confident and feel empowered to assist my fellow pupils"

"I have been assisted towards self- development and self-fulfillment"

"The training has provided me with some challenges with my peers"

"The training had helped me in decision-making regarding my future career"

From the analysis, it is evident that the training sessions had been effective and had met it's objectives in sufficiently equipping the peer educators with knowledge and skills to implement programs at school on an individual and group basis. The training had further helped the peer educators to gain confidence and motivation to continue with the programme. According to Vorrath & Benthro (1985), groups provide a nurturing and caring environment, where many problems can be resolved by the pupils themselves through participation in leadership and empowerment programmes, thereby effectively contributing towards the development of responsible adults.

The results of the analysis of the retrospective questionnaires are similar to the sessional evaluation and the verbal group evaluation. Although the data were obtained at different periods, the results were fairly consistent. The peer educators made a few suggestions in respect of content and trainer's style, which needs to be addressed for future training sessions.

4.2.4   SECONDARY ANALYSIS

The secondary analysis provided information on the perceptions of the personnel in the school where the peer educator programme was implemented. This evaluation was conducted on an informal basis by the researcher. The principal and the teacher who had been directly involved with the co-ordinator of the peer educator programme provided verbal information in respect of the evaluation of the peer educators. In respect of the

question whether the training programme had made a difference to the peer educator, they had responded positively on the training programme because the peer educator were confident, enthusiastic, committed and motivated to work with their peers in respect of problems that the pupils experience.

In response to whether the programme will continue at the school, the principal and the teacher were positive in their response and felt that it was an excellent programme because it encouraged the pupil towards self-awareness and development The programme has further assisted other pupils to address their own problems which school personnel were unable to address due to shortage of staff. The school principal was therefore in favour of the programme continuing. In response to whether the teachers will be allowed to be trained to undertake such programmes, the principal felt that the teachers could be trained, however, in view of shortage of staff, this would not be possible. The teacher had differed in her response. In the Outcome Based Education which is to be implemented in the new year, it is the responsibility of the teachers to initiate peer educator programmes as part of the education curriculum. She expressed her view that the teachers needed training to motivate and encourage them to initiate such programmes. The school personnel further reported on the positive relationship with the co-ordinator of the programme that had motivated the school to implement the peer educator programme. The co-ordinator is a committed and dedicated social worker. She had involved the school right from the beginning phase of the project and had continuously provided feedback to the school. This had generated interest and support for such a programme.

4.3   SUMMARY

The analysis of the data from the sessional, group and retrospective evaluations indicated that the results were consistent despite the use of different data collection instruments. In all three evaluations, that is, sessional, group and the retrospective evaluation, the results

were congruent in the areas of the topics and content, group activities and the presentation styles of the trainer. The participants provided positive feedback in the critical areas mentioned to assess the relevance and effectiveness of the programme. The results further revealed that the training was very effective in preparing the peer educators for their expected roles within the school system. This results were similar to the results of the evaluation in respect of the leadership training programme undertaken by the Rural Education and Development Association in Alberta in the United States of America. The training had provided knowledge and skills which had contributed to the self development of the peer educators. Corey & Corey (1987), stated that in adolescent groups, action-oriented methods of presentation are excellent ways of keeping up the interest levels of participants. The training had also made them confident, empowered and motivated to continue as peer educators.

The group method used during the training session was appropriate because it provided a positive climate for learning to occur. Jacob, et al (1994), stated that the group work method provides an arena for safe practice and the opportunity for members to receive feedback which is valuable for their own growth and development. Many aspects within the training sessions were useful to the peer educators. The leadership and facilitation styles displayed by the trainer were considered to be beneficial to the participants because it promoted learning. According to Corey (1990), facilitation by the leader enhances the group experience by increasing communication amongst participants and assisting them to assume greater responsibility for direction of the group. The overall training did benefit the peer educators.

In the concluding chapter, major findings and recommendations in respect of the study will be discussed.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1.   INTRODUCTION

In this concluding chapter of the study, key findings are summarized and recommendations are made.

5.2   FINDINGS OF THE STUDY

Hillview Secondary School in Newlands East provided the ideal to conduct the study. The community had been characterized by many social pathological problems which inadvertently affect the youth. Many of the problems that are prevalent in the community has affected the pupil population because they reside in the community. Many families do not have the support structures necessary for the youth to cope with the everyday life stresses. The school had been considered an ideal environment to create a positive and nurturing climate for the youth. The peer education programme is thus considered to be an ideal programme to assist the youth to cope with changes and stresses. Both the youth and the school personnel were receptive and supportive of the peer educator programme that was implemented by Durban Children's Society. Many studies have indicated that a social worker based at a school is most effective in implementing youth empowering programmes. Moote, et al (1999), have stressed that social workers based at school play a critical role in the advancement of social skills training within an educational setting. In the South African context, because of financial constraints within the Department of

Education and the Department of Welfare, the placement of social workers in a school situation has been hampered..This responsibility has been absorbed by welfare organizations that are currently operating in many of the disadvantaged communities. The private welfare organizations themselves experience financial difficulties and shortage of manpower and are therefore unable to place a social worker on a full time basis at schools. However, despite limited financial resources and difficult circumstances, some programmes have been implemented in the school environment to combat the problems. In the White Paper on Social Welfare (1996) and the Inter-Ministerial Committee (1996), peer educator programmes are mentioned frequently because are considered to be capacity-building and empowering. These programmes help meet the developmental goals of the country and further prevent the youth from them becoming dysfunctional adults.

The data collected from the sessional evaluation indicated that the training sessions were very effective and empowered the peer educators. The peer educators reported that they gained confidence through skills training and the knowledge that were exposed to during the training session. They felt confident and motivated to assist other youth in their school.

The results from the sessional evaluations, group evaluation and the retrospective evaluation questionnaires revealed that the topics and the content were appropriate for the training and this therefore contributed to the development and empowerment of the peer educators' personal capacities. The presentation styles, method of teaching, level of knowledge of skills and a positive attitude of the researcher/trainer in the training sessions were effective in empowering the peer educators on a personal level.

The data analysis from the sessional evaluations, verbal group evaluation and retrospective questionnaires, reflected that the training was effective because it had adequately

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prepared the peer educators for their respective role. The peer educators felt the training had equipped them with adequate skills to undertake empowerment and capacity building programmes at their school.

Data analysis from the group evaluation and retrospective questionnaires had also reflected that the participants felt that the skills learnt in the training sessions had helped them towards self development. Listening and a non-judgmental attitude were rated as the most important skills learned in the training sessions. The above-mentioned skills are crucial in enabling peer educators create a climate of trust and acceptance in order to render effective and meaningful services to their peers. According to Johnson & Johnson (1975), listening is not just a passive event but consists of active and visible behaviours which are directly signalled to the person who is doing the talking. The use of activities in the training sessions made it easier to learn skills in creative and innovative ways. This could be attributed to the role of the trainer which contributed to a positive learning environment. Corey & Corey (1987), stated that the capacity to be spontaneously creative, that is to approach the group with fresh and innovative ideas, is the most important characteristic of a group leader. The fifteen participants had attended all sessions and completed the training as the sessions were considered to be interesting and enjoyable.

The data collected from the sessional evaluation, group evaluation and retrospective questionnaires reflected that the participants were very motivated to continue with the programme at their school. The confidence and improved self esteem that was developed during the training were considered important motivational factors for continued participation in the group. The training sessions had further inspired and challenged the peer educators to assist peers through support programmes in order to reduce problems the youth at school experience in their everyday situation. The findings revealed that this

objective has be successfully achieved.

The research study was intended to evaluate the effectiveness of the training sessions of the peer educators. The results obtained from the data reflected that this objectives was also achieved. The assumptions of the researcher as discussed in chapter one, that is that the researcher, having been trained herself, would be and effective programme trainer and the training would build the capacities of the peer educators to empower them to be of assistance to their peers at school had proven to be correct.

5.3. RECOMMENDATIONS

The training of the prospective peer educators utilizing the group work method was most appropriate and effective. Within a group context, the trainees had the opportunity to develop bonds and group cohesion which created a positive climate for learning to occur. The group had provided a safe and nurturing environment, where the trainees were able to practice new skills. Corey (1990), supports this argument and also stated that members have the opportunity to practice the new skills and behaviours they have learnt, in a supportive environment before trying them in real world context. Konopka (1963), stressed that group life is very significant for adolescents because the group members are like mirrors that help each other to learn about one's own image. Training workshops, especially with adolescent/youth, could utilize this method of teaching which has been very effective within a learning environment.

It is critical for the peer educator training programme that much effort should be put into the planning phase because this sets the tone for the training. The results in this study reflect that effective planning prior to the training had assisted in achievement of the desired objectives. It must be noted that when training workshops are arranged, the venue

is an important aspect because learning could be affected if the venue is not suitable. The decision in respect of venue for the training sessions must incorporate environmental factors such as summer or winter months, to ensure that participants derive maximum benefits from the programme. Training should preferably not occur after school hours because the attention span of adolescent/youth is limited. Corey & Corey (1987), stated that especially for adolescents, training sessions should be within short periods of time such as twice a week. It is recommended that this should be considered when training is planned. Training could alternatively be done over weekends and school holidays.

The results reflected that the majority of the participants had appreciated the content of the training sessions. Some very interesting suggestions were made to enhance the training programme. . It is therefore recommended that the trainer provide a training manual for all trainees, which could be used for reference purpose after the peer educators are involved in their own programme . The content should include more visual aids as suggested by the peer educators in the evaluations. Children learn more effectively with the use of these visual aids. Training should also always include action-orientated methods because they provide a positive climate for learning A further suggestion is for a short needs assessment to be conducted with the prospective trainees prior to the training to identify some of their felt needs. These could then be incorporated in the content of the training sessions It is recommended that the programme co-ordinator should be more focused regarding expressed needs of the peer educators after the training for the continued growth and development of the group. The peer group meeting should be structured to include support, educational and recreational components for continued participation and motivation. This might also help reduce in the prevention of burnout .of the peer educators.

The study used qualitative methods for collection of data and this had provided very

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useful and interesting subjective perceptions and experiences of the participants. Comparative studies are encouraged and recommended to enhance the study. Further evaluation can be undertaken by involving the parents or care-givers of the peer educator to assess whether the training had impacted positively in the peer educator's personal capacities. Evaluation of the recipients of the programme is another area which needs to be considered as this would provide a holistic assessment of such a programme and the need for its existence.

As the study had indicated that the training programme was effective, it is recommended that social workers, particularly those that working with youth, should be motivated and encouraged to implement more programmes in an effort to target more youth in "high risk" communities. For such programmes to be initiated, it is recommended that the organization undertakes to provide training programmes for social workers. The Department of Health could be approached to provide the training based on their manual. Social workers are required to work actively within a development framework as advocated by the White Paper for Welfare (1998) to promote and develop the capacities of youth through effective empowerment programmes. Mentoring/Peer Education programmes not only provide a unique, resilience and strenghts-oriented intervention for youth, but also allows social workers to reach more young people than they are capable of affecting on an individual basis (Bein, 1999).

It is recommended that the organization motivate the higher learning institutions to include the peer educator/mentoring programme for inclusion in the Social Work curricula as the programme can be adapted for use in many settings.

The school was very receptive of the programme and some of the teachers could be motivated to undertake peer educator programmes. The teachers are best placed to

implement such programmes. The new education system that would replace the previous system, has areas of lifeskills training which need to be undertaken by the teachers. The Department of Education has not yet put in place any infra-structure for development of the teacher and it is therefore recommended that the social work organization could work in partnership with the school to offer training to the teachers for implementation of youth empowering programme.

Research studies in other countries have been extensively conducted to determine the effectiveness of peer educator/mentoring programs, however in the South African context these have been limited research studies. Research study undertaken within the school environment would provide interesting findings because all our schools have a mixture of children from different ethnic and cultural groups. It is recommended a longitudinal research study is undertaken to evaluate the trained peer educators from the onset of training until their journey into adulthood, to establish whether the skills learnt had lifelong effects.

5.4. CONCLUSION

The study of the effectiveness of the training programme for peer educators is crucial and beneficial to all social workers that are working with youth, as it has interesting implications for the youth in our country. The number of young people who are at risks and struggling to cope with every day stresses requires professionals to develop new approaches to meet their needs. Linquati, 1999; cited in Bein (1999), stated that, despite clinical approaches showing promise in reaching the youth with particular needs, the call for mentoring programmes is part of a strengths- orientation characterized as a widespread conceptual shift from thinking that the problems of youth are the principal barrier to youth development, to the thinking that youth development is the most effective strategy for the

prevention of youth problems.

This study evaluating the effectiveness of a training programme has been meaningful since it highlights an important area of social work that has not received much attention. It also helps to foster a more holistic understanding that the implementation of effective empowerment programmes does in fact contribute to the growth and development of the youth.

Finally, this research, is meant to inspire further research in the field of peer educator/mentoring so as to increase the knowledge base of social workers and ensure that social workers are better equipped and able to serve their client population.

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APPENDICES

APPENDIX A

PEER EDUCATOR QUESTIONNAIRE

NAME: _____

DATE OF BIRTH: _____

HOBBIES/ INTERESTS: _____

1. Do you think that peer education is important at school? Motivate your answer

_____

_____

2. Why do you want to be a peer educator? Motivate your answer

_____

_____

3. What can you offer your fellow pupils if you are chosen?

_____

_____

4. Do you see yourself working individually or as part of a team? Motivate your answer

_____

_____

5. Are you prepared to work after school and during the school holidays? Yes / No

_____

_____

THANK YOU

(Letter to Parents by the researcher's colleague who is the co-ordinator of the programme)

Our Ref: G4/97

1 February 2000

Dear Parent

PEER EDUCATORS - HILLVIEW SECONDARY SCHOOL

Your child had been selected to be trained as a peer educator. A peer educator is a pupil who is trained to provided information and guidance to his fellow pupils.

Your child will undergo training on the following areas, namely :

- Introduction to peer educator and cultural diversity
- Sexuality
- Values
- Skills Development

- Presentation Skills (Group and Community Work Skills)

Empowered with this information they will be able to advise and refer their fellow pupils to sources of assistance.

Any child selected to become a peer educator is considered to have leadership qualities and the ability to handle the responsibility of providing information to his/her fellow pupils.

The training times and dates will be negotiated with your child.

Should you object to your child participating in the peer educator training programme or any other queries, please contact Ms Nalini Naidoo at tel. 3129313.
Thank you for co-operation

Yours faithfully

N. Naidoo (Ms)   R.J. Abrahams
SOCIAL WORKER   MANAGER: NORTH TEAM

APPENDIX C

EVALUATION QUESTIONNAIRE

1. DID YOU UNDERSTAND THE CONTENT OF THE SESSION?

    ALL OF IT   : _____
    SOME OF IT : _____
    NONE OF IT : _____

2. IN YOUR OPINION WAS THE TOPIC ADEQUATELY COVERED? EXPLAIN

    _____

    _____

    _____

3. AS A TRAINEE EDUCATOR, HOW DO YOU FEEL ABOUT THE ACTIVITIES
    USED IN THE SESSION?

	USEFUL	SOMEWHAT USEFUL	NOT USEFUL
ICE-BREAKER			
ROLE-PLAY			
GROUP DISCUSSION			
BRAINSTORM			

4. PLEASE COMMENT ON THE TRAINER'S PRESENTATION OF THE
    SESSION?

    _____

    _____

5. DO YOU HAVE SUGGESTIONS AS TO HOW THE PRESENTER CAN
   IMPROVE IN RELATION TO :
   (i) PRESENTATION STYLE : _____

   _____

   (ii) CONTENT : _____

   _____

THANK YOU

APPPENDIX D

QUESTIONS THE CO-ORDINATOR HAD UTILIZED IN VERBAL GROUP EVALUATION:

1.   DID YOU UNDERSTAND THE CONTENT OF THE TRAINING SESSION? MOTIVATE YOUR ANSWER

2.   WERE THE TOPICS COVERED DURING THE TRAINING SESSION RELEVANT FOR YOUR ROLE AS A PEER EDUCATOR? EXPLAIN YOUR RESPONSE

3.   WERE THE ACTIVITIES USED DURING THE TRAINING USEFUL? MOTIVATE YOUR RESPONSE.

4.   COMMENT ON THE PRESENTATION STYLE OF THE TRAINER.

5.   DO YOU HAVE ANY SUGGESTIONS AS TO HOW THE CONTENT AND PRESENTATION STYLE COULD BE CHANGED?

6.   HAS THE TRAINING SUFFICIENTLY EQUIPPED YOU TO UNDERTAKE YOUR ROLE AS A PEER EDUCATOR? EXPLAIN.

7.   DO YOU WISH TO CONTINUE AS A PEER EDUCATOR? EXPLAIN

APPENDIX E

RETROSPECTIVE EVALUATION QUESTIONNAIRE

CODE : _____

1. WAS THE VENUE SUITABLE FOR THE TRAINING?
   YES/NO : IF NO PLEASE EXPLAIN YOUR RESPONSE

   _____

   _____

2. DID YOU UNDERSTAND THE CONTENT COVERED IN THE TRAINING
   PROGRAMME?
   YES : EXPLAIN _____

   _____

   NO : EXPLAIN _____

   _____

3. HOW DO YOU FEEL ABOUT THE ACTIVITIES USED ?

	NOT USEFUL	SOMEWHAT USEFUL	VERY USEFUL
ROLE-PLAYING			
BRAINSTORM			
SMALL GROUP DISCUSSION			
ICE-BREAKERS			
LARGE GROUP DISCUSSION			

4. COMMENT ON THE TRAINER'S METHOD OF PRESENTATION THROUGH THE TRAINING COURSE IN RESPECT OF THE FOLLOWING ?

	NOT ADEQUATE	SOMEWHAT ADEQUATE	VERY ADEQUATE
A. USE OF LANGUAGE			
B. PACE OF THE SESSION			
C. TONE OF VOICE			
D. LENGH OF SESSION			
E. FACILITATION STYLE			
(i) ABILITY TO COMMUNICATE WITH MEMBERS			
(ii) INCLUSION OF MEMBERS IN ALL ACTIVITIES			
(iii) PROVIDE SOME EFFECTIVE LEADERSHIP			
(iv) LISTENING TO THE MEMBERS			
(v) ENCOURAGING COMMUNICATION AMONGST MEMBERS			
(vi)GATE-KEEPING			

5. DO YOU FEEL ADEQUATELY TRAINED TO IMPLEMENTING PROGRAMMES AT YOUR SCHOOL? MOTIVATE/ EXPLAIN YOUR RESPONSE :

_____

_____

6. DO YOU HAVE ANY SUGGESTIONS AS TO HOW THE TRAINER COULD IMPROVE HER PRESENTATION STYLE ?

_____

_____

7. DO YOU HAVE ANY SUGGESTIONS AS TO HOW THE TRAINER COULD IMPROVE THE CONTENT OF THE PROGRAMME ?

_____

_____

8. WOULD YOU CONTINUE AS A PEER EDUCATOR ? EXPLAIN YOUR ANSWER

_____

_____

_____

THANK YOU

implemented a few programmes at their school. The purpose of this evaluation was to assess the peer educators' overall impression of the training program and it's effectiveness for practice. The questionnaire consisted of eight questions (Appendix E).

For question one, 40% of the peer educators felt that the venue was suitable because it was located close proximity to the school, whilst 60% of the peer educators felt that the venue was not suitable. They felt that due to poor ventilation, the room was hot and stuffy which affected their concentration level. Corey & Corey (1987), stressed that the physical setting is vital for effective functioning. Some of the participant felt that despite an unsuitable venue, the room offered them training within a safe and secure environment. Despite this negative response, the participants had benefitted from the training. In question two, 93% of the peer educators had indicated that they understood the content of all the sessions whilst one peer educator did not respond to this question. The peer educators felt that the content was simple and easy to understand, informative, practical, interesting and had contributed to their learning.

Question three, focused on group activities, namely, ice-breakers, brainstorming, small group discussions, large group discussions and role-playing. The table reflects the peer educators responses to this question.

TABLE ONE - USEFULNESS OF THE ACTIVITIES/METHODS USED IN THE
          TRAINING .

n = 15

Activities/Method		Responses	
	Very Useful	Somewhat Useful	Not Useful
Ice-Breakers	10	4	1

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